

CROTON-HARMON

Union Free School District

Annual Report: 2013-2014

ANNUAL REPORT 2013 - 2014

TABLE OF CONTENTS

INTRODUCTION 3

LETTER TO THE BOARD OF EDUCATION 3

SECTION I – GOALS 2013-2014 4

DISTRICT GOALS & GOAL ATTAINMENT 4

SECTION II - DISTRICTAND BUILDING REPORTS 13

ATHLETICS 14

PUPIL PERSONNEL SERVICES - SPECIAL EDUCATION 18

PUPIL PERSONNEL SERVICES - SCHOOL COUNSELING 25

TECHNOLOGY 30

BUSINESS 35

TRANSPORTATION 39

FACILITIES 43

CARRIE E. TOMPKINS ELEMENTARY SCHOOL (CET) 49

PIERRE VAN CORTLANDT MIDDLE SCHOOL (PVC) 55

CROTON HARMON HIGH SCHOOL (CHHS) 72

SECTION III – CURRICULUM COORDINATOR REPORTS 82

SECTION IV – CO-CURRICULAR ACTIVITY REPORTS 166

Appendix 255

Data Review A1

Professional Development Opportunities A2

Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, NY 10520

October 2014

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

It is with great pride that I submit the Croton-Harmon Union Free School District 2013-2014 Annual Report. Each year our students and staff work tirelessly to reach new heights. We believe the Annual Report reflects this work.

As we continue to hear about mandates and changes to mandates, our Croton staff remains committed to our mission and vision. We have spent this last year reinforcing the concept of the "Croton Core." The Croton Core embraces the tenets of the Common Core Learning Standards; however, it maintains our Croton focus on the District's vision and mission. The Croton Core is possible because of our dedicated educators that reviewed the Common Core Learning Standards and continued to hold onto what makes a Croton education special and second to none. The Common Core Learning Standards have informed our instruction; not replaced our instruction.

We are already taking what we have learned from the 2013-2014 school year to frame our discussions and goals for 2014-2015. We have begun to review multiple sources of student data and take strategic steps in the new school year. As a staff, we continue to set our line of sight to high points. As Michelangelo shared, "The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low, and achieving our mark." Our district is committed to helping students and staff set goals that bring them closer to realizing their true potential.

In closing, we have ALL contributed to this report. There are four sections to the report: a. District Goals and Attainment; b. District/Building Reports; c. Curriculum Coordinator Reports; and d. Co-Curriculum Activities Reports. Thank you.

Sincerely,

Deborah O'Connell

Dr. Deborah O'Connell



CROTON-HARMON

Union Free School District

Goals: 2013-2014

District Goals and Goal Attainment 2013-2014

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. To accomplish this goal, in 2013-14 we will:***

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through aligning curriculum across grades as well as vertically K-12. The target for completion of draft curriculum maps is 100% for the 2013-2014 school year. All maps will be made public and a quality curriculum review process will be implemented.

What was accomplished:

- Turned on the curriculum maps across the district. The public now has access to the Croton maps and NYS Engage NY
- Developed a plan for all superintendent conference days, cross building days and other conference days that continually focus on curriculum, mapping, and student achievement
- Used curriculum tools, such as the Quality Curriculum Review, to analyze maps for further dialogue. From this analysis, each department chose a focus area for cross building meetings. Much of this work focused on vertical articulation of curriculum maps to ensure that new learning builds on prior learning

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through implementing the recommendations of the technology audit.

What was accomplished:

- Introduced a new cohort model structure partnering with LHRIC. This cohort structure embedded training on collaborating in a blended learning environment. Collaboration means was a major theme of the technology audit. Provided job-embedded professional development for a cohort of 8 teachers, grades 5-12 in using collaborative tools with their students in the classroom.
    - Tools included: Flipping the classroom, Google Drive, Google Communities, and Edmodo among others
- Introduced the first Croton Tech Expo. This professional development forum highlighted the ongoing work of our teachers and how they used technology in the educational setting. This resulted in an increase use of apps, technologies etc. in our classrooms
- Implemented LATIC (Learner Active, Technology Infused Classroom) units based on the summer work 2013. Twenty teachers engaged in LATIC work which resulted in the

development of LATIC units. This work was highlighted in *Croton-Harmon Highlights*

- Met with teachers of each grade level and the principal at CET to review the K-4 Technology Skills Scope & Sequence and Performance tasks associate with it. Also created classroom charts to help teachers track addressing these skills across the year through the curriculum.
- Collaborated with PVC teachers to create a Technology Skills Scope and Sequence
- Provided job embedded support for CET teachers who to create technology infused lessons
- Provided professional development in the form of a district wide Tech Expo where teachers K-12 shared digital solutions & resources with colleagues in a workshop format.
- Provided professional development bi-weekly with 5th grade teachers on integrating web based resources into curriculum and using district resources.
- Provided professional development for CET teachers in how to integrate PIXIE into curriculum

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through implementing appropriate recommendations of the World Languages Tri-State Report.

What was accomplished:

- Shared the Tri-State report with the World Languages Department, Administrative Team and Board of Education
- Created goals and action plans based on the recommendations of the report
- Formalized strategies for metacognition (thinking about your thinking). The World Languages Department is focusing on metacognition across all languages and grade levels
- Identified critical data points to enable grades 5-12 discussions
- Continued to refine curriculum maps to ensure vertical articulation

Increase student achievement in literacy and/or math. Each school will have a specific building SMART goal that will address an aspect of literacy and/or math, identify the assessment measure(s) of student performance, and identify specific achievement targets.

What was accomplished:

- Each school developed a SMART goal focusing on student achievement. This will be reviewed in the individual school reports.

School Environment: ***Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe. To accomplish this goal, in 2013-14 we will:***

Continue implementation of the Olweus anti-bullying program and the PBIS program, including an analysis of the impact of the programs. Provide necessary professional development to support staff in program implementation.

What was accomplished:

- Created a district-wide committee called SELC (Social Emotional Learning Committee). The committee oversees and monitors the way in which we support the social emotional well-being of the Croton-Harmon student body. We focused on vertical articulation of support
- Contracted with Devin Thornburg, a consultant well known for his work with cultural competence. Dr. Thornburg worked with the SELC and provided feedback
- Each building engaged in a "self-assessment" and reported out on building efforts regarding social emotional supports. A shared document was created in order to provide a K-12 district continuum of available supports.
- Each member of SELC completed a school-wide Cultural Competence Observation Checklist and the committee made recommendations as a result of this process
- Sent an Administrative team to "Embracing Diversity through Cultural Competence" multi day workshop at PNW BOCES
- Dr. O'Connell and Karen Gatto met with a small group of high school students to hear their "voice" related to the social/emotional environment in the schools
- SELC made plans to move forward with a Unity Day celebration in October 2014
- OLWEUS training was completed on the high school level and the program was implemented
- Summer work was scheduled for July 2014, to develop plans for increasing parent partnerships with families of our English language learners.
- Visits to and interactions with other districts to explore the 40 Developmental Assets, OLWEUS on the high school and elementary level, and other data to support our understanding of our needs in the area of cultural competence

- We contracted with a behavior specialist through PNW BOCES to help us to develop and implement proactive behavioral support plans in the classroom and playground settings
- CET explored Olweus at the elementary level by visiting the program in Bedford.

Implement the recommendations of the District's safety audit, including installation of security measures and protocols.

What was accomplished:

- Installed Access Control Readers (badge readers) at CHHS and PVC
- Installed pull stations, panic buttons, strobe lights, cameras and monitors at CET, PVC, CHHS and DO
- John LaPlaca and/or Brian Shanahan from Altaris met with the School Emergency Response Teams and the District Emergency Response Team to provide refresher courses on drills such as lockout, lockdown, shelter-in-place, fire, early dismissal and evacuation
- John LaPlaca from Altaris met with the parents to discuss safety and security
- Met with Scholar Chip to discuss open campus and student attendance at CHHS
- Met with various vendors to discuss communications issues. Investigated Jabber, Turbo-View and analog and digital two-way radios.
- Held an evening meeting with parents to discuss school safety, including the reconfiguration of school vestibules
- Met with Briarcliff Police Department, Buildings and Grounds personnel from Briarcliff Schools, Ossining and Valhalla Schools to discuss communication issues and assess communication needs using cell phones and two-way radios.
- Purchased 22 additional two-way radios to increase communications between buildings
- Conducted a safety/security survey with the Office of Negotiations Clearinghouse to learn how other districts handle security after school hours.
- Interviewed 4 security companies to discuss security for the tent at graduation and addition additional security after school hours at CHHS
- Hired staff from 1 of the security companies for tent security
- Scheduled interviews with 3 candidates from one of the security companies for CHHS after school hours
- Created a Welcome Center at CHHS

- Had a meeting with the Incident Command System members including representatives from Fire, EMS, Police and Croton school administration

District Resources: ***Increase the cost-effective use of resources (including fiscal resources, time, and structures). To accomplish this goal, in 2013-14 we will:***

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.

What was accomplished:

- Included information in the Management Discussion and Analysis (MD&A) section of the 2012-2013 portion of the external audit
- Had 2 meetings with the architects from KSQ and the Board of Education to discuss current and future projects funded with the Capital Reserve Funds
- Initial meeting with Board of Education to discuss the initial tax levy cap calculation was held on December 10, 2013.
- Discussion of capital vote project and use of reserves was held on January 16, 2014
- Held several Budget work sessions (including Budget Saturday on March 8th) to relay information to the public about the 2014-2015 school budget.
- Reported on fund balance projection at the February 6, 2014 Board of Education meeting
- Attended PTA coffee at CET to discuss the 2014-2015 school budget
- Continued discussion of the budget at Board meeting held on April 10, 2014 when Board adopted 2014-2015 school budget
- Held the Public Hearing on the 2014-2015 school budget on May 8, 2014
- Presented resolutions to BOE to commit Un-appropriated fund balance to the reserves on June 5, 2014
- Revised budget process to allow for up to date information from New York State to be taken into account when formulating the budget

Analyze the District's role in the Putnam Northern Westchester BOCES health consortium.

What was accomplished:

- Attended all meetings of the Governance and Finance Committees of the Health Insurance Consortium
- Participated in the rate setting meeting

- Reviewed reserve balances to ensure the health of the consortium
- Attended a meeting to discuss the hiring of a third party administrator for the plan and for the prescription plan
- Compared premiums and benefits for other health insurance plans

District Resources: ***Increase the cost-effective use of resources (including fiscal resources, time, and structures). To accomplish this goal, in 2013-14 we will:***

Ensure facilities adequately meet educational and student needs by implementing changes to the technology infrastructure that support curriculum and instruction, as per the District's technology audit.

What was accomplished:

- Upgraded wireless infrastructure – Increased wireless access points in all buildings to include common areas such as gyms & cafeterias to promote anytime/anywhere access in the district.
- Rolled out Google Apps for Education district wide for staff and provided a platform where teachers and students could collaborate anytime, anywhere.
- Gave all teachers access to Copiers as an alternate printer in addition to local printers
- Added iPad carts for CET to give teachers ease of access in sharing hardware.
- Added 2 laptop carts at CET
- Installed Smart Boards in all Kindergarten Classrooms

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

What was accomplished:

- Paul Gibbons, Director of Facilities, met monthly with all principals to assess each building including technology infrastructure and classrooms
- Compiled a list of possible projects needed which could be funded with the capital reserve funds including emergency power for network
- Met with representatives from Annese and Edutek and district administrators to discuss network infrastructure and necessary upgrades in light of PARCC assessment and installation of increased security measures
- Meetings held with Board of Education, KSQ architects and administrators to discuss current and future capital projects

- Held vote to ask the community for their permission to spend funds from capital reserve funds for security vestibule upgrades and other necessary upgrades
- Continued to hold Support Services Administrative Council meetings to discuss facilities and transportation needs

Examine District expenditures to ensure that we are being as efficient as possible.

What was accomplished:

- Reviewed all areas of expenditures to see where we meet the thresholds as per Board policy to ensure that bidding is done accordingly
- Continued to educate the staff about the importance of bidding and its cost effectiveness
- Forecasted revenue and expenditures to see how they relate to the funding of reserve and staying within the tax levy cap
- Reviewed grants to ensure that they are being used to the full extent
- Reviewed all budget codes to ensure proper coding to maximize state aid
- Continued to learn about the Affordable Care Act and its ramifications for the school district

Community/School Connection: ***Increase interactions and communications between school and community. To accomplish this goal, in 2013-14 we will:***

Further community connections (*Classroom to Community)*. Publicize and obtain feedback on the *Classroom to Community Evaluation Rubric* and identify ways to refine and extend academic programs using the rubric. Take steps to introduce the volunteer program.

What was accomplished:

- Shared/applied Classroom to Community rubrics (indicators of achievement and evaluation). Teachers offered feedback to strengthen the rubrics. The rubrics will be used in certain areas in the next school year.
- Identified a community support person to facilitate our Croton-Harmon Volunteer Program.
- Scheduled meetings with the community support person to frame how we will continue to build our database of community resources that feed into the schools. This work will span several years.

Conduct a school district communications audit to identify ways to improve communications between the district and the school community, and begin to implement recommendations from the audit.

What was accomplished:

- Researched public relations firms and discussed finding with the Board of Education
- Selected National School Public Relations Association (NSPRA) and conducted a communication audit. The audit included the collection of feedback from several focus groups
- Reviewed current public relations documents with NSPRA in preparation of the audit
- Presented the findings to the Board of Education
- Shared the audit findings with stakeholders that participated in the focus group process
- Used the communications audit as one of the 2013-14 required audits
- Created a "request for proposal" to analyze the most cost efficient public relations firm.
- Selected the public relations firm for 2014-15 school year
- Developed a job description for an internal communications liaison
- Selected goals for 2014-15 from the communications audit target areas



CROTON-HARMON

Union Free School District

District/Building Reports

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

Department: Athletics	**Administrator / Director: Susan Dullea**

1. Data and Statistics:

Fall- 8 Modified teams 171 PVC students, 12 HS teams 229 CHHS students
Winter- 5 Modified teams 102 PVC students, 8 HS teams 142 CHHS students
Spring- 6 Modified teams 148 PVC students, 10 HS teams 201 CHHS students
TOTAL NUMBER OF STUDENTS PARTICIPATING IN ATHLETICS
(Fall, Winter, Spring): **353**
Approximately 65% of our students participate in athletics 353/541
TOTAL NUMBER OF STUDENTS PARTICIPATING IN MORE THAN ONE SPORT: 207
Approximately 58% of our student athletes are active in multiple sports
Total Home events: 333 **Total Away Events:** 327
League Champions: Girls Cross Country, Boys' Basketball, Girls' Softball
Regional/State: Track and Field Athlete Paul Banta
NYSPHSAA Scholar Athlete Teams: Boys Soccer, Girls Soccer, Football, Girls Cross Country, Girls Tennis, Girls Swimming, Field Hockey, Volleyball, Boys Basketball, Girls Basketball, Girls Indoor Track, Baseball, Softball, Girls Lacrosse Boys Tennis, Girls Track and Field

2. Department Goals and Progress:

A- Maintain Athletic Supplies through BID process. Bid booklets were sent to 12 vendors with all fall, winter, and spring supplies. Fall supplies have been correlated and ordered. Winter will be processed in September and spring in November.

B- **Facility Maintenance-** Every Friday I meet with Buildings and Grounds department (Frank and Brad) to go over weekly events and concerns. We also discuss work punch lists and maintenance requests. All of the information is logged by the Athletic Department as well as maintenance. I also met with Gregory Cicero weekly to discuss Building Use and logistics for the HS building every Friday.

C- **Community-**

1. *Village Meetings:* I met seasonally with the Village Recreation Department to discuss joint opportunities and concerns. As a result of these meetings field maintenance safety concerns have been addressed. I also attended the recreation board meeting to discuss field usage as a community.
2. *Booster Club*- I attend monthly Booster Club meetings and Booster Club events.

3. **Completed Projects, Initiatives and Highlights:**
   A. **Field Maintenance:** Once again we maintained all athletic fields in house. Brad and Frank updated equipment and field maintenance scheduling.
   Our fields are heavily used in Spring and fairly active in the fall months. We are fortunate that the Village allows us to utilize their fields. This is an area of concern as sports continue to grow and our community wants more field opportunity.
   B. **Wellness Policy-** This year we worked with Student Faculty Congress and at each building, the PTA, and community experts to ensure the implementation of the policy. . This year at PVC we made advances within the policy by implementing guidelines for snack. Celebrations were also addressed and Dr. Ulm sent a letter reinforcing the policy to all parents. At the HS we are looking to start a before school breakfast program in collaboration with the sophomore class.
   C. **Selective Classification-** Presently the BOE policy committee is looking at recommendations for our policy regarding testing athletes up. We are looking to modify the policy and solidify the procedure and process to effectively place students appropriately.
   D. **Driver's Education-** We attempted to host a summer session after a successful fall and winter session, unfortunately numbers were low and it had to be cancelled. I believe with more advance notice (fall announcement) more students will take advantage of a summer program as the fall and winter conflict with the students schedules.
   E. **Parent Meetings-** Fall, Winter, and Spring parent meetings were put into place this year. We discussed athletic philosophy, had two guest speakers (one on nutrition and the other on functional screening), and allowed parents to "meet the coach." Coaches described their "syllabus" for the season. Overall I thought they were successful however attendance was low toward the spring. Next year looking at one major update for all seasons and having a meet the coach's night on the coach's time. In 2015-2016 we would then go back to three meetings in all three seasons.

4. **Professional Development and Training:**

A- BOCES Consortium and Conference Three

B- Teacher/Coaches evaluations through the Consortium

D- NYSAHPERD Council of Administrators- attended state conference for updates in Health and Physical Education

E- NYSAAA – attended state conference for professional development as well as Athletic updates

F- NYSAAA – Locally I have been nominated by my colleagues as the Chapter One President.

G- AAA- Local Athletic Administrators Association= planned and implemented Case Studies at the conference level; Conference secretary

H- Section One Softball Co-Chairperson

I- Working on DASA certification

5. **Growth Opportunities for the 2014-2015 School Year (please include areas that need improvement):**
   - A- Collaborate with the Curriculum Coordinator to support teachers through the Student Learning Objective process.
   - B- Work with parents and student athletes during pre-season meetings; continue student leadership work with captains
   - C- Continue working on PD for coaches i.e. weekly e-mails, articles, and summer reading
   - D- Develop protocol and systems to utilize my assistant efficiently. My administrative assistant is working primarily in three areas therefore protocols and processes are of importance.
   - E- TANDEM- implementing this system has been a huge task for me. I am continuing work on this as we look to utilize this district wide.

This year in Health, Physical Education, and Athletics was a busy as usual. Through collaboration with the community, teachers, coaches, various professional development groups, and various local school districts I feel athletics enhances our district vision and mission.

Athletically speaking, I met with all coaches, student athletes, and parents in the fall, winter, and spring seasons to discuss the purpose and philosophy of interscholastic athletics specific to Croton. Working with the Booster Club we were also able to bring in two guest speakers to kick our nights off. Attendance was good in the fall and winter but much lower in the spring. I am looking at offering a refresher every other year and a full program the following. I also met with all Program Coordinators a.k.a. Varsity Coaches to discuss their entire program. We looked at strengths and areas of improvement.

All of the programs I am involved in are under constant change. This year in Physical Education we looked at student input to drive the curriculum under a systemic change. Most classes had two staff members assigned allowing students to make choice in their daily course. In Health Education Kerri Tracy and Jessica Butts have continued their work with the Health Education Guidance Document and Navigate by the Stars, both teachers have started to look at concepts/skills driven approach as opposed to a topical approach. Both Health teachers continue to work regionally and at the state level with their knowledge.

This year I have worked with the transition of the Booster Club to a set of new officers. The transition began after the fall season. I met with the new officers of the Booster Club many times (besides the monthly meeting) to ensure efficient and highly effective transition. The newly elected officers were eager to learn and did not miss a beat. They worked extremely hard to continue the Booster Clubs mission and to put their own mark on the goals of the club moving forward. All athletic teams may have a say through the Booster Club by the rules and standards set forth. Each “sport” has representation at the table and continues to work with the BC for support. In the upcoming year we will welcome cheerleading as NYSED has officially declared cheerleading a sport.

One aspect of my job that is essential is student management off the playing field. It is my job to support all of our students through academic, behavior, and emotional challenges. I work hand in hand with the PVC and CHHS building administrators, staff, and parents when it comes to behavior, academics, and discipline of our student athletes. We use a collaborative approach. I ask coaches to send rosters out to the staff and ask coaches to communicate with our teachers should a student need support. Most importantly I meet with students to discuss their goals. This year we are looking at implementing a SAC (Student Athletic Committee). This was student generated from a leadership conference that our basketball captains attended. I am eager to see where this goes!

Drivers Education continues to function with high numbers. We maxed out of our two lectures and are planning our next session for the fall. I am hoping that students can balance their extra-curricular time with Drivers Education moving forward. It is difficult to commit to musical performances and athletics when you are also enrolled in Drivers Education. This fall we will announce to parents and students that we will be offering the program in the summers to help with time management and student commitments.

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

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

1. Data and Statistics:

2013-2014 CSE, CPSE & 504 Referrals

	2013/2014 CPSE	***2012/2013 CSE***	**2013/2014 CSE**	***2012/2013 504***	**2013/2014 504**	***2012/2013 Transfer***	**2013/2014 Transfer**
						6	8
Parent Referrals	19	17	27	2			
School Referrals		13	14	2			
TOTALS	**19**	**30**	**31**	**4**	**11**	**6**	**8**
Withdrawals	2	**2**	3				
Ineligible	2	8	11		1		
Classified	15	20	21	4	11	6	7
Pending			2				

Students by Classification				
Classifications	Total taking out our exiting students and declassified students for 2011-2012	Total including exiting students and declassified students for 2012-2013	Total taking out our exiting students and declassified students for 2012-2013	Total taking out our exiting students and declassified students for 2013-2014
Learning Disability	53	61	57	56
Other Health Impairment	94	94	91	81
Autism	8	11	11	10
Hearing Impairment	1	1	1	0
Visual Impairment	0	0	0	0
Emotional Disturbance	7	8	8	8
Intellectual Disability	2	3	3	3
Multiple Disabilities	6	6	6	6

Speech or Language Impairment	37	51	49	45
Orthopedic Impairment	0	0	0	0
Deaf/Blind	1	1	1	1
Traumatic Brain Injury	1	1	0	0

Number of Students Receiving Related Services

	2011-2012	2012-2013	2013-2014
Speech Services	CET- 45 PVC- 29 CHHS- 11	CET- 45 PVC- 20 CHHS- 4	CET- 42 PVC- 21 CHHS- 4
Occupational Therapy Services	CET- 29 PVC- 6 CHHS- 6	CET- 30 PVC- 9 CHHS- 0	CET- 31 PVC- 7 CHHS- 5
Physical Therapy Services	CET- 9 PVC- 2 CHHS- 0	CET- 10 PVC- 2 CHHS- 0	CET- 7 PVC- 2 CHHS- 0
Hearing Services	CET- 0 PVC- 1 CHHS- 1	CET- 0 PVC- 1 CHHS- 1	CET- 1 PVC- 0 CHHS- 1
Vision Services	CET- 0 PVC- 1 CHHS- 1	CET- 0 PVC- 1 CHHS- 1	CET- 0 PVC- 0 CHHS- 3
Counseling	CET- 6 PVC- 10 CHHS- 10	CET- 4 PVC- 11 CHHS- 4	CET- 8 PVC- 20 CHHS- 7
Aide Services	12	17	16

Data reported above are very similar to past years for the most part. What this indicates is that there has not been an increase in anything related to Special Education. There has been an increase in the number of parent referrals, however. This may be a function of the parent perception that their child may have a disability based on their challenges in mastering the new curriculum. Parents this year seemed to express that their children were struggling with homework and psychologists noted higher incidents of "anxiety" with students in each building. As one can see, there were a higher number of referrals but not a higher number of classified students.

Also notable, counseling services have risen. This is partly due to how this is being documented on the IEP. The CSE has shifted a bit from identifying services as "social skills" to identifying

services as “counseling” and therefore it is counted differently. That being said, there is also an increase in students experiencing school related anxiety, as described above.

2. Department Goals and Progress:
Goals for the 13-14 year for the Special Education department focused on improved data collection related to IEP goals. This goal was partially mastered. There was an expectation for teachers and related service providers to increasingly add more detailed, data based progress notes to the IEP for each successive quarter. By the 3rd quarter there was a marked increase in the quantity and quality of the IEP progress notes added to IEPs and reported to parents. Staff development was provided for the department. Parents also supported this with feedback regarding their appreciation of increased notes.
Another goal was to improve upon the district website for Pupil Personnel Services. This was a project that was put aside for a future time.
Each department under Pupil Personnel created individual department goals and had completed products by the end of the year.

Nurses:
The nurses worked collaboratively to update sections of the Croton-Harmon Health Services Policy and Procedures manual. This work was monitored intermittently throughout the year as the department met with the Chairperson of Pupil Personnel

Guidance Counselors:
The Guidance department met with the Chairperson of Pupil Personnel bi-monthly and reviewed progress on the creation of a Support Personnel Accountability Report Card. This was a successful effort that resulted in an informative report card. The department also worked to implement OLWEUS in the high school.
Beyond the goals, the department also worked with the Chairperson of Pupil Personnel to deepen their understanding of the new diploma/credential options. Time was spent on specifically understanding the Career Development and Occupational Studies Commencement Credential (CDOS) and how it might impact some of our high school students with IEP. We will have a number of students working toward this option and all needed to understand how this would play out.

English as a Second Language (ESL):
The district entered into the 2nd year of participating in the consortium for Title III funds. As a result, we were able to purchase additional books and iPads for the department.
There was an increased focus on how to include parents of English Language Learners more in our district outreach. In fact, this conversation has resulted in summer work to plan additional parent activities during the upcoming year.

Related Service Providers:
Monthly meetings were held with the Speech and Language Therapists and the Occupational

Therapists. The goal that was focused upon was improving the measurement of progress on IEP goals. There was a marked improvement in this area as the clinicians developed data collection strategies that were effective.

Psychologists:
Ongoing meetings were held with the psychologists this year since 2 of them were new to the district. The Chairperson of Pupil Personnel Services worked closely with the team of psychologists. There were ongoing challenges with the scheduling of Annual Review meetings and the amount of "late in the year" referrals to the Committee on Special Education. The psychologists proved to be a strong team and the new ones rose to the occasion. We have already been discussing structures to put in place for next year to make the Annual Review process flow more smoothly.
The psychologists increased their interactions with the behavior specialist in each building. The high school psychologist took a leadership role while supporting the new class (RISE) at the high school.
All of the psychologists worked with the Chairperson of Pupil Personnel to articulate a protocol for supporting students with school related anxiety.

3. Completed Projects, Initiatives and Highlights:

Legal Cases:
The Pupil Personnel Department was again faced with several due process cases. This required many hours of preparation or time spent in follow up. We arrived at settlements for each dispute.

SEPTA Events:
The Chairperson of Pupil Personnel worked closely with the SEPTA leadership and participated in several high quality events for students and their families. The Annual Preschool Tea and Transition Panel were again organized by the Chairperson.

Parent Training:
The Parent Training program was expanded this year. There was a secondary aged parent group and an elementary aged parent group. The groups met every 6 weeks to work with the behavior specialist. The behavior specialist also worked with staff on individual cases that were presented as the year progressed.

New Special Class:
The new class at the high school completed year one. Students in the RISE program were successful as evidenced by their participation in school activities and completion of IEP goals. The program will continue to grow during the upcoming year as 4 new students will be added. The team will continue to develop curriculum aligned with the new graduation standards.

Extended School Year (ESY) program:
The Extended School Year program is in year two. There are approximately 24 students participating. This year, the program also offers an additional section of specialized reading instruction.

ESL:
The consortium with the Hendricks Hudson school district and the Irvington school district has helped the district to access additional monies through the Title III grant for English Language Learners. We were able to purchase additional technology and materials for the ESL program with the money.

Social Emotional Learning Committee (SELC):
The SELC was new this year. This committee was created for the oversight of social emotional supports within the district and to monitor cultural competency. This was a worthwhile effort and the responsibility of chairing the committee was gratifying for the Chairperson of Pupil Personnel.

4. Professional Development and Training:
This year I had the opportunity to attend the following staff development / training opportunities:

- Career Development and Occupational Studies Commencement Credential (CDOS) training
- Medicaid Compliance training
- CSE and CPSE Colloquium meetings (8 total)
- LHAPPA meetings and workshops
- Director's Forum for Centris Group users
- Special Education Liaison Meetings with PNW BOCES administration
- STAR testing workshop
- Achieve 3000 workshop
- PWN BOCES Programs and Services Advisory committee
- *Embracing Diversity* BOCES workshop
- *Learning and the Brain* conference
- Jim Wright workshop; *Supporting Students with Special Needs in Mainstream Settings*
- Centris webinar regarding the new Common Core Standards based goal bank

In addition, I organized and attended a number of trainings for staff:

- Jim Wright at PVC
- How to Measure Progress in IEP goals, workshop for SE teachers and related service providers
- HS faculty workshop: how to support students with Learning Disabilities
- Preparing for Annual Review

5. Growth Opportunities for the 2014-2015 School Year (please include areas that need improvement):

Administrative:

- Continue to develop my leadership role within the Social Emotional Learning Committee (SELC)
- Continue to develop systems within the clerical branch of the office for optimum efficiency Further develop communication loop between Pupil Personnel and all stakeholders
- Further develop communication loop between Pupil Personnel and all stakeholders

Special Education:

- Set up a more efficient system around Annual Review
- Further develop special educators and related service providers skills around data collection pertaining to IEP goal progress
- Continue to move toward a more efficient Chapter 408 IEP distribution process
- Further develop parent training program
- Articulate and develop role of Special Education Coordinator
- Further develop vocational opportunities for students with IEPs at the high school
- Continue to develop support structures in each building for students with anxiety related disorders

Other:

- Complete a district wide RTI plan, oversee staff development and ensure implementation
- Develop a system for monitoring at-risk students
- Expand upon parent participation opportunities for parents of English Language Learners
- Provide reports and documents in primary language for all families
- Develop personal skill set in the use of technology

End of Year Reflection

I believe all facets of Pupil Personnel operated more smoothly this year than last year. I think that people who respond to me as a department leader have determined that I am reliable and supportive. This was not necessarily apparent year one as people were still getting to know me. This level of trust resulted in a higher level of responsiveness. I believe that building administrators and directors perceive me as a partner. Our collaborative efforts were successful this year. For many aspects of Pupil Personnel there is shared leadership.

The special education department was faced with a number of challenges that ranged from difficulty supporting classified students with the rigorous requirements of the general education curriculum to responding to parents who expressed concern with their child's rate of progress. I heard the teachers and providers respond to the concerns with systematic feedback and data. They were prepared and extremely knowledgeable of their students.

For the most part, parents are pleased with the support provided to their children in all three buildings as evidenced by their feedback at Annual reviews and in conversation. I experienced more than one parent who cried at the annual review meeting because they were so pleased by their child's progress and the quality of support provided by caring people.

The management of all facets of the Pupil Personnel department continues to be daunting but everything is fairly predictable at this point and there are structures put into place to help with the day to day operation.

This was an active year and quite challenging at times based upon the volume of tasks requiring attention in the spring. I believe I responded to the challenges in a thoughtful and sensitive manner.

I continue to feel supported by the Superintendent and Assistant Superintendents and the Board of Education and without that support this department would be even more difficult to manage. I am acknowledged by others and take pride in all of the efforts of those who work within the Pupil Personnel part of the Croton House. It feels great to be part of the family and I look forward to a productive 2014-2015.

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

Department: **CHUFSD School Counseling**	**Administrator / Director:** **Linda S. King**

1. Data and Statistics:

- College Applications *increased* from 1099 regular applications in 2012 to 1233 regular applications in 2013 (+134). The 2014 applications increased to 1460 (+227) Early Decision/Action *decreased* from 282 to 219 in 2013. The Early Decision and Early Applications increased to 330 (+111) from 2013-2014.
- K-12 Alerts and Naviance blasts continue to increase and provide ongoing communication to parents, staff, and community members.
- Continue to increase student and parent trainings that include, parent nights, small groups and faculty meetings. For example, the addition of the Conversation w/ Counselor series focused on relevant social & emotional topics and a formal presentation from Mr. Houlihan, an expert on brain development relating to teenagers.
- We also continue collaborations with the Parent Teacher Student Association, for example, Mr. Peter Van Buskirk presented College Admission Trends, and took the audience through a mock admissions panel with 4 transcripts and resume's to evaluate. The audience participation and feedback was well received.
- The number of college admission representatives increased from 59 in 2011-12 to 70 in 2012-13, and 80 in 2013-14.
- Online Learning for the 21st Century (OC21) is a blended learning concept supported by Putnam Northern Westchester BOCES for students at Croton Harmon High School, and several other districts as well. They have an opportunity to meet twice per year with the instructors and classmates. The program at Croton began with 5 students and increased to 18 for the 2012-13 school year. We currently have 14 students registered for the 2014-15 school year. The orientation and symposium are required aspects of the program each semester and includes a culmination of student research organized and presented to faculty, students and peers.
- Pierre Van Cortlandt counselors presented 55 lessons to the 5th grade and 9 lessons in 7th grade on Decision Making.
- Pierre Van Cortlandt School Counselors held 19 Advisory meetings school wide.
- The counselors collaborated with Pierre Van Cortlandt, and Ms. Fontana to each Careers Class regarding transition to 9th grade; scheduling, Naviance introductions and answered relevant questions.
- Pierre Van Cortlandt counselors continue to support the Advisory, Olweus and Positive

Behavior Intervention programs. Ms. Bishop co-facilitated Olweus workshops to Carrie E. Tompkins faculty, district aides and bus drivers.

2. Department Goals and Progress:

- The Counseling Department continues to meet weekly and monthly. It's a time where we can share ideas, review goals and assess programs, discuss trends, counseling issues, and support one another during the course of a year.
- Only 2 years ago did tri-states provide the counseling department with encouragement and positive feedback. We are staying true to what the tri-states committee observed and recommended, continuing to build upon and align programs.
    - Implement the Information Guide & Calendar that will be available on our web site and Naviance each August.
    - Increase communication with K-12 alerts, daily announcements, email, phone conversations, and the addition of Naviance 7-12.
    - Utilizing technology include electronic calendars that speed up appointments and communication.
- Olweus has been another commitment the district has supported and we couldn't be more pleased with the dedicated faculty and staff who are on the planning committee.
    - We held a 2 day training that provided student results from the survey, interaction, role playing, and next steps were part of the training.
    - The faculty sub-committee oversaw the faculty training that took place in the spring.
    - The parent and student sub-committees are busy organizing the roll out for high school students and parents scheduled for October 22, 2014 (Unity Day). Unity day is a national anti-bullying day the district will be endorsing.
- Counselors continue to provide supports that include; academic advising, transcript audits and reviews, emotional and mental health supports, crisis intervention, college and career readiness advice, scholarship, financial aid and FAFSA tips, peer supports, family mediation and advising, junior planning meetings, teacher/parent meetings, Academic Intervention Services that must be scheduled, scheduling courses and discussing appropriate levels, collaboration with outside agencies, referrals to Social Workers and Psychologists, parent presentations and seminars.
- We look forward to each and every day as not one is exactly the same. We continue to advocate for our students and welcome their growth and achievements

3. Completed Projects, Initiatives and Highlights:

- **Naviance implementation**
  - The counseling department continued grades 7-12 alignment.
  - Co-presented with Pierre Van Cortlandt counselors throughout the year.
  - Updated various data including Scholastic Aptitude Test (SAT), American College Test (ACT) and Advanced Placement (AP) scores.
  - Counselors provided student training in small groups and classroom.
- **Tri-states completed (and favorable)**
  - The creation of the Information Guide and Calendar (will be updated yearly and uploaded on our web-site and Naviance).
  - Increased collaboration between Pierre Van Cortlandt counselors that include programming, events, meetings and professional development opportunities.
  - The alignment of Olweus between Pierre Van Cortlandt and Croton Harmon High School Counselors is ongoing. We held the faculty training this past April and plan to roll out the parent and student training October 2014.
- **College Symposium**
  - We changed from a panel format (3 speakers) to a work-shop environment with over 10 admissions experts discussing various college & career readiness trends.
  - The symposium is scheduled each December to encourage earlier research, and more opportunity to visit colleges, and make informed decisions.
- **Conversation w/ Counselors**
  - The initial program was a discussion "Am I Good Enough" prompted by the National Association of College Admissions Counseling 10 year anniversary report. The counselors facilitated this interactive discussion with topics that included testing, grades, extra-curricular activities and college planning. Within these topics was a larger discussion on mental health needs.
  - For the second program we invited a speaker Mr. Houlihan, a School Counselor and expert on teens and brain research. The feedback we received for both events was positive and we look forward to additional topics for the 2014-15 school year.
- **Awards Committee**
  - School Counselors are integral members of this committee. Reviewing each transcript, report card, resume and bringing the information forward to the committee to determine "best fit" for the variety of scholarships available. We support and present at both award ceremonies.
- **Financial Aid Night**
  - Financial Aid night is held each year for students and parents to hear about laws and regulations pertaining to college funding, and the Free Application for Federal Student Aid (FAFSA).
  - This year we are holding the event earlier (October) to provide more time for planning. The speaker will be a private financial planner who received positive feedback and remarks last year.

- **Grade 9/10 Parent Night**
  - This is an opportunity for grade 9 and grade 10 parents to meet the counselors, learn about high school requirements, ask pertinent questions, and hear about programming. A change from an auditorium format to counselor's presenting to their own caseload of parents has been positive and favored by those in attendance.
  - We also reach out to Science Research and Croton Harmon Study in Arts and Humanities (CHARM) students for a student led discussion that includes research topics, mentor assignments, and journal articles.
- **Olweus Survey**
  - We gave the Olweus survey on 5/22/13 to grades 9-11. Olweus is a national anti-bullying program that encourages up standers and a commitment from all school and community personnel who supports anti-bullying. Pierre Van Cortlandt implemented Olweus in 2007 and we look forward to the positive changes Olweus will have regarding school climate, culture and student responsibility at the high school level.
  - We have ongoing communication with Ms. Bishop regarding implementation and roll out of Olweus at Croton Harmon High School. The sub-committees were created; the faculty training took place in April 2014 with Andrea Fallick and Carrie Bishop facilitating. The parent and student sub-committee are organizing the next phase-roll out in October 2014 to coincide with Unity Day and Anti-Bullying month.
- **Naviance**
  - The counseling departments continue to provide career guidance, college planning, testing recommendations, scholarship assistance, and summer opportunities via Naviance (the online family connection that our district subscribes to).
- **Big Buddies**
  - The Big Buddy program is a program that matches high school juniors with 8th grade students. The students have an opportunity to meet each other at the high school, tour, and ask any questions. The follow-up includes a luncheon where they meet again at Pierre Van Cortlandt for lunch and time to talk, or simply get to know one another. The final meeting occurs in the 1st day of school for schedules, tours, locker practice and more questions.
- **Support Personnel Accountability Report Card (SPARC)**
  - The Support Personnel Accountability Report Card is a document highlighting an area, or specific topic within a school, a department or a particular program. We ultimately focused on the various programs 7-12 and community partnerships. The department attended a training sponsored by Putnam Northern Westchester BOCES that provided an overview and ideas for development. We utilized cross-collaborative meetings that occur throughout the year to draft and create the document.

4. Professional Development and Training:

- **College Networking:**
  - College Tours, networking opportunities, college admission representatives visiting CHHS, college symposium, college clinic, New York State School Counseling Association conference, National Association of College Admission Counseling opportunities & webinars, Common Application collaborations and webinars. In addition, counselors continue visiting colleges throughout the year to develop connections and relationships that ultimately help our students.
- **OLWEUS Committee**
  - The counselors participated in a 2 day training facilitated by Andrea Fallick and Carrie Bishop.
  - The sub-committees organized the faculty training and the student/parent roll out will occur during the 2014-15 school year.
- **Career Development and Occupational Studies (CDOS) Training**
  - Counselors participated in the day long Career Development and Occupational Studies (CDOS) Commencement Credential training.
- **Common Application (CA4)**
  - The changes and implications with the roll out of the newest version of the Common Application last fall was challenging as the technology was not always uploading properly. The follow up to ensure documents were sent and received to each college was time consuming, but necessary. We spent a great deal of time reviewing the changes, the essays, and providing support to students and parents on a daily basis.

5. Growth Opportunities for the 2013-2014 School Year (please include areas that need improvement):

- The counselors continue to develop a comprehensive guidance plan grades 5-12
- Counselors will continue professional development including a variety of coursework.
- We will continue to reinforce students taking responsibility for their own learning, for example Online Learning for the 21st Century, and Virtual High School opportunities.
- The counseling department will continue to collaborate and offer Conversations w/ Counselors for parents and community members. We look forward to expanding our topics and discussions.
- Ongoing webinars and communication with our e-School Data representative, Common Application, testing organizations, College Board, National Association of College Admission Counseling, Naviance, and other relevant agencies that will provide opportunities.
- Continuing to align counseling and guidance programs.

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

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

1. Data and Statistics:

Infrastructure:

- Re-accommodated district Phone system in high school server room
- Set up additional racks in high school server room and rewired all servers
- Integrated Security system into district network
- Purchased Barracuda back-up server and monthly back up service
- Purchased 2 HP servers to add to existing Virtual hosts
- Purchased new SAN Virtual server with expanded drive capacity for consolidated storage
- Purchased APC Consolidated UPS for servers to be backed up by building generator
- Upgraded all switches district wide
- Increased bandwidth from 50mbps to 300 mbps

Computer Inventory:

- Retired 144 Dell Mini's from PVC
- Added 96 Dell Notebooks to PVC
- Replaced 10 Dell notebooks with 24 existing Lenovo's in PVC library
- Replaced 115 n/computing devices at CET with Lenovo desktops
- Added 32 Lenovo laptops for CET 3rd and 4th grades
- Added 6 SmartBoards at CET for Kindergarten classrooms
- Added 24 Lenovo laptops to CHHS World Language department
- Replaced 24 Dell notebooks with 24 Lenovo laptops in CHHS library
- Replaced 4 desktops in Facilities office

Software/Subscriptions:

- Expanded IXL math program to include 3rd grade
- Expanded Achieve 3000 program at PVC to 250 licenses
- Set up and deployed chufsd.org domain in Google Apps for Education (GAFE)

Printers:

- Added a color printer to CET Art Department
- Replaced CHHS computer lab color and black and white printers

2. Department Goals and Progress:

Ensure facilities adequately meet educational and student needs by implementing changes to the technology infrastructure that support curriculum and instruction, as per the District's technology audit.

- Upgraded wireless infrastructure – Increased wireless access points in all buildings to include common areas such as gyms & cafeterias to promote anytime/anywhere access in the district.
- Upgraded switch closets to accommodate new Security systems and connections to back up generators
- Upgraded bandwidth speed from 50 mbps to 300 mbps
- Rolled out Google Apps for Education district wide for staff and provided a platform where teachers and students could collaborate anytime, anywhere.
- Gave all teachers access to copiers as an alternate printer in addition to local printers
- Added 5 iPad carts for CET to give teachers ease of access in sharing hardware.
- Added 2 laptop carts at CET
- Installed SmartBoards in all Kindergarten Classrooms
- Deployed iPads for Special Ed and ELL departments
- Installed a Smartboard in CHHS Special Ed Classroom

Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through implementing the recommendations of the technology audit.

- Met with teachers of each grade level and the principal at CET to review the K4 Technology Skills Scope & Sequence and Performance tasks associate with it. Also created classroom charts to help teachers track addressing these skills across the year through the curriculum.
- Collaborated with PVC teachers to create a Technology Skills Scope and Sequence
- Provided job embedded support for CET teachers who to create technology infused lessons
- Provided Professional development in the form of a district wide Tech Expo where teachers K-12 shared digital solutions & resources with colleagues in a workshop format
- Provided Professional development bi-weekly with 5th grade teachers on integrating web based resources into curriculum and using district resources.
- Provided Professional development for CET teachers in how to integrate PIXIE into curriculum
- Provided job-embedded Professional development for a cohort of 8 teachers, grades 5-12 in using collaborative tools with their students in the classroom.
    - Tools included: Flipping the classroom, Google Drive, Google Communities, and

Edmodo among others

3. Completed Projects, Initiatives and Highlights:

- All curriculum maps district wide were made public
- Engage NY Math curriculum maps were integrated into CET so that CET teachers could revise curriculum based on the Engage NY modules
- The Experience Science Fair featured students in grades K-12 showcasing innovations, inventions and research. Of particular note are all the Stem-D projects which students shared with visitors.
- Technology Integration in Classrooms
    - CET 4th grade students used a spreadsheet program to cost and graph the costs for Simple Machines that they were building virtually
    - CHHS Art students joined a Google community to share and critique their artwork
    - CHHS World language students collaborated across classes to present songs in the Spanish Culture
    - CHHS English teacher incorporated Poll anywhere, Socrative and QR codes to have students collaborate in their Shakespeare unit
    - PVC 5th grade students collaborated in Google Earth to examine and recommend potential appropriate venues for the next summer Olympics
    - PVC 8th grade math students worked in a "flipped" classroom environment
    - PVC teachers created a Technology Skills Scope and Sequence
- Google Apps for Education was deployed district wide.

4. Professional Development and Training:

- Teachers attended an in-district tech expo featuring 11 different Croton teacher workshops on how to integrate software and the latest web resources with curriculum – attended by entire faculty
- Launched a job-embedded cohort of 8 teachers in conjunction with the LHRIC. One-on-one work included lesson planning and preparation for bringing collaborative solutions into classrooms to improve student engagement and critical thinking.
- Provided eChalk support for teachers district wide
- CET teachers presented apps and web resource solutions at a faculty meeting
- Met bi-weekly with 5th grade team on integrating technology solutions into curriculum
- Attended grade level meetings with grades 5-8 to work on a PVC Technology Skills Scope and Sequence which would be consistent
- Facilitated the Science Department Cross Curriculum Meetings which focused on the vertical alignment of curriculum and skills acquisition
- Individual PD support was provided through Tech Tuesdays, school & faculty meetings,

grade level prep time and collaboration Wednesdays

- Achieve 3000 training sessions were held both on site and virtually throughout the year.
- Renaissance Star additional training was provided to CET and PVC teachers which included understanding the wide variety of reports and instructional tools built into Renaissance Star to help students work on specific skills.
- Attended the Westport, CT Maker Faire with our STEM-D team and members of CHEF and the Croton Library to explore ways to bring a maker space to Croton.
- Organized a Google drive workshop for Administrators
- Offered summer professional development for staff in Google Drive

5. Growth Opportunities for the 2014-2015 School Year (please include areas that need improvement):

- Redistributing the wireless access set up across the district so that all students have access in all buildings
- Training all staff and students for Google apps for education to include Google Drive, sites and Gmail
- Coordinating technology use across grade levels so that all students in the same grade get the same exposure
- Helping teachers, administrators and students use collaborative tools effectively

Each year, mobile technology solutions are more and more in demand. Further to this, teachers and students are finding that mobile devices are allowing for greater access resulting in more time on task. To that end, in 2013-14, Croton increased our wireless access areas to include all building common areas. With the deployment of wireless access points in gyms and cafeterias, students now have anytime, anywhere access to their work.

We also have replaced all our Dell mini's with full size notebooks, increased the number of laptops in each building and added iPads as needed for Special Education and ELL classes.

As a second step and in concert with last year's technology audit, we have now launched Google Apps for Education in district using our chufsd.org domain. This platform encourages collaborative work. We already see teachers using Google for lesson planning and shared projects.

We ran a job embedded Professional Development program in conjunction with the LHRIC. Eight teachers from the middle and high schools attended this three month long session on

effective integration of collaborative tools in the classroom. Additionally, in December, on Superintendent Conference Day, we held a half-day Tech Expo workshop district wide for all teachers to attend. The workshop focus was integrating today's digital tools and resources into the classroom. Eleven teachers presented a series of three workshops each integrating web resources and district software into curriculum. Having colleagues share digital solutions with other colleagues opened the door for many teachers to try new collaborative tools with their own students.

We also changed the set-up of our laptop carts. We now deploy carts of 12-16 computers per cart. This allows teachers to use a small cart and have students collaborate vs. a 1:1 arrangement where each student works independently. All carts being deployed for 2014-15 will be carts of 12-16 laptops.

Once again, Renaissance Star Parent reports were sent home in February and June for students at CET and PVC. These Math and ELA reports provide data on how our students perform based on national norms. Throughout the year, teachers at CET and PVC were provided ongoing Professional Development on interpreting report results and how to use the data to set up instructional supports for students.

With respect to infrastructure, we upgraded our switch closets to accommodate new Security systems. We also purchased new storage servers to accommodate the volume of video and media now being stored by both teachers and students on the network.

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

Department: Business Office	**Administrator:** Diane L. Chaissan

1. Data and Statistics:

- 3000 purchase orders issued during 2013-2014
- 2014-2015 school budget passed by 75%
- Bus and O&M equipment proposition passed by 71% - This is the second year that we combined buses and equipment for Operations & Maintenance in an effort to keep the General Fund tax increase within the tax levy cap

2. Department Goals and Progress:

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

Specific Objectives:

Increase transparency and efficiency by building on the District's 6-step budget development process

Increase financial stability

• Effectively manage the District's fund balance

• Use multi-year forecasting to improve budget 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.

Ensure facilities adequately meet educational and student needs.

- Ensure classrooms and other building areas are safe and adequate.

The District 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 legal liability reserve, tax certiorari reserve, employee benefits accrued liabilities reserve, and capital reserve funds. These reserves ensure that the district will not need to borrow funds when tax refunds need to be issued. Money from the employee benefits accrued liabilities reserve is used to pay for accrued unused sick time when staff members retire. Without the fund, this money would need to be budgeted in the general fund and would raise the tax levy.

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 continue 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 2014-2015 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. All drills would become as automatic as when we do fire drills.

4. Professional Development and Training:

Most of the training seminars that I attended this year were about the Affordable Care Act and how it will affect the district. Changes to Medicaid also precipitated the need for more mandatory trainings in order to file the new reimbursement reports.

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
- Relocation of dumpsters
- 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
- Installation of Community Room air conditioning
- 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

Buildings and Grounds:

- Storage building to move equipment currently stored near Facilities office

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 $6.6m. These savings are estimated to be $1,539,000 over the next 15 years.

5. Growth Opportunities for the 2014-2015 School Year (please include areas that need improvement):

The Affordable Care Act (ACA) will take much of the staff development during the 2014-2015

school year. We have hired Gallagher Consulting which will help us analyze our staff work hours to determine their eligibility for health insurance. I assumed my new role as President of the Putnam Northern Westchester Health Insurance Consortium which will provide much of the information that will be needed to comply with the ACA.

Medicaid billing and changes in the law are other areas which will occupy my time as we learn to navigate the laws to ensure that the district receives the appropriate funding.

During the 2013-2014 school year, the following audits were conducted:

- External audit – Nugent & Haeussler
- Internal risk assessment – R.S. Abrams
- Communications Audit (targeted area identified during internal risk assessment) – National School Public Relations Association (NSPRA)
- Bi-weekly claims audits – Peter Drexler
- Office of State Comptroller – tax levy cap calculation audit

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

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

1. Data & Statistics:

Transportation and Mileage:
Our buses traveled over 440,480 miles carrying 1,300 students to 35 different schools. We cover over 100 runs per day excluding sports and field trips. We travel an average of 2,500 miles per day.

Our students were transported on 216 field trips traveling 6,503 miles. We also covered 476 sports trips traveling 17,353 miles. Twenty-six of our special education students attended ten schools during the extended school year.

As a cost savings measure, we no longer transport to any private or parochial schools during Croton-Harmon breaks. This saved approximately $14,000 over the course of the school year.

Inspections:
The New York State Dept. of Transportation has experienced some changes this year. We were recently assigned a new inspector. We undergo a rigorous inspection schedule with more than 100 inspections on our 50+ vehicles. Our DOT inspection rating remains an excellent 97 percent. For the third consecutive year, we filed a clean affidavit of compliance with the New York State Department of Motor Vehicles.

Fuel Prices Range as follows:
Gasoline- $2.72 – $3.27
Diesel 2.69 - $3.56

Weather/Schools Closing:
Snow closing: 12/17, 2/3, 2/5, 2/13, 2/14
Two-hour delays: 12/9, 12/18, 1/22, 1/29, 2/4
Early snow dismissals: 12/10, 12/20

2. Department Goals & 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 continue to monitor our ridership.

Elementary runs are used consistently. The middle and high school runs are affected by sports schedules. Our middle and high school runs from Harmon and Mount Airy are the most highly used consistently.

Improved Communication with:

- **Our department**

We have established several different ways to disseminate information to our staff. I meet regularly with our mechanics to discuss inventory, vendors, and work orders, I meet with the dispatchers weekly to review staffing, field and sport trips and 19A compliance.

We continue to hold Town Hall meetings at the garage to keep everyone informed. The drivers share issues about student management, road conditions, trips, etc. This has proven to be an invaluable learning tool for everyone in the department. In the spring, we had a mini session on civil service law and the Transportation employee's personal responsibilities and job performance.

Our department also subscribes to a newsletter produced by the New York State Association for Pupil Transportation. This newsletter is devoted to safety, changes in laws, driver education, seasonal driving.

- **Our Facilities, Athletics, Transportation Committee**

I continue to meet regularly with Susan and Paul to discuss sports, field events, and staffing. Our department has established a strong working relationship with the school custodian along with the buildings and grounds crew. We now have an events team to handle parking, shuttles and man the Incident Command Center, if necessary.

- **Our Village Office & Police Dept.**

We continue to meet with the Police and Village Manager to share information and traffic concerns. We communicate regularly about events at our schools and parking plans. This regular communication is much appreciated by all parties involved. The police communicate with Transportation about road closures, water main breaks, fires, etc.

- **Our Community:**

This spring we reached out to our local nursery schools to meet our incoming kindergarteners and other future students. We visited the Asbury Nursery School, Circle School, Holy Name of Mary Montessori and Croton Community with a mini bus and shared a small lesson on how to ride the school bus. The teachers, students and parents were thrilled.

In June, we were at Summerfest. We had over 300 children and parents visit our bus. This is good outreach to our families and an effective way to meet with the community.

Staff Changes:
We have had a large turnover in staff this year. Nine of our drivers left. Tracey Borges was promoted to a Secretary for the District Office. Four long-term drivers retired, one relocated and others moved on to full-time positions. This is an unusual situation as we rarely have people leave. Due to the nature of the part-time work, we have an older staff demographic that has begun to age out. One attendant progressed to driver and we hired three experienced drivers to replace the drivers who left.

Technology:
We continue to utilize all available technology to document our operation, gather data, improve communications and establish key performance indicators for future use. This includes Transfinder, EZ Bus, License Monitor & All Data for vehicle maintenance.

Safety/Emergency Management– Event Command Vehicle
I worked with the district on the security measures recommend by Altaris. In evaluating our need for a mobile command unit, we modified a retired mini bus as the Event Command Vehicle. Its purpose is to function as a rolling command center. It will be equipped with tables, chairs, emergency lights, cones, traffic control devices. This vehicle will also be available to be utilized at events hosted at our schools.

3. Completed Projects, Initiatives and Highlights:
We completed another successful year. No accidents with injuries, a bad winter—but no lasting damage—and a renovation well worth waiting for.

This has been a challenging year in that we reorganized our operation. We tried new procedures, updated records, disposed of old parts/equipment, records and are preparing a new start.

The entire staff has given their input on the needs and use of our building. KSQ was receptive to their requests and planned accordingly. Bi-weekly we are given construction updates and advised of the timeline for finished projects. The staff has grudgingly made the best of the use of port-o-potties even in the snow.

Our operation handbook is in full use and continually being updated. Nora and Ellen reorganized our 19A files to ensure complete compliance and effective recordkeeping.

The reorganization of our office has been a positive move for our department. Our recordkeeping, communications and accountability have greatly increased. The competence of my staff has enabled me to complete projects and undertake others where I was previously unable to.

4. Professional Development & Training
We presented our two required State Education Department refreshers in August and March.

Our topics included PJ's law, Dignity for all Students Act., Emergency Preparedness and Bullying.

For our March refresher, we hosted Michael Plotkin and Carrie Bishop from PVC to present the Olweus bullying program utilized by PVC. The program was excellent and well received by the drivers. On 11/5/13, we had Hank Linden from the Employee Assistance Program give a presentation on Harassment in the Workplace. It was a timely and relevant presentation.

Nora, Ellen and I attended our required Professional Development courses in Highland and Harrison this year. It was a refreshing experience to meet with other transportation professionals from areas different from our own.

We attended the Annual New York Association for Pupil Transportation Conference in Albany. We met with officials from NYS Education Dept. Motor Vehicles, Dept. of Transportation. There is extensive controversy about the new requirements for self-certification of school bus drivers. Our association is lobbying for this requirement to be done by the carrier so as to minimize non-compliance. It remains to be seen how the state and the federal government will handle it.

During the spring we had several drivers and attendants that needed to be trained and certified under SED law. Through a cooperative effort with the Brewster School's Transportation Department, the required classes were given with a minimal cost. Several area Transportation professionals shared responsibility and cooperatively taught the required curriculum. Our dispatchers Nora Mavrommatis and Ellen Schulz took part in this pilot program. The cost to each district was for materials only. Thus hundreds of dollars were saved. This was an excellent example of shared services to save money.

I continue to coordinate the Cooperative Transportation Group. Our next meeting is August 7, 2014, at Hendrick Hudson. Our present agreement covers the next four years.

Once again I will serve as Vice President of our local Transportation Association.

5. Growth Opportunities

As we face the renovation of our facility, we will be reorganizing the entire building. This will be an optimum time to start fresh. We will work together to ensure continued 19A compliance, maintenance and oversight of our operation.

We look forward to a safe, productive year. Our 14/15 theme is "Delivering Safely One Student at a Time".

Croton-Harmon Union Free School District
2013/2014 Year End Report

Department: Facilities	**Administrator / Director: Paul Gibbons**

1. Data and Statistics:

- Current employees: 3 head custodians, 3 day custodians, 9 night custodians, 2 day custodians (grounds), 2 maintenance mechanics, 1 secretary, 2 part time messengers, 10 summer student workers – no net change during year
- Square footage:
  - Elementary School: 79,000
  - Middle School: 101,000
  - High School: 149,000
  - District Office: 2,000
  - 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: 1,724 (not including routine cleaning/mowing, etc.)

2. Department Goals and Progress:

District-wide capital improvement project work commenced June 2013. Work complete except as noted:

High School

- Widening, paving and creation of additional parking in the front bus loop
- Widening and paving entry road
- Installation of a new concrete front exterior stairway to cross walk, construction of new walkway from top of stairs to main entry across front of school (hand railings not installed)
- Installation of LED sign on front lawn
- Installation of auditorium air conditioning and associated asbestos abatement
- Punch list items remain

PVC Middle School

- Exterior brick pointing in various areas
- Front and rear entries – major masonry repair/rebuilding (railings not complete)
- Installation of new entry retaining wall at rear cafeteria entry

- Replacement of the timber retaining wall behind PVC
- Fire alarm and emergency lighting system upgrades to code and corresponding asbestos abatement
- Installed ADA stalls in two bathrooms
- Punch list items remain

CET Elementary School

- Reconfiguring and paving front bus loop
- Repaving and improving drainage for rear drop-off loop
- Repair/replacement of walkway lighting between CET/DO/Village fields (80% complete)
- Replacement of hallway tile from front entry to faculty break room
- Installation of ADA faculty bathroom in 4th grade; improved accessibility in boy's 3rd grade bathroom.
- Punch list items remain

District Office

- Installation of curtain drain at rear exterior

Transportation Addition/Renovation - capital improvement project work commenced Fall 2013.

- Phase I (offices) is scheduled for occupancy August 2014. Phase II (bathrooms) scheduled for completion November 2014.

Other Projects

In addition to capital improvement projects, the following smaller projects were completed in 2013/2014.

- Close circuit video cameras with recording capability were installed at HS, PVC and CET main front and rear entries and the DO main entrance. Video monitors install in main offices at HS, PVC and CET. Remote video monitoring capabilities provided to administration at each school and the district office.
- Installation of video intercoms, interlocked with access control system installed at HS and PVC entries.
- District-wide painting - various classrooms in each school
- HS – Old gym – exterior door replacements
- PVC - Floor covering replacements/repairs – Rooms 103, 104, 105 and stairway
- District Office - Carpet replacement
- Spencer Field – Drainage basin replacements
- Baseball field – Clay replacement, turf repairs
- Relocated athletic storage area to HS basement

- District wide – fence/gate repairs
- Resurfacing of HS track (stone dust)
- Screening and refinishing of all gymnasium wood floors.

Ongoing Initiatives

- Organic athletic field maintenance program with good results and cost savings of approximately $30,000 per year. Work includes aeration, slit seeding, fertilizing and organic weed control. Maintenance mechanics have been cross training with grounds department on operation of equipment.
- District-Wide Security – training of SERT and DERT teams by John LaPlaca and Brian Shanahan from The Altaris Group with ongoing support from facilities office, custodial staff and administration.
- Coordination of graduation tent, platform, equipment setup and parking.
- Summer 2013 cleaning – thorough cleaning completed in all schools.
- Facilities, Athletics and Transportation (FAT) meetings held regularly to coordinate routine and major events, such as graduation, track relays and cheerleading competition.

3. Completed Projects, Initiatives and Highlights:

New initiatives:

- Education for all – met with AP science students regarding field testing and alternative plantings.
- Cross training of maintenance mechanics on field maintenance program.

The following projects are planned for the 2014/2015 summer and school year:

- Installation of panic alert system that includes; panic buttons and emergency pull stations at key locations, blue strobe light notification system, public address system alert message, automatic phone/text/email messages to select staff and police.
- Purchase and programing of additional digital radios for administration, head custodians and maintenance staff. Connection of new digital radios to Croton Police dispatch desk.
- In June 2014, concerns about mold were raised in a fourth grade classroom at CET. A certified industrial hygienist was hired to perform a moisture assessment and follow up sampling/analysis. Laboratory analysis found that mold was present within a suspect panel cavity, but did not find elevated mold levels in the air sample within the classroom adjacent to the suspect panel. As a follow up, the facilities department drilled eighteen test holes in the exterior walls panels and found moisture concerns in three additional lower panels. Moisture resistant replacement panels were ordered and delivered on July 29, 2014, with replacement of panels on the lower north wall (three classrooms) planned prior to the start of school. The old/existing panels are constructed of metal clad interior and exterior surfaces with a honeycomb paper core. The replacement

panels are constructed of a metal interior and exterior cladding with a moisture resistant foam core. Sufficient panels were purchased to replace the smaller lower panels on the entire fourth grade level. The district administration also met with KSQ architects to discuss both short and long term solutions.

- Painting:
  - CET: 4th grade classrooms and hallway, stairwells in third/fourth grade wing,
  - PVC: stairwell in new wing and two classrooms,
  - HS: Second floor classrooms, library, second floor hallways and auditorium.
  - Various other rooms, hallway sections, railings also painted by in house staff.
- Landscape improvements to the front of PVC and the HS.
- Fencing repairs at the DO, CET field, HS field and HS dumpster area. Installation of left field fence at baseball field and dugout improvements.
- Replacement of damaged/cracked doors and door hardware in various areas at PVC and HS and installation of intruder lock systems.
- Paving repairs: Gerstein St. near kindergarten, DO paths, CET lower to upper playground path and HS Parking lot. Seal coat HS parking lot.

Spencer Field repairs: Sod replacement in excessively worn goal mouths and center face off areas. Upcoming Capital Projects

- Continuing to implement the district's 5 Year Capital Plan, working with KSQ architects and Damiano Barile consulting engineers on improvements approved by the most recent capital reserve vote, including:
  - Vestibule reconfiguration at all schools
  - Adding computer network and public address system to emergency generators for continuity of power
  - Installation of classroom intruder locks
  - HVAC upgrades at CET
  - Plumbing upgrades at PVC
  - Outside lighting at PVC and CET parking areas
  - Public address system upgrades at all schools
  - Restroom renovation at PVC and HS
  - Creation of video production studio at HS
  - HS auditorium backstage improvements - met with staff, student representatives and advisors, architect and HS administration.
  - Spencer Field Drainage Repairs
  - Community room air conditioning
  - Constructing facilities storage building away from CET to improve student/staff safety and preserve district resources.

Plan submission to SED is scheduled for July 2014.

4. Professional Development and Training:

- Vendor Expo - grounds staff, head custodians, maintenance mechanics
- CPR/AED training – all custodians

5. Growth Opportunities for the 2014-2015 School Year (please include areas that need improvement):

- Continue to improve visitor access/control
- Improve after hours school security
- New and varied training and assignments for staff
- SOB annual meeting
- Attendance at SERT and DERT team meetings

Summary

Two capital improvement contracts were awarded with work commencement in June of 2013. A $759,100 contract for "site work," included paving, curbing and sidewalk replacements at the HS and CET. A "general construction" contract for $1,327,300 included; ADA bathroom improvement at CET and PVC, asbestos abatement and floor covering replacement at CET, PVC asbestos abatement and fire alarm/emergency lighting system improvements, PVC exterior masonry and entry repairs and installation of auditorium air conditioning at the high school.

The "site work" and "general construction" projects started promptly the summer of 2013 however resources provided by the contractor were not adequate to complete project milestones. Although paving work was sufficient to open school on time for the start of the 2013/2014 school year, many construction items took the balance of the school year for substantial completion, including the completion of paving, installation of new sidewalks/stairs, seeding and signage. On a positive note, both of these contracts were awarded at very competitive dollar amounts.

A third bid for $867,795 was awarded to Kraemer Construction Corporation in the fall of 2013 for an office addition and renovation of the transportation facility bathroom areas. Construction of the addition has progressed smoothly, with only minor obstacles created by subsurface rock conditions and winter weather. The addition is nearly complete and within budget and occupancy by office staff is planned for August 2014. Renovation of the bathroom area will follow, when staff is relocated from their current office areas.

The facilities department continues to take an increasingly important role in the support and improvement of the district's technology infrastructure, including the district's computer

network, phone systems, emergency power circuits/generators, emergency lighting, keying systems, access control systems, security cameras, panic alert system and building automation systems. The district's facilities staff is critical for continued operation, testing and maintenance of these often interconnected systems.

In addition to helping coordinate large and small contracted projects and complete 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
Carrie E. Tompkins Principal Year End Report Form 2013 - 2014

Building: **Carrie E. Tompkins Elementary School**	**Principal: Mrs. Kelly Maloney** **Assistant Principal: Mrs. Kerri Bianchi**

1. Enrollment and demographics:

The 2013 – 2014 school year began with an enrollment of 628 students and ended with 633 students. There were six sections of every grade level with the exception of second and third grades which had five sections. There was a K-2 special class and also a 3-4 special class.

CET demographics for the 2013 – 2014 school year were as follows:

Female: 53%

Male: 47%

White: 87%

Black: 2%

Hispanic: 19%

Asian: 7%

Multiracial: 3%

2. Building goals and progress:

One of our building goals this year was to utilize the data generated through the Renaissance STAR computer adaptive program that was administered to all students at least three times during the school year (Fall, Winter, Spring), and share that information with parents.
This was our second year of administering this online assessment. In grades K-1, the STAR assessment addresses mostly literacy skills. Students in grades 2-4 took two separate STAR tests, Reading and Mathematics. STAR reports were referenced during Response to Intervention (RtI) meetings; data showed growth (or decline) and pinpointed skills that needed to be acquired. For those students who received reading support (Academic Intervention Services), the STAR program was administered more frequently. Teachers and support staff members such as the AIS teachers and the English Language Learner (ELL) teacher referenced the multitude of reports to provide them with information that helped to target their instruction.

We continued to emphasize the importance of promoting a positive school community, and teaching skills to support the social and emotional development of all students. We began the process of introducing the Olweus Bullying Prevention Program to our faculty and staff. This is a program that has been used successfully at PVC. In an effort to better educate our families on how we manage student misbehavior and to provide a clear definition of bullying we presented this topic at one of our PTA Principal's Coffees.

Building administration used faculty meeting time to review *The Frameworks for Teaching*, the teacher evaluation tool. The focus of discussion was on two components in particular; questioning and student engagement and the attributes associated with effective and highly effective ratings. All teacher observations included evidence collection in these two areas.

3. Curriculum and Instruction:

Classroom teachers are responsible for teaching all curricular areas: English Language Arts (reading, writing, spelling, speaking, listening, and handwriting), Mathematics, Science, and Social Studies. In addition, character education and health and wellness are taught. All K-2 teachers continued to use *FUNdations* to teach phonemic awareness, phonics, spelling, and handwriting. The program was recently revised to address the foundational skills that are a part of the Common Core. Assessment is a regular part of the program. The *FUNdations* program was used with a number of students who received Academic Intervention Services (AIS) in Reading. Third grade teachers continued to use the *Words Their Way* program to expand the teaching of phonics as well as spelling and vocabulary. The emphasis in fourth grade was on academic vocabulary, and new words were introduced weekly. Reading and writing in the primary grades was taught using the workshop model. Students read and wrote in a variety of genres including nonfiction, fiction, and poetry. Third and fourth grade teachers implemented the English Language Arts (ELA) modules that were created by Expeditionary Learning in response to the Common Core Learning Standards. This curriculum used common texts read by all students to teach specific critical reading and writing skills. Some science and social studies concepts were taught through these common texts. The Science 21 program continued to be used to teach science K-4. This curriculum developed by teachers in the region includes investigations that are inquiry based, student directed, and hands-on. The social studies curriculum also developed by local teachers working under the guidance of PNW BOCES was used. To ensure that our mathematics instruction was aligned to the Common Core Learning Standards, we adopted the Eureka math program (also known as math modules) for all grades. This curriculum was created in response to the Common Core standards, and is available on EngageNY.org.

All students attended forty-five minute sessions of art, library, and music once a week, and physical education two sessions weekly. 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:

Each student participated in their specific grade level performance. Each performance contained singing and movement taught during music class. Students contributed to the choreography, set design, and the creation of props. This year, Kindergarten went back in time to perform some classics in *Groovin' in Kindergarten.* The first grade took us to the pond in their performance *Swamped*. The second grade put a twist on some old fairytales in *Thwacked* while we traveled the globe with the third grade in *One World, Many Stories.* The fourth grade thrilled us with their renditions in *Broadway Kids.* Each show was performed for the student body and the student's families. The CET PTA contributed funds to purchase costumes and props. A parent volunteer coordinated the purchase of materials for decorating the stage.
The student body and parents were entertained during our winter and spring coral/band concerts. This year approximately 90 CET students participated in the strings program. There were 47 fourth graders participating in band and 71 in chorus.
Thanks to the coordination of the CET PTA PARP (Parents as Reading Partners) committee, authors Angelo DeCesare and James Howe presented their craft to CET students this year. Students had the opportunity to purchase the authors books and ask questions about their books and the writing process during these assembles.
Once again, students in grades K-4 participated in our "Bash the Trash" assembly however this year's program highlighted music from different parts of the world supporting our efforts to promote diversity and multi-cultural exposure. Second grade worked with Bash the Trash to create musical instruments using recycled/reused materials. This program supports our study of sound performed with instruments. A unique Skateboarding assembly was presented to students in grades 3-4 to teach them the science behind the art of skateboarding. Students witnessed live skateboarding demonstrations with explanations of the physics behind the stunts. This assembly was well received by both students and teachers. Students at CET were exposed to various types of disabilities through the "Kids on the Block" assembly and the amazing magic performed in the "Deafinitely Magic" show both paid for by SEPTA.
In January many of our staff and faculty performed in the 3nd Annual Perez-a-Palooza event. There were acts that included another Saturday Night Live routine, "Roar", and "What does the Vowel Say". This year's proceeds went to the Rivera Family a local family that was affected by the Metro-North train derailment in December.
Students in 4th grade experienced hands on learning through their participation in the Colonial Fair Day. They also participated in the 3rd 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. There were also presentations by two local authors on 4th Grade Writing Day. Additionally, 2nd grade created their own math games to share with their peers at the Grade 2 Math Fair Day.
Representatives from the Croton Police Department and Croton Fire Department visited classrooms to discuss Halloween Safety and Fire Safety. These opportunities allowed CET

students to familiarize themselves with important community workers.
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.
The CET PTA contributed a portion of the funding necessary for the students at CET to benefit from a 3 week residency program with a musician and a local artist. Mike Veny joined students in their music classes where he taught the students about the art of drumming. Additionally, each grade level participated in a morning Drum circle with Mike. 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.
This year we had school wide participation in our *Frozen* themed 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.
In early June several faculty and staff members worked in collaboration with the CET PTA to sponsor a benefit Kick Ball Game. In addition to the game, there was food and entertainment. The proceeds from the game went to benefit the CET CARES fund, monies which will be used to provide food scholarships to students in need.

5. Building specific professional development:

In-district professional opportunities were offered this year in a variety of areas. Teachers in grades 1-4 received ELA training from Victor Jaccarino. Through ELA training, teachers planned lessons, determined ways to differentiate instruction, and modified NYS module lessons. Each grade level was provided with several in-house curriculum development days to prepare for and plan the roll out of the NYS ELA and Math modules. Faculty meeting time was used to provide information and training on working with students with Tourette's syndrome and students with autism. Several teachers attended BOCES workshops on the Common Core Learning Standards and modules. They had the opportunity to turnkey their knowledge to their colleagues during faculty meetings, grade level and curriculum meetings.

6. Building specific programs and committees:

This year both third grade and fourth grade teams were involved in data inquiry work. An outside staff developer, Kathy Tuttle, worked with both teams to bring them through a data inquiry cycle. Both groups analyzed student writing with an emphasis on the use of evidence to support a thesis statement.

7. Tri-States Involvement:

Both building leaders participated in their respective Tri-States administrator's groups. These groups meet four times during the school year where they have the opportunity to discuss

leadership roles relevant to current educational topics and participate in books discussions. The Principals' group read and discussed "David and Goliath" by Malcolm Gladwell and the Assistant Principals group engaged in discussion about "Creating Innovators" by Tony Wagner Kerri Bianchi participated in a three day Tri-States visit to the Ardsley School District. The focus of the visit was to provide critical feedback on their K-12 Writing Program.

8. Communication and parent involvement:

Working in collaboration with the CET PTA, the building administrators held monthly Principal's Coffees as a way to keep parents informed about topics such New York State assessments, Common Core Learning Standards, and the placement process. Topics for these coffees are solicited through the PTA. Building administration and a CTA representative attended the monthly PTA general membership meetings and events sponsored by the PTA such as Dance Party and Fall Festival.

Classroom teachers sent home monthly newsletters outlining the curriculum being taught, 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. The PowerPoint presentations made at the Principal's Coffees were also linked to our CET webpage. 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.

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, papermaking, Colonial Day, and publishing parties. The Fourth Grade Writing Day relied on parent volunteers and community members to teach workshops on various fields of writing such as journalism and cartooning. 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 during library time. Parent volunteers were also present during lunch time three times a week to help serve chicken, pizza, and quesadillas.

We welcomed faculty and community members from the Garrison School District into our school. They were interested in learning more about our use of technology including project-based learning and the physical layout of our library.

9. Building Planning Council:

This year the Building Planning Committee focused on the development of a CET Mission Statement. The Committee spent time brainstorming words that described CET and our philosophies. They then formulated a brief paragraph that captured our CET mission as it related to the districts mission statement. The BPC also engaged in discussion about food scholarships and their funding. Additionally, the BPC reviewed district policies on internet and computer use.

10. Growth Opportunities for the 2014-2015 School Year (please include areas that need improvement):

As we plan for next year, our area of focus will be on English Language Arts (ELA). We will be piloting reading assessment tools, utilizing the ELA domains and modules that were created to support the Common Core Learning Standards, and creating writing assessments and rubrics.

CET –New York State Testing Program (NYSTP) 2013-2014 Data

Grade 3 ELA Results			Grade 3 Math Results		
	2012-2013	2013-2014		2012-2013	2013-2014
Level 1	18%	20%	Level 1	11%	14%
Level 2	31%	19%	Level 2	31%	16%
Level 3	38%	51%	Level 3	28%	34%
Level 4	12%	10%	Level 4	30%	36%
Grade 4 ELA Results			Grade 4 Math Results		
	2012-2013	2013-2014		2012-2013	2013-2014
Level 1	11%	13%	Level 1	14%	14%
Level 2	41%	31%	Level 2	35%	24%
Level 3	33%	32%	Level 3	33%	34%
Level 4	15%	24%	Level 4	19%	29%

Croton-Harmon Union Free School District
Pierre Van Cortlandt Principal Year End Report Form 2013-2014

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

1. Enrollment and demographics:

During the 2013-2014 school year 567 students were enrolled at PVC. Sixty-five (65) of these students were classified with IEP's. Eleven (11) students received small group instruction in ELA and math. In addition, a BOCES program was also housed in the school -- eight (8) students were enrolled in this program and were integrated into the specials classes during the school year.

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

	Hispanic			Asian			Black			Multiracial			Pacific Islander			White			
Grade	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Total
5	4	15	19	3	4	7	2	2	4	0	1	1	0	1	1	45	75	120	133
6	10	7	17	2	7	9	1	7	8	1	0	1	0	0	0	63	67	130	148
7	8	5	13	1	4	5	1	4	5	1	0	1	0	0	0	66	51	117	128
8	10	8	18	3	2	5	6	0	6	0	1	1	0	0	0	64	75	139	151
UGS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
PVC M.S.	32	35	67	9	17	26	10	13	23	2	2	4	0	1	1	240	268	508	562

2. Building Goals and Progress:

While the building goals will only be achieved through multiple years of work, a great deal of progress was made on the building goals this school year. The following represents the actions taken this year to move towards goal accomplishment.

SMART Goal 1: Identify research skills and expectations for each grade level and create a means of assessing that students have obtained them.

To help students become independent, life-long learners they must possess good research skills. The library media specialists saw a need to map the research process K-12 and thus, a curriculum does exist in Rubicon Atlas and works as a guide for all teachers. However, a more detailed teacher and student friendly map and rubric is needed at PVC in order to chart the progress of each and every student towards a specific outcome.

This year a committee of teachers took on the challenge to greater define those skills that students

needed to develop to become proficient researchers. The committee began by looking at a number of models utilized by other schools, as well as national standards and models. The committee utilized the national model that follows a six-step research process to create a user-friendly visual model for teachers and students. In addition, the committee created a more detailed - but easy to understand - chart describing each of the six steps. Not only will these be posted in each classroom, but they are also to be included in the student planners. Each student will now have this chart to refer to as they are on a daily basis involved in research.

The research committee also began breaking each step of the research process down further to show different levels of expertise. The committee began categorizing the research steps into low, medium, and high comparing the skills of a beginner versus those skills of an individual who has more expertise in the specific area(s). This rubric is in its initial stage of development, but is based on a continuum of developments similar to the writing rubric designed by the ELA teachers.

The research committee continued throughout the year to collect and share information with the PVC faculty. Faculty meetings were devoted to getting teacher input, especially to gain a better understanding of the present state of research in the classroom. Gaining an understanding of the present research projects, that can be used as benchmark projects, was necessary and will help to hone the rubric next year. We look forward to continuing this important work next school year.

#	Action Step	Resources Needed	Start Date	End Date
1	Form a Committee of teachers representing all subject areas.		November 2013	November 2013
2	Identify research skills that all students need to have by end of 8th grade.	• Committee • HS Library Media	November 2013	November 2013
3	Work Backwards to determine benchmark expectations for Each Grade Level.	Committee	November 2013	Spring 2014
4	Create a rubric to use as a guide.	Committee	November 2013	Spring 2015
5	Create a plan for research skill instruction	Grade level teams	March 2014	Spring 2015
6	Identify projects at each grade level which incorporate these skills and can be used to assess a student's level of proficiency.	• Committee • Grade Level Teams	March 2014	Spring 2015

SMART Goal 2: Track the progress made by our students in grades 5-8 who are provided Academic Intervention Support in the area of math. Use student achievement data to make changes to instruction during the year as needed to evaluate the overall program.

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.

The Instructional Support Team at PVC works collectively with the teachers to chart progress and assist in finding alternative ways to provide support for struggling students.

During the school year each student in grades five through eight was assessed at three different intervals using the Renaissance Star Assessment. The scores of these assessments were used to identify student strengths and weaknesses. The teachers identified specific areas in which they needed to work with an individual child and identified progress towards a particular goal. One of the areas that the teachers looked at overall was each child's progress towards readiness for the state assessments.

While Ren Star scores were useful in many ways, the overall score of every child did not always show positive growth even when the child had shown positive growth in so many other ways. After speaking with a representative from BOCES, we learned to look at data over more than one year to see trends rather than data from one isolated testing session. Since this is the second year for Ren Star testing, the school does have some data for which to compare a child's progress. When more data becomes available next year we will be able to more accurately chart the progress for each child.

For the purpose of this report, the following data represents a change in student growth by grade level between fall of 2013 and spring of 2014 or one school year of growth. PVC overall saw positive growth in all students based on national norms.

Grade 5: **Scaled Score** change of +68

Grade 6: **Scaled Score** change of +42

Grade 7: **Scaled Score** change of +33

Grade 8: **Scaled Score** change of +26

These Ren Star math growth rates place our children at the upper end of their grade level and in line with national grade level expectations.

#	Action Step	Resources Needed	Start Date	End Date
1	Identify those students requiring AIS based on state assessments and share with teachers.	BOCES LHRIC	Sept. 2013	Sept. 2013
2	Students assessed using Ren Star to identify Baseline.	• Technology • Marisa Lamb • Math Teachers	Sept. 2013	Oct. 2013
3	Teachers provide AIS services during X-period and 5th / 6th grade model.	• Math Teachers • Special Ed.	October 2013	January 2014
4	Ren Star Administered (2nd time)	• Technology • Marisa Lamb • Math Teachers	January 2014	February 2014
5	Review Student Progress	• IST • Data Team	January 2014	February 2014
6	Modifications Made/Additional Support	Math Teachers	January 2014	May 2014
7	Ren Star Administered (3rd time)	• Technology • Marisa Lamb • Math Teachers	May 2014	May 2014
8	Review Student Progress	• IST • Data Team	May 2014	June 2014

SMART Goal 3: Create an opportunity for students to move through math at their own pace.

Middle school is a time when students go through a tremendous amount of changes. Physically, students grow by leaps and bounds. So, too, is true of their academic abilities. Students begin to reason in the abstract. Thus, we begin to see students developing very strong mathematical understandings which allow them to take on greater challenges. While in the past the ELA curriculum has been formally differentiated to meet the needs of each individual student, the math curriculum has, for the most part, only been done informally as needed. The reading and writing program has provided the opportunity for students to move at their own pace following a continuum of identified skills. Creating a program that allows for students to move at their own rate was the goal. Thus, PVC has been informally providing differentiated instruction for students who have shown great mathematical potential. Math stations helped students work more independently, but still attached to a group. However, the teachers saw a need to go beyond stations and help students move even beyond the boundaries of station work.

Last summer a program was developed that created a structure putting sixth grade students at the

center of their learning. The program allowed students to take charge of their own learning and move at their own pace. Using Pre and Post assessments to determine the correct path through the curriculum, as well as assess mastery, was an important component. Technology usage and online internet resources created a flipped classroom environment with students receiving instruction at just the right level.

Throughout the year, the 5th and 6th grade teachers discussed and developed the model to include a means for students to show mastery. This included projects that required students to apply their learning to real world problems, and then to new situations.

With the new rigors of the common core algebra curriculum has created a need to move students forward in math beyond the grade level standards by incorporating higher expectations at an earlier level. Thus, the 7th and 8th grade teachers began developing a similar model to be used during the 2014-2015 school year. Creating such a program will allow students to complete the 7th grade curriculum and as much of the 8th grade curriculum as needed, to prepare students for the algebra curriculum in 8th grade.

During this transition year, a Summer program was designed to allow students to complete 7th and 8th grade topics over the Summer, and be ready for the algebra curriculum earlier in 7th grade. A selection process required students to complete an essay explaining why they would like to be part of the program. They were assessed using a standardized test, their previous work was considered, and an interview was conducted. After this very rigorous process, approximately 20 students were selected for the program. These students were to work online to complete a series of units and unit tests. Those students who complete all work and pass an end-of-the-Summer assessment, will be placed in algebra in the Fall of 2014.

As the new math model is rolled out, we look forward to students challenging themselves. This coming year will be exciting and challenging. It will be a ground breaking year in education.

#	Action Step	Resources Needed	Start Date	End Date
1	Create a graphic schema to clearly define how students can progress, how curriculum can be differentiated and Stem-D can be incorporated.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing
2	Explore common core standards and modules to identify areas that should be included in math curriculum.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing
3	Common pre-assessments and post-assessments will be developed.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing
4	Development of benchmark assessments to determine student performance.	5 – 8 Math	Sept. 2013	June 2014 & Ongoing

5	Design Stem-D / Higher level applications for mastery.	5 – 8 Math	Sept. 2013	June 2014 & Ongoing
6	Create rubrics to assess real-world applications.	5 - 8 Math	Sept. 2013	June 2014 & Ongoing

3. <u>Curriculum and Instruction</u>:

In addition to the changes in the curriculum, which were directly associated with the building goals, a number of other changes and initiatives were implemented this school year. As always, the middle school focuses on ways to engage students in meaningful learning challenges. A child's natural curiosity must be tapped whenever possible. Therefore, opportunities to engage students in project-based learning is an important and effective way to create a classroom where a child is free to explore different routes through the curriculum, routes that only the child saw available for the taking. Such is the case in 6th grade with the Future City Project which continued to be developed across the grade level.

While the math department continues to create opportunities for more individualization, the ELA department has been known for individualizing the curriculum utilizing different means for conferring with students. In fact, the math department model was envisioned based on the ELA model. This year the 7th grade ELA department moved to add additional opportunities for students. A classics book club was developed for those students who were interested in taking the curriculum to another level. Students selected from a number of different classic book choices, engaged in discussions with other students as they read and completed a follow up project. A number of students took on this new challenge.

PVC continues to be mindful of the benefits of utilizing the internet for learning. It is a limitless means for obtaining information. However, students must learn to utilize the internet appropriately in order to avoid putting themselves in danger. In our Media Communications classroom, students in 8th grade learn to use the internet in a productive manner while researching and understanding safe practices. The students then share their cyber safety research with the 6th grade by teaching them about safe usage.

Our home and career skills classes help students begin to consider possible future careers. Each student researches careers, selects one of interest, and then learns about the educational preparation and specific colleges or trade schools that offer the necessary preparation. Students also create their own resumes and practice interviewing as they look towards their futures. The PVC school counselors and director of guidance work closely with the home and careers classes to help students consider their options.

Last school year the math and English Language Arts curriculum changed to reflect the new Common Core Standards. With little time to prepare, the teachers worked tirelessly to create units of study that matched the standards. After reviewing the state assessments the teachers had a clearer picture of the standards as they prepared for this school year. Over the summer, the state provided access to modules that were designed in alignment with the standards. The modules in math provided the teachers with guidelines for teaching, but the teachers were concerned by the appropriateness of the mathematical problems since they seemed to lack a connection to the student's lives. For example, students were asked to calculate coffee stirrers. The teachers revised the units to make them more engaging for our students. The ELA units offered similar challenges. The first units were designed by a group named Expeditionary Learning Outward Bound. These units were well done and the teachers made few changes. However, later units were not as well done and in some cases had to be completely rewritten by the teachers. Neither math nor ELA was designed to be differentiated for the students. The teachers redesigned the modules so that they could be differentiated. The ELA teachers added book choices to the curriculum to better engage all students. The common core book selections created greater opportunities for joint ventures between the social studies curriculum and ELA. Books, such as *To Kill a Mockingbird,* helped the students better understand historic struggles.

The new common core algebra curriculum became one of the challenges as well this school year at PVC. The older integrated algebra program and the 8th grade math curriculum had many commonalities. Together the curriculums were equal to approximately a year and a half of instruction. However, the new common core algebra standards and that of the 8th grade curriculum have few similarities, thus equaling a full two years of instruction in one year. This created a real challenge for the students and teachers. The new common core algebra offered additional challenge in the problem-solving nature of the curriculum. This challenge overall was positive as the students must now really show their mathematical understanding. Thus, while the curriculum presents challenges for how students are selected for the program, the direction that the curriculum is moving is extremely positive.

The teachers continued to use the ELA rubric that they designed. The rubric allows students to set goals and see a direct correlation between their present skill level and the characteristics of the next level. For the past two years the teachers have reported that the rubric has had a very positive impact on learning. The students are becoming better and better writers. As a result, the nine-point rubric was increased to a ten-point rubric to accommodate those students who are capable of going further than before.

Similar to the student-focused rubric in ELA, the teachers have also begun using the Ren Star reports with students. The students see the results of this assessment and with the help of the teacher can determine what areas they need to work. The teachers also used this information to determine the possibility of success on the state assessment.

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

Eighth grade student, Erin Garone won the *PWRFL Middle School Award* for her essay on the importance of learning a Foreign Language! She received a check from PWRFL for $100 and encouragement to continue to study foreign languages.

Throughout the school year, students have an opportunity to participate in a number of exciting and educational assemblies. However, few assemblies had the impact as the one presented by Dr. Michael Fowlin. His program titled *"You Don't Know Me Until You Know Me*," focused on issues of race, discrimination, prevention and personal identity. Dr. Fowlin spoke on sensitive issues using archetypical characters that he created. Through acting as an Asian-American, a person questioning their sexual orientation, a "street kid," and an immigrant from India, he walked the students through the thinking of these groups to demonstrate feelings of confusion, alienation and the common bonds between all people. Our students were very moved by his talk and portrayals. Dr. Fowlin asked the students to consider the following questions and statements:

- What's your legacy?
- What do you want to be remembered for?
- What do you want to be right now?
- What are some things that you can do in your daily life to make a difference for others?

The presentation was followed-up with an open, more in-depth discussion of the topics in the next Advisory meeting.

Two Theatrical events occurred this year at PVC. In November, students participated in the Fall Drama. A variety of short humorous skits entertained and kept the audience laughing. The Spring Musical – *Seussical* - showcased the singing and dancing talent of our students. PVC is fortunate to have dedicated adults who work tirelessly with our students to create such high-quality performances.

Our music department provides many wonderful opportunities for students and means to show off their talents. Each year a Winter and Spring concert are held. All-County and NYSMA are two additional ways that students can be acknowledged for their talent and hard work. In addition, students are selected to be part of the *Rivertown's Honor Band and Orchestra* performance. Some of the most talented music students from Briarcliff, Ossining, Sleepy Hollow, and Croton come together to perform in a combined concert. The students practice the music individually at each school before meeting up for the first time on the Friday night before the afternoon concert. After just two practices, the students go before their families and friends to perform as a group. The result is a magnificent and truly memorable concert.

Students in grade 5-8 participated in a nationally sponsored program entitled, *Hour of Code.* The purpose of the event was to get students involved in computer programming, an area that is often lacking in the curriculum of many schools, and yet an important and vital area to learn. Students develop problem-solving, sequencing, and logical thinking skills among other things. The students at PVC loved the opportunity to program. The teachers were shocked that so many students who are

reluctant mathematical students took to programming with enthusiasm. Students were very motivated by the activities that they participated in. The teachers took additional time from their other curriculum to allow students to engage in programming. The teachers saw that through programming they could better teach other mathematical concepts and applications.

As an annual event, students participated in *Wellness Week* during the spring. Each day of the week an activity took place that focused students on health-related topics. A Wellness Fair displayed interactive projects and games designed by the 7th grade classes. During the fair the seventh graders used their activities to teach the younger PVC students. Health-related workshops were also conducted during Wellness Week. Many of the workshops were taught by PVC faculty and included such activities as yoga, dancing, nutrition, and fitness.

For the second year in a row, the 8th grade students participated in the *Change Project.* The project was first designed to allow students an opportunity to study a topic in depth for which they are interested. Like a mini Choose project, the students had an opportunity to present their projects and ask questions. This presentation took place in a fair-like format. The students were enthusiastic about the project and what they learned. They were able to demonstrate many of the skills they had learned while at PVC through this project.

In June the whole school participated in Field Day. The students were broken up by homeroom with each group wearing a specific color of red, blue, or green to add to the excitement of the fun color wars competition. Students participated in a number of fun events such as tug of war. The faculty joined in with the students and everyone laughed and enjoyed the day. Students who sometimes struggle with social-emotional success also really enjoyed to team aspect of the games. It was a win-win situation for everyone.

Destination Imagination once again sent students to compete at the Global Finals in Knoxville, Tennessee. Destination Imagination continues to be one of our most meaningful afterschool programs. Destination Imagination is a challenging program that engages students in problem- solving activities. Students must be able to work together to create and perform a solution to a specific problem. In the last two years, students have had the opportunity to select a social action project as their means for solving a problem. This year a group at PVC decided to tackle hunger. They worked with the Croton Caring Committee to raise funds and collect food for those locally in need. The students learned a lot about working as a team and refused to give up even when road blocks were thrown in their way. In the end, they could be very proud of the difference they made.

Our annual Cabaret was held in May. We once again raised money for the Jambo Jipya School in Kenya. It was amazing to see the talent at PVC. Students sang beautifully! Some students sang original songs that they had composed themselves. It is always an enjoyable evening when students can show off their talents while making a difference in the world.

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

The staff of PVC attended a number of programs at BOCES. Many of these were helpful in learning about the common core standards and the modules developed to address these standards. In addition, teachers attended STEM-D programs that have helped to continue our focus on applied math and science.

A number of online programs have been incorporated into the instruction at PVC. For example, as an academic support a number of students received instruction utilizing Achieve 3000. All students were given access to the online math program IXL, and all students were assessed three times a year in math and ELA using Renaissance Learning. These computerized programs have the potential to create a blended learning environment where students can take charge of their own learning. This year the teachers participated in a number of support groups and training as they become more knowledgeable about the potential for these programs.

Over the years the needs of our students have continued to change. The traditional learning environment is sometimes a real struggle for our neediest students. To assist us in better understanding the developmental learning needs of these children we invited nationally known special educator Jim Wright to speak with the staff of PVC. Mr. Wright discussed strategies that teachers could use to help students succeed. He met with individual groups of teachers to address specific concerns. As a result of Mr. Wright's expertise we will be redesigning the way the RTI structure can be brought to the team level.

SERT Team: PVC has a very active Emergency Response Team. Throughout the past years the team has worked together to address the impact of community emergencies on the middle school staff and students. This year the group continued to work with Altaris to hone and develop procedures for emergency preparedness. The team created a "Go Bag" of materials that would be needed in an emergency. A number of brainstorming sessions allowed the team to practice emergency scenarios.

Data Inquiry Team: The Data Inquiry Teams continued this year and focused their attention on a new area of learning. During the first year of implementation, we looked at our writing rubric in comparison to NY State's guidelines. We examined student growth in this area based on the utilization of instructional strategies that would promote more descriptive, evidenced-based writing. This year, our focused changed to examine how academic vocabulary impacts student learning. Each math and ELA teacher in the 5-8 grades participated.

Starting in September, the teachers developed a 5-8 word list of terms that would make students better readers, mathematicians and thinkers. Teachers infused the vocabulary into daily lesson plans and units of study. Students were required to know the words (thirty per class) and be able to use the words in new settings and areas. The teachers gleaned data from this approach as the words were part of class assessments. The teachers conducted three cycles of teacher-learning-assessing student performance in this area.

The teachers were able to indicate the percentage of words students made part of their permanent vocabulary. Working with our consultant, Kathy Tuttle, the teachers were able to set goals for next year based on the data. The word lists will most likely be modified to reflect student strengths and weaknesses. What teachers indicated was that the learning of academic vocabulary was the gateway for students to employ higher-order thinking skills across the disciplines. Next year, we will expand into the areas of social studies and science.

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

A. ***Wellness Committee*:** This was the second year for the wellness committee. The committee was chaired by health teacher, Jessica Butts, and attended by representatives from the school, parents, and the PTA. Last year the committee looked at healthier lunch choices and worked with the PTA to implement these choices. This year the committee took on celebrations and the use of food as rewards. A letter was drafted explaining to the community that PVC would limit food at any celebration. Student food allergies have made this an important and perhaps vital direction to move. The next step will be to develop a curriculum that helps students make these wise choices for themselves whether at school or beyond.

B. ***Research Committee*:** This committee was formed this year to continue the work that the library media specialists had begun. The library media specialists K – 12 mapped the basic research curriculum. The research committee, as mentioned earlier, consists of teachers who represent all grades and subject areas at PVC. The goal of the committee is to identify the skills and expectations at each grade level. These expectations will be matched to particular projects presently in place or a project will be developed to assure that each student develops a strong background in research techniques. A rubric will allow for these skills to be tracked from one grade level to the next. The committee is enthusiastic about the process, seeing this as a vital area in need of focus for students to become life-long learners.

C. ***Advisory Committee and Program*:** 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 "Be…". Students were asked to consider how they could be more empathetic, inspiring, caring, optimistic, mindful, grateful and how to collaborate with others as a team. The Advisory committee focused their work on lesson design and focus. Utilizing data collected from the faculty, the group was able to tailor this year's lesson based on the most prevalent needs of the student body.

To promote the continued success of this program, a developmental matrix was constructed to demonstrate how Advisory serves as a continuum of learning that develops a student's thinking about their place in the world. Having a grade 5-8 Advisory allows students to continue their emotional and social growth during the most formative years of their lives. In our deliberate

and conscientious planning students are able to revisit important topics at various stages of their emotional, social and cognitive development that ensure that they acquire skills that enable them to live meaningful, productive lives -- (Resilience, perseverance, grit, creativity, intrinsic motivation, empathy, optimism and gratitude, etc.,).

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 program develops a sense of connectedness 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. In short, Advisory creates a personalization with school and the adults. One of the goals of Advisory this year that was to make the connection between behavioral and developmental research and the learning opportunities. Each lesson had a rationale that was supported by research and teachers could further explore.

D. ***Olweus Bullying Prevention Program*****:** This is the middle school's sixth year utilizing the Olweus Bullying Prevention program. The program has become a key feature helping students develop interpersonal and problem-solving skills. Our fifth graders experienced the Olweus lessons over the course of the year. The lessons focused on bringing the students up to speed on how to recognize, react to and report suspected bullying. Throughout the year we utilized our Advisory lessons to reinforce the important tenets of the Olweus program with all of our students.

At Back-to-School Night Michael Plotkin and the school counselors spoke to the school community about the importance of the program and how vital the school-home connection is. To follow-up, parents were provided with an opportunity to come in to discuss this topic in greater detail. Through the joint efforts of the guidance department and the school administration an evening event was facilitated in which parents learned about the phenomenon, how it impacts the development of children and were able to engage in an open dialogue about the subject. Parents asked thought provoking questions and developed an understanding of the systems in place to protect and guide their children.

This year the Olweus committee also reviewed comparative data based on PVC student surveys over the past six years. Through this analysis, we were able to identify successes and areas for future focus. For instance, the data indicates that students know how to use online and in-school reporting apparatuses. The data indicates that the present cohort of students feel less-likely to be bullied and less likely to engage in bullying behavior. Our work will focus on targeting the settings where students feel most vulnerable. It is noteworthy to mention, that the data in all areas concerned was significantly trending in the desired direction. One of the most telling areas was that our students indicated that they felt empowered to intervene on

the behalf of a victim in traditional instances of bullying, as well as in cases of cyber-bullying**.**

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

During the last few years both the Guidance department and the World Language Department have participated in Tri-State visits. One of the greatest benefits of working towards a tri-states visit is the connection that develops between members of a group. That was the case with both of these departments and has had a lasting beneficial effect.

- **Guidance Department**: The Tri-states report recognized the tremendous amount of support that the guidance department puts in place for students, but also cautioned the department about making sure that a consistent K-12 vision is in place and that the work of the department is clearly communicated to the community. This year the middle school worked with the high school and elementary school to make sure that our social- emotional program is consistent K-12. Carrie Bishop and Michael Plotkin worked closely with the high school as they implemented the Olweus Bullying Prevention Program. Also noteworthy, the middle school and high school guidance departments developed the first edition of the SPARC (Support Personnel Accountability Report Card). The report provides the community with information about our programs. The first issue outlines data on student empathy at the middle school. This data is directly connected to the level of bullying seen in a school. PVC shows a population with a tremendous amount of empathy. This is great information to share with parents and something for which we should all be proud.

- **World Language Department**: Meeting the varying needs of students was one of the areas for which the school is focused based on Tri-states recommendations. At PVC students are placed in World Languages based on their age and grade level. In any particular class, but particularly in Spanish, there are a wide range of student knowledge and ability. Students may find their first language experience very daunting and need additional time and support to grasp the language. Other students may be native speakers, speaking the language at home. However, this group of native speakers may struggle with writing of the language. Creating a classroom environment for all students has been a challenge. Using the LATIC model and placing students at the center of their learning has made a positive difference. Students participate in project-based activities in the classroom giving them an opportunity for more individual instruction. Another avenue for student involvement is the flipped classroom approach. Students were given a variety of choices for completing certain tasks and skills. The students took greater responsibility for their own learning by selecting their own path. Common rubrics were also designed so that students are assessed similarly no matter what class they are in or what language they are learning.

The middle school assistant principal participated in a Tri-State's sponsored AP group that met numerous times over the school year. The group discussed instructional strategies that help students become more creative thinkers, entrepreneurs and innovators. After reading Tony Wagner's book,

Creating Innovators, this administrative group discussed how their schools promoted innovated thinking through instructional and non-instructional means. The AP's also collaborated to examine and prescribe ways to further encourage their students to think as innovators.

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

PVC Middle School recognizes the importance of a strong connection between the school and parent/community groups. Over the course of the year, parents had many opportunities to be involved in the school and their children's education. These opportunities included: Back-to-School nights, monthly principal coffees, PTA and SEPTA involvement, Building Planning Council, the ESL Breakfast, Special Education Breakfast, Parent-Teacher conferences, parent lunch volunteers, publishing parties, Destination Imagination, Wellness Committee, and the Chinese Exchange Program.

Working with SEPTA, the PVC special education department provided a breakfast program for parents of students with special needs. The program was held in the spring and focused on ways that parents can support their children's learning over the summer months. This was a wonderful opportunity to build a working relationship with the parents.

The Wellness Committee worked closely with parent volunteers and the PTA to make sure students had healthier choices at lunch. They also addressed the need to limit unhealthy snacks for birthday celebrations.

Once again the Croton community came together to make sure that the Chinese Exchange Program was a success. Families hosted the students in their homes, took them on day trips, and directed by the PTA, organized a wonderful welcome dinner. This was a very special learning opportunity for all of the children.

The PVC PTA plays a key role in most endeavors at PVC. They work tirelessly with the school to provide for the children. It is a pleasure having such a strong group.

RenStar parent reports were sent out this year on two occasions. The first report was sent out in February and the second at the end of the year. The reports have raised questions from parents who find the reports confusing. Another report is being developed by the regional information center to provide a clearer means for communicating student progress to parents.

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

PVC Middle School's Building Planning Council was fortunate to have parent and teacher representation for each grade level. In addition, a school counselor, member of the board of education, and the principal and assistant principal were members of this group that met monthly. Members of the 8th grade class also joined the committee on one occasion to discuss various ways that assessment can and does occur in an eighth grade math classroom.

The primary topic of discussion this school year was communication. In particular, the committee focused on the means presently used for communicating student progress. Two essential questions directed our discussion this year -- "How have traditional grading systems fallen short in reporting student progress and charting student growth?" *and* "How do we change traditional practices into a system that works for our students and community?" We looked at progress reports and reports cards that are presently in use. We discussed the purpose of such reports and read articles that discussed alternative means for reporting progress rather than the traditional report card grading system. One particular reading passage that challenged our thinking was entitled, "From Degrading to De-Grading" by Alfie Kohn.

The article pointed out dangers in using letter or number grades, including a reduction in student interest in learning. Thus, the committee discussed other means for providing students and parents with feedback. These included the use of clear growth measures such as rubrics and standard-based reports.

Parent-teacher conferences were also discussed. The committee unanimously agreed that students should be involved in conferences whenever possible. In fact, the possibility was raised of having students run the conferences. As students take on more responsibility for their learning this seems like a natural avenue to venture down. With the change in the math classroom model this may be the first place to experiment with this model. This topic will be further discussed with the PVC staff.

The BPC also reviewed the Code of Conduct and discussed Board Policies as brought to the by the Board of Education.

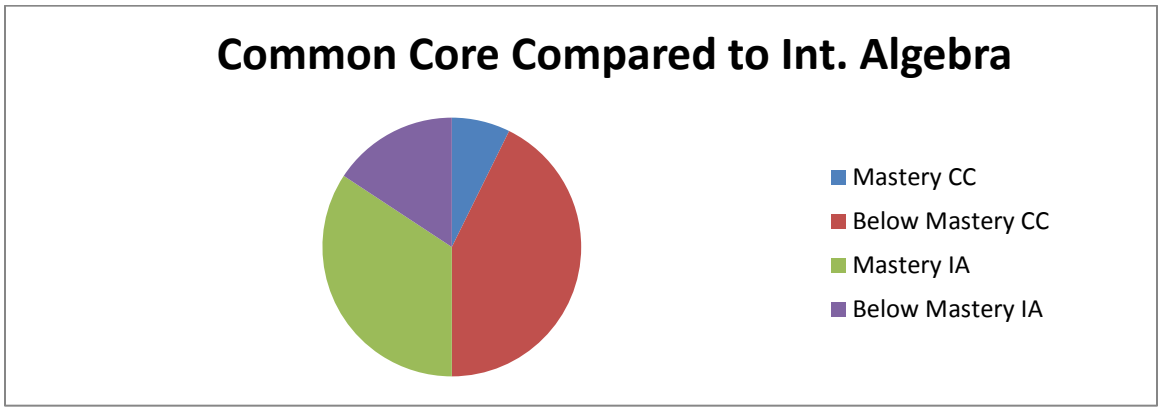
10. <u>Growth Opportunities for the 2014-2015 School Year</u> (please include areas that need improvement):

The PVC School Administration, in cooperation with the teachers of PVC Middle School, has discussed areas that need to be the focus of the 2014-2015 school year. These areas will serve as the basis for our building-level goals. They are as follows:

A. **Improve the reporting of student progress and growth.**
B. **Create STEM-D units which connect and enhance student learning in math and science.**
C. **Support and continue to develop the blended learning environment that is needed for students to move at their own pace in math.**
D. **Investigate the possibility of involving students in parent/teacher conferences with the possibility of them taking on a leadership role.**
E. **Continue to develop the school-wide research skills map and curriculum.**

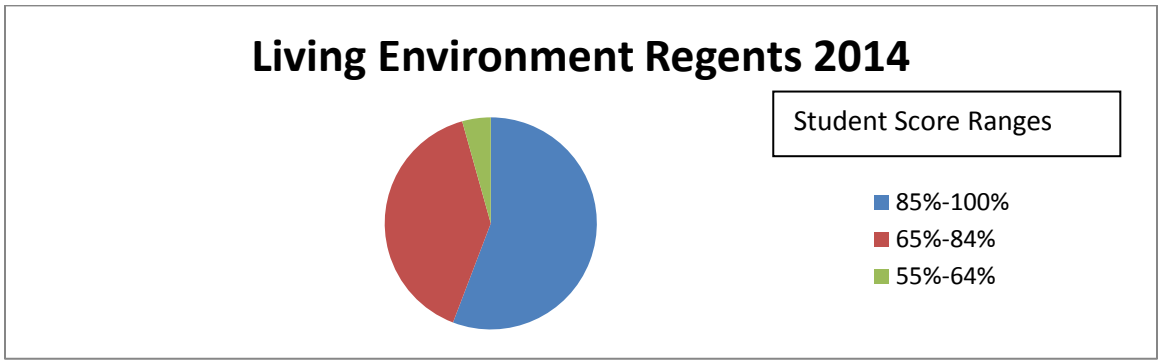
Assessment Data for Pierre Van Cortlandt Middle School for 2013-2014

Integrated Algebra and Common Core Algebra I



Performance Level	Common Core Algebra	Integrated Algebra Regents
Scored 85-100	13	61
Scored 65-84	76	28
Scored 55-64	0	0
Scored below 55	0	0
Total # of Students	89	89

Living Environment Regents - June 2014



Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	77	55.79%	Mastery
Scored 65-84	55	39.85%	Passing 95.64 %
Scored 55-64	6	4.34%	
Scored below 55	0	0%	
Total	***138 Students***		

World Languages Assessment, June 2014

Language	Student Count	Percentage Pass
Mandarin	17	100%
Spanish	80	97%
French	41	100%

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

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

1. Enrollment and demographics:

See attached at the end of the report.

2. Building goals and progress: A draft of the CHHS building goals were presented at a faculty meeting for input. Finalized building goals were presented at a full faculty meeting. The first two goals are multi-year goals and appropriate annual progress was made. Much work was done on the third goal (student performance.) However, there was a problem with determining if the goal was met due to a change in the conversion chart used to assign students a score (see below.)

Goal 1(multi-year)**:**
Improve instruction by emphasizing Using questioning and discussion techniques (indicator 3b) and Engaging student in Learning (indicator 3c) during the observation and evaluation process. After a two year period, observations should average at least 3.5 for components 3b and 3c (effective=3, highly effective=4)

Specific actions completed include:

- The Danielson rubric for components 3b and 3c including the defining attributes and examples of practice were reviewed with faculty.
- Ongoing professional development was provided to staff ongoing PD and discussion of components 3b and 3c with faculty.
- Non-building administrators doing observations of high school staff were asked to include evidence on components 3b and 3c in all observation reports.
- Components 3b and 3c were always a topic of discussion during each post-observation conference. Also, during the conference, suggestions were given as to how to further improve individual teacher performance in these areas.
- When building administrators observed exemplary practices, staff members were asked to share their practice at faculty meetings. Additionally teachers shared what they considered their best practices both at faculty meetings and during department meetings.
- Faculty members attended workshops targeting questioning and engagement.
- Data from 2012-13 on indicators 3b and 3c were shared with staff at a faculty meeting.

Goal 2 (multi-year):
Establish mid-year and final common assessments in all academic courses where ones currently do not exist. (If a course ends in a Regents exam that Regents exam is considered the common final assessment.) Analyze the data to identify student areas of weakness both for classes of students and individual students and identify instructional strategies to address the weaknesses.
.
Specific actions completed include:

- Mathematics was the discipline chosen with which to begin this goal.
- CHHS and PVC algebra teachers developed and administered a common assessment in Algebra1. They also created a common review sheet that was used in each of their classes.
- CHHS and PVC algebra teachers reviewed the results of the assessment and used the results to identify areas of weakness that required additional instruction.
- Common assessments were also developed and given in Geometry (CHHS only) and Algebra2/Trig

Goal 3:
The three year running average for mastery on the ELA Regents will increase by two or more percentage points.

Specific actions completed include:

- ELA teachers gave multiple presentations at faculty meetings designed to assist non-ELA teachers with strategies that support reading and writing.
- ELA teachers attended workshops on Common Core.
- The school data team focused on academic vocabulary and presented strategies to the entire staff at a faculty meeting.
- Articles were shared with the entire staff that focused on the mastery of academic vocabulary and improving student reading and writing.
- In July 2014 a cross-discipline curriculum workgroup met to identify and document reading strategies to be used specifically with ninth graders.
- Data analysis: At the time this goal was written it was assumed the conversion chart for the June 2014 administration would be the same as the one used for the June 2013 administration. This turned out not to be the case. The conversion charts used in 2012, 2013 and 2014 are all different. Furthermore, ELA scaled scores are not calculated one dimensionally, rather a two dimensional grid is used. The vertical axis of the grid is the number of multiple choice questions a student gets correct (maximum 25) and the horizontal axis is the total number of

points earned on the three free-response questions (maximum 10); thus, year to year scores are not directly comparable and three-year running average cannot be computed. A macro view of the three conversion grids seems to indicate that in 2013 the scoring was made more demanding and in 2014 it was relaxed somewhat. That said, the percentage of students attaining mastery in each of the three years was 2012: 77%; 2013:54% and 2014: 68%. While there was a healthy increase in the percentage of students attaining mastery in 2014 over that in 2013, it cannot be determined if the goal was actually met due to the conversion issues outlined above.

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

Additionally:
All curriculum maps were made accessible to the public. Math and English teachers continued to modify their maps to reflect the Common Core.

A desire for the high school to offer courses in computer science has been expressed by students and parents alike. This was discussed both at Student Faculty Congress and Building Planning Council. A public discussion was also held at a Board of Education meeting. The high school will be proposing a sequence of three courses starting in the 2015 – 16 school year. Once again, a before-school computer programming course was offered.

Three new/modified courses were successfully initiated this year. The first, Ecology: A Study of How the Earth Works is a project-oriented science course. While enrollment was open to all grades it was primarily taken by freshmen. The second course is Algebra1 with lab. This course replaces the two year Algebra1A and 1B sequence. The idea behind it is that rather than have struggling students take two full-year courses with a summer in between the courses, the students will take an Algebra 1 course that has a two-times-a-cycle lab associated with it. A regular Algebra 1 course (without lab) was also offered. However, because of the added demands of the Common Core, beginning in the 2014-15 school year, all students who take Algebra at the high school will have the Algebra lab. The third new course offered was Creative Writing. Demand for this course has increased and there will be two sections running during the upcoming school year.

High school students took online courses both through Virtual High School and the PNW BOCES Online Courses for the 21st century consortium (OC21.) Zhanna Glazenburg taught an OC21 course entitled “Mythbusters.”

The high school continued to focus on component 3b – questioning and component 3c – student engagement as research shows these two components of the teacher

evaluation instrument have the greatest impact on student achievement.

Grading practices continue to be a topic of review and discussion this will certainly be continued in the 2015 – 16 school year.

Working with central administration, the high school proposed eliminating the requirement that students enrolled in Algebra2/Trig take the Regents exam beginning with the 2014 – 15 school year. The BOE accepted this recommendation. Students who do elect to take the exam will do so after completing the first semester of pre-calculus which will allow the Algebra2/Trig teachers to go deeper into some core topics instead of racing through the curriculum solely to cover all topics potentially on the Regents test.

4. Special assemblies and highlights:

In November, three Croton-Harmon graduates were inducted into the Hall of Distinguished Graduates. They were Dr. Benjamin Gochman, Class of 1980; Dr. Charles Bennett, Class of 1960; and Mr. Peter Salaff, Class of 1959.

Building administration taught one of the eight sessions of the Freshman Seminar course this year. This provided an opportunity for students to "get to know" the principal and assistant principal and for administration to review important aspects of the school and highlight portions of the student handbook, answer questions and get a sense of how the freshmen are adjusting to the high school. It also provided an opportunity for administration to discuss the new DASA legislation and the procedures that were put in place for the reporting of bullying and harassment.

A live simulcast entitled "Big Brains" which was produced by IBM as part of the IBM *Think* series was projected in the auditorium for students. Researchers from IBM's Research labs showcased some of the cutting edge technologies on which they are working and discussed some of the thought processes and needed expertise required to do this type of research. The simulcast was designed for high school students and sought to inform and inspire them about advances in technology and to promote interest in STEM careers. Approximately ninety students attended.

This year the Fall Drama Performance was a compilation of six, one-act plays. The plays were: "Miss You" by David Auburn; "Open Road" by Brad Slaight; "We Cannot Know the Mind of God" by Mikhail Horowitz; "Joy Ride" by Brad Slaight; "Tarantino Variation" by Seth Kramer; and "Wanda's Visit" by Christopher Duran. The Shakespeare Club performance was *The Tempest* and the Spring musical was *Pajama Game*.

The Art Department again hosted its annual Advanced Placement Art Show featuring the art portfolios of sixteen juniors and seniors.

Dr. Michael Fowlin, actor, psychologist and poet spoke at a special assembly. His program entitled "You Don't Know Me, Until You Know Me" focused on issues of race, discrimination, prevention and personal identity. During the next scheduled CHAP, students discussed his presentation and their reaction to it.

Guest speakers from Nigeria joined Mr. Naughton's AP Comparative Government and Politics class. The visitors discussed the history, human geography and politics in Nigeria.

The annual awards assembly was held on Friday, June 6th. One hundred fifty 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 24th. Fifty-two seniors received scholarships and/or awards for their accomplishments.

5. Building specific professional development:

Many faculty members presented examples of best practices at faculty meetings.

At a fall faculty meeting Chris O'Connor reviewed the work of the school data team and its focus on tier two, academic vocabulary; Erica Fiorini and Tom Naughton talked about their collaboration in teaching writing to their ninth grade classes along with the academic vocabulary work taking place in their classes.

At a faculty meeting, Kelly Ingraham-Friedman gave a workshop presentation fashioned upon the work of Richard Lavoie. Lavoie's workshop is referred to as "Fat City". F.A.T. stands for **Frustration, Anxiety**, and **Tension** — which is what many students with learning disabilities experience daily. Using excerpts and ideas from Lavoie's workshop and accompanying video, Kelly created four activities that truly allowed staff to experience what it feels like to have a learning disability.
.
Testing data from 2012-13 were presented and discussed at a faculty meeting.

Jodi Burger, Kurt Lindner, Mike Chimileski, Sue Lewis, Erica Fiorini and Alan Capasso attended a full day workshop entitled, Questioning as a Practice. Teachers who attended the workshop shared some of their new learnings at a faculty meeting and in their respective departments.

During the March Superintendent's Conference Day all staff members including daytime custodians, clerical, building aides, and teachers attended a presentation centered around the facts of bullying and information from our own survey data (administered last Spring 2013.) Next, breakout sessions were held which focused on methods of intervention, reporting, and working with advisory groups. The day was planned by the Olweus faculty subcommittee (a part

of the Olweus steering committee) and was run by the entire steering committee which Mark Maxam and Linda King chair. The high school will roll out the high school Olweus program to students in the fall.

The School Emergency Response Team (SERT) received specialized training from the district's safety consultants (Altaris). The training focused on the "Simple Six" emergency protocols. Altaris also provided training for the entire faculty at a faculty meeting.

Many curriculum meetings of the English and Math departments were devoted to the implementation of the Common Core.

6. Building specific programs and committees:

The CHHS School Emergency Response Team (SERT) met multiple times this year to review and modify our emergency protocols.

Alan Capasso and Deborah O'Connell participated on the regional steering committee for the three into two high school math initiative. The purpose of the regional effort is to offer another avenue for acceleration in mathematics in addition to taking Algebra 1 in 8th grade. Three courses Geometry, Algebra2/Trig and Precalculus would be taught to qualifying students in two years instead of the traditional two. Greg Bradley, Tracey Finan and Eileen Pike are participating with other math teachers from the region in a multi-day curriculum planning session in July.

An Olweus steering committee was formed to plan for the implementation of the Olweus Anti-Bullying Program during the 2014-15 school year. Members of the steering committee are: Una Andrews, Maria Rykowski, Mark Maxam, Linda King, Carrie Bishop, Leslie Troise, Tanya Thibideau, Donna Light, Ellen Hackett, Eric Rosen, Jonna Deak, Kerri Tracy, Nick Lapadula, Phyllis Cobb, Susan Dullea and Bill Thom. Mark Maxam and Linda King are serving as co-chairs. Carrie Bishop along with an out of district trainer provided the initial training for the steering committee. The steering committee met throughout the year. In addition to planning for the rollout, various members of the committee presented at faculty meetings.

Ms. Donna Light-Donovan coordinated the 19th Annual Science Research Symposium. This year Donna also sent an invitation to parents of ninth graders so that any interested ninth grade students could see the type of work science research students engage in. After a brief overview of the Science Research Program three students: Marie Syku, Devin Lewis and Max Diamond presented their projects to an audience of students and parents. This was followed by poster sessions in the main corridor conducted by the students enrolled in the program.

The CHHS Data Team (Alan Capasso, Mark Maxam, Tracey Finan, Chris O'Connor, Kelly Ingraham-Friedman, Jaclyn Szymanski, Ray Ferrara) continued their focus on academic vocabulary. Each member of the team took last year's Regents exam(s) given in their discipline and solicited students to read each question and supporting document and circle the words they do not know. These student-identified Tier 2 words served as the basis for the academic vocabulary work by the staff during the year. Each member of the team has identified academic vocabulary that they introduced to their students. They first pre-tested the students' knowledge of these words and recorded each student's results. Next, they taught these words using a common, agreed-upon, instructional strategy. They then re-tested the students and analyzed individual results. At the following data team meeting they discussed results and the effectiveness of the instructional strategy. Going forward the high school will look to establish department-centered data teams.

During the February break twenty-two juniors and seniors visited various places in Spain on a cultural tour/exchange. The cities visited included Granada, Sevilla and Cordoba. The program was arranged and coordinated by advisors Sue Lewis and Zhanna Glazenburg.

CHHS again hosted students and teachers from Jian Ping High School. Seventeen students and two teachers stayed with Croton families for approximately a week and a half.

This spring twenty-eight CHHS students travelled to La Rochelle, France. While there they attended classes and participated in a number of activities together with their hosts.

The TAP Awards Ceremony held its annual recognition breakfast at the Croton Yacht Club. The event recognizes the accomplishments of each of our TAP students.

SFC discussed many issues, which included a revision of its bylaws, a review of the role of the Fairness Committee, the code of conduct, current grading practices along with the advantages and disadvantages of letter versus number grades, internet and social media access and filtering, what food items should be offered in the school's vending machines, current course offerings (lack of any computer science courses) and the current requirement that AP students take AP exams in any and all AP courses they are enrolled in.

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, Green Team, Hootenanny Club, 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, Chess Club, Anime club, and Debate club.

CHHS students attended the Student Institute on Human Rights conference for the 11th 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.

This year one-hundred-forty students participated in CHOOSE.

7. TriStates Involvement:

World language teachers began to implement various recommendations given as a result of the Tri-States last year. One major area of focus was metacognition in the classroom. To address another Tri-State recommendation regarding consistency among language teachers, Sue Bree arranged for the professional organization American Council on the Teaching of Foreign Languages (ACTFL) to give all world language teachers training in the evaluation of oral proficiency.

The Guidance Department continued to implement various Tri-States recommendations.

Both the principal and assistant principal attended their respective Tri-States quarterly meetings. Mr. Maxam participated in two Tri-States follow-up visits.

8. Communication and parent involvement:

Principal's Coffees were held throughout the year including one in the evening to accommodate the needs of working parents. Items discussed at the various Principal's coffees held throughout the year include APPR, the Common Core, and school data teams, the budget and its impact on the high school, making non-graduation required Regents tests optional, grading practices (what constitutes a grade), letter versus number grades, high school course offerings and the absence of computer science courses.

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 Alan Capasso, Mark Maxam, Linda King, Leslie Troise, Marie Considine (9th grade parent), and the following students: senior Katie Marcus and freshmen Zohra Shaukat and Meredith Levy.

The guidance department in cooperation with the high school PTSA hosted a presentation entitled *The Admissions Game*. Peter Van Buskirk, a former Dean of Admissions at Franklin Marshall College took attendees inside the admission process. *The Admissions Game* involved, an interactive, case study for students and parents in which the audience was transformed into an admission committee. During the

informative and engaging evening, Peter revealed the "hidden agendas" of colleges and provided insight into how admission decisions are made. A major emphasis of the program was finding the colleges that provided the best fit, and once identified, developing strategies to best position oneself for admission in a competitive pool of applicants.

Ms. Tracey, supported by the high school PTSA presented a Wellness Night for high school students, parents, and faculty/staff. There were three guest speakers from local organizations presenting on various health topics. A Clinical Child Psychologist, Dr. Kristy Vanacore, presented on self-care for parents and teachers. A Certified Holistic Health Coach, Dana Canneto, presented on nutrition, specifically, “Forming a healthy relationship with your body and food.” The third speaker was Tina Triburgo, the founder & director of the Ajna Wellness Center in town. She spoke about stress and the effects it has on the body. Also on display were Ms. Tracy’s students’ health projects. The evening was well attended by parents, teachers and students.

The Guidance Department hosted its 2nd annual College Symposium in December. Following brief opening remarks, parents and students were able to select from three 30 minute work-shop sessions. Topics included: How to Market Yourself, Essay Writing, GAP year programming, Performing & Visual Arts, Ivy Admissions, Options for the LD student, parent panel and others. This event is a kick-off for the juniors as they embark on the college search process.

The Guidance Department arranged a presentation for parents entitled “**Survival Tips for Parenting Your Teenager: They’re Not Crazy…and Neither Are You!”** The guest speaker, Terence Houlihan, explained how certain differences in an adolescent’s brain causes students to react differently than an adult would. For example, he presented research indicating that teenagers have difficulty interpreting facial expressions correctly. As he highlighted these differences he also presented various research-based, strategies designed to help parents when dealing with their teenager. For example, he told the group that when setting limits for video game use that they should approach it like a car salesmen discounting a car – start off low and negotiate upward in small increments. He also suggested putting the agreed upon amount of time in writing and having the student sign off on it.

The CHHS PTSA again hosted Parent University. The event provided a chance for parents to experience a taste of what the high school offers to students. Faculty presenters included: Joseph Merriam, Shakespeare and Rhetoric; Jennifer Moore, An Introduction to Adobe Photoshop; Bill Thom, Current Trends in Fitness; Greg Bradley, Hands on Trigonometry; Brett Bowden, The Skylark and the Frogs: A Socratic Seminar; Kerri Tracy, Introduction to Yoga; and Noel Schoenleber, The Autobiography of Malcom X and the Cultural Roots of the Lindy-Hop.

Prior to a BOE meeting all three principals attended the SEPTA parent meeting. Each principal gave an overview of the special education services provided at their schools and answered parent questions.

In May Jodi Burger coordinated the 2014 Advanced Placement Art Show. It featured the art portfolios of fourteen juniors and seniors.

9. Building Planning Council:

Topics discussed this year by BPC include a review of the Code of Conduct and the Wellness Policy as it applies to the high school, making all non-graduation required Regents Testing optional, the high school's yearly goals, grading practices, letter versus number grading systems, high school course offerings and the lack of any computer science courses, A.P testing and the current requirement that enrolled students take the appropriate A.P. test(s) in the spring and the input received from graduates of the Class of 2013. Additionally, BPC organized the fall induction of three distinguished graduates. Later on in the spring members decided not to induct anyone in 2014 due to the very limited candidate pool - this despite concerted outreach attempts. Going forward BPC will consider inducting one or two alumni per year.

10. Growth Opportunities for the 2013-2014 School Year (please include areas that need improvement):

Course offerings in computer science need to be developed.

Three into two (math course compacting) will continue to be investigated.

The high school will continue to focus on the Danielson components of questioning (component 3b) and student engagement (component 3c). This will include a review of observation dates from the 2013 – 14 school year, professional development at faculty meetings, an emphasis on these components during formal and unannounced observations, and faculty sharing of best practices.

There continues to be a need to better use data to inform instruction. After experiencing two years of looking at school-wide data there needs to be a more focused departmental review of subject specific performance data.

The creation of common assessments in courses with multiple teachers will continue. Based on past years' data Chemistry will definitely be one of the targeted courses.

The dialogue about dropping the advanced designation on the CHHS diploma among key stakeholders will continue.

Along with all schools in the district, the high school will participate in an in-depth review of grading practices.



CROTON-HARMON

Union Free School District

Curriculum Coordinator Reports

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

Building:	**Department:**	**Coordinator:**
CET	K-2 ELA	Eileen Fallon

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

This year, kindergarten, first and second grade teachers continued their current practice of implementing the Teachers College reading and writing units of study, along with the FUNdations word work curriculum. Teachers of kindergarten through second grade, ELL and special education met with their respective colleagues and grade level teams throughout the school year to make necessary alignments to their reading and writing units of study to reflect the shifts in the ELA Common Core standards.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- Becoming familiar with the Engage NY website
- Reading Assessments
- Grammar Instruction
- Trick word component of FUNdations word work program
- Characteristics of a vertically aligned curriculum (Reading)
- Metacognition
- Ways to utilize the Listening and Learning domains for next year

What were the outcomes of the discussions?

- Becoming familiar with the Engage NY website

We initially discovered that many of the resources on the Engage NY website are geared toward the third grade level and above.
Early in the year, the committee explored the *Parent & Family Resources*, with a particular interest in the *Parent's Backpack Guide to Common Core State Standards, English Language Arts/Literacy: Expectations for Students and Ideas for Parents* and *Common Core State Standards: Shifts for Students and Parents*. In planning for Back to School Night, the committee identified the *English Language Arts/Literacy: Expectations for Students and Ideas for Parents* document as the most parent friendly piece to share. We revised much of the language. The

revised document allows parents to better understand the shifts for students and ways for them to support their children at home.
Once a building level decision was made that first and second grade teachers would be adopting 1 domain and kindergarten, first and second grade teachers would be adapting additional domains for supplemental materials, resources and activities to current units of study, the committee members together and individually explored the domains on the website.

- Reading Assessments

Currently, students in first and second grade are formally assessed using the Teachers College assessment 5 times a year (September, November, January, March and June). Kindergarten teachers reported that they begin assessing students in January and follow the March and June schedule. Exceptions are made for students who enter kindergarten already reading. Those students are assessed before January. First grade teachers reported that all 5 assessments are necessary and helpful as students progress through more reading levels in first grade as compared to other grades and they are scheduled near parent/teacher conferences and completion of report cards. Second grade teachers shared that students spend more time living in levels due to deeper comprehension instruction. The number of assessments given depends on informal observation of student growth and progress in both decoding and comprehension.
The committee also spent some time comparing various reading assessments. Teachers shared that with our current TC assessments; fluency and comprehension are hard to measure as those scores are up to teacher judgment. There are also concerns about it not being research based. The QRI is not appropriate for primary grades in that it requires a child to read a passage instead of a book. The committee then looked at the DRA 2 and the Scholastic K-2 Assessment kits. The text level in the Scholastic books was more difficult as compared to the same level DRA 2 book. The comprehension section of the Scholastic assessment asked more inferential questions than the DRA 2 and the content of the Scholastic books appeared to be more developmentally appropriate for our students.

- Grammar Instruction

We met as a combined K-4 ELA group to collaborate on the *Grammar Matrix*, to discuss specific feedback and concerns. Based on the new standards and programs, the draft needs to be revised, with input from K-4 teachers. For most teachers, grammar instruction is embedded in our word work and writing lessons. It is taught based on student performance and to meet the needs of individual students as teachers assess student writing. Without a formal program, teachers create their own activities and supplement their ELA curriculum with grammar lessons. The group consensus was that a grammar program or isolated grammar workbook is needed to consistently teach grammar skills across a grade level and the school. Grade level grammar materials will promote the consistency of skills acquisition and development in a strategic sequence. A program will also provide a shared language and offer an additional resource for our support staff to access in their work with our students.
Daily Oral Language is being considered as a program for teachers to use while different grammar books are being explored.

- Trick word component of the FUNdations word work program

This year teachers worked with a revised edition of FUNdations. New trick words were introduced on all three grade levels. FUNdations offers few opportunities for students to practice reading and writing trick words after they are introduced. Teachers create supplemental activities that allow students ample opportunity for this practice. Examples of these activities include, but are not limited to, shared reading and writing, literacy centers, homework assignments, drilled practice where students read words, skywrite the words and have discussions about the structure of the words (what makes them tricky?). During this discussion teachers were eager to share and create ways to adapt these activities to suit the needs of their students. Teachers like teaching FUNdations because it provides consistency across grade levels.

- Characteristics of a vertically aligned curriculum (Reading)

The committee looked at the reading curriculum while considering the components of a vertically aligned curriculum. Many of the components already exist within the reading curriculum, while others exist with the supplementation of activities and materials by teachers. The use of technology is not explicitly stated in the reading curriculum; however teachers make use of the computers in their classrooms, their scheduled time in the technology lab, ELMOs and Smart boards to integrate technology into their teaching. Common grade level assessments do exist, however rubrics do not exist for all. Suggestions were made that books, writing prompts, graphic organizers and rubrics used for response to reading tasks should be consistent across grade levels.

- Metacognition

When considering how metacognition is taught in kindergarten, first and second grade classrooms and how our students show evidence of being metacognitive, the committee discussed how on the primary level, teachers set more goals for student outcome and model metacognition through thinking aloud during their teaching to check for understanding and showing students how to utilize resources in the classroom (word walls and charts) to self-monitor progress. Students learn how to use checklists, rubrics and self-assessments to evaluate and reflect on their work. Across curricular areas, teachers are teaching students to reflect on and explain their thinking by asking questions. Students learn how to see their mistake as a way to evaluate and adapt their thinking and the strategy they may have used to solve a problem.

- Ways to utilize the Listening and Learning domains for next year

Next year, teachers will teach 1 domain with fidelity to be able to speak to the positive and negative aspects. In addition, teachers will be looking at the other domains and extract materials to be used in addition to units of study already being taught. Some teachers on the committee have already used the domains in their classrooms, attended trainings or looked at the domains. Teachers expressed how long it takes to teach the lessons and that much of the

content is not engaging for the students. Teachers also shared that the different types of questions (literal, inferential and evaluative) are helpful in that students are being asked to respond to the text on these different levels with every read aloud. We see the value in preparing younger students to respond to text this way so they will be prepared for the work they will do in the upper grades. The committee wondered if the same types of questions are included in the modules being taught by the third and fourth grade teachers, as they were written by a different group.

CURRICULUM:

What are ways your department integrates technology?

The use of technology is not explicitly stated in the ELA curriculum; however teachers make use of the computers in their classrooms, their scheduled time in the technology lab, ELMOs and Smart boards to integrate technology into their teaching.

As a department, how are you ensuring the curriculum maps reflect quality?

As we continue to explore the possibility of transitioning to a new reading program in the future, our focus on mapping the reading curriculum has been paused. With the completion of our third year teaching the revised FUNdations curriculum and the Common Core standards, we are more versed in the scope and sequence of the program and will be able to complete maps for word work and writing in the future.

What does your department/grade level see as the next step(s) for the next school year?

The committee will continue to look at the Scholastic Reading assessment as compared to our current Teachers College assessment. It was proposed that one teacher from each grade level will choose three students (below grade level reader, on grade level reader and above grade level reader) and administer the TC and Scholastic assessments three times a year to those students.

While many teachers will be working over the summer to choose materials, passages and resources from the Listening and Learning domains to supplement units of study, more time will be needed during the next school year to complete this work.

PROFESSIONAL DEVELOPMENT:

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

All of the teachers on the committee attended an in house training with ELA staff developer Victor Jaccarino. Some teachers attended training at PNW BOCES on the Newest ELA Modules for K-2, while others visited the Garrison school district of observe their use of the Journey's reading program.

What future professional development activities would your department/grade level benefit from?

As we move into our work with the Listening and Learning domains, teachers would benefit from additional training in the teaching and development of the types of questioning presented throughout the lessons as well as suggestions for how to differentiate the material to meet the needs of all of our students.

ACCOMPLISHMENTS:

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

The committee continued to have thoughtful conversations around the value of being able to adapt curriculum and maintain consistency across curricular areas and grade levels to offer a more rigorous academic routine with sensitivity to our students and parents. In planning for Back to School Night, the committee identified the *English Language Arts/Literacy: Expectations for Students and Ideas for Parents* document as the most parent friendly piece to share among the many parent resources on the Engage NY website. We revised much of the language. The revised document allows parents to better understand the shifts for students and ways for them to support their children at home. The way we assess our students must also reflect our transition into a more rigorous routine. The work the committee spent comparing various reading assessments speaks to our understanding of the curriculum and how lifting the level of our assessments will match the level of instruction in both decoding and comprehension.

ADDITIONAL COMMENTS:

The cross-building meetings where all of the CET teachers met with each other about math and ELA were very beneficial. We were able to highlight areas of the respective curriculums which were new to our building and reflect together, as well as with teachers from grade levels above and below, on best practices and the value of being able to adapt curriculum and maintain consistency across curricular areas and grade levels.

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

Building:	**Department:**	**Coordinator:**
CET	ELA 3-4	Erica Hubbard

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?
The new Common Core had a significant impact on the ELA 3-4 department's work. The new standards, curriculum, materials, and assessments, influenced all of our conversations and dominated our goal setting for the 2013-2014 year. The new Common Core required a tremendous amount of analysis, thoughtful discussion, reflection, research, realignment, and innovation. Some areas in particular which needed special consideration included:

a. Assessment Review - The modules offer performance tasks including mid and end of unit assessments. The assessments from the modules will need to be unpacked and compared to alternative forms of assessment.
    a. *How do we balance STAR's, SLO's, TC Running Records, standardized test simulations, and module assessments?*

b. Best Literacy Practices - How do we integrate best literacy practices into the dense module curriculum? How do we structure or balance the various components of literacy beyond the ELA module's whole group reading instruction? *(Guided reading, strategy groups, 1:1 conferences, book clubs, individual text selection based on interest and "just-right" reading, reading logs, process writing, differentiated word study groups, grammar instruction, read aloud with accountable talk, shared writing, cursive instruction, typing instruction, etc.?)*

c. New Curriculum and Methods - How can we support our grade level colleagues (and selves) in digesting the new curriculum and materials? What staff development is available? How are other schools in the area proceeding? *Should grade levels adapt or adopt?*

d. Questioning - How do we promote higher level thinking across the new ELA curriculum? *How do we reconcile the Danielson Frameworks with the ELA Modules?*

e. Test Prep - There is a felt need to prepare our students with "test taking skills" and language in the area of ELA. *What resources are available to best support our students and supplement the ELA curriculum? Which materials are developmentally appropriate for "first time" standardized test takers?*

f. Creating a "Vertically Aligned Curriculum" - Our goal is for seamless transitions from grade-to-grade and building-to-building so that students have a rich educational experience K-12, without gaps. With the new *Common Core* standards, curriculum, and assessments, it is important to spend time discussing the new student expectations at each level. *What are students now required to do at different levels?*

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

1. Reading Diagnostic Tools

a. Determined that a new diagnostic tool is needed to assess readers to attain more accurate and consistent information, K-4.
b. Reviewed new "Independent Reading Assessment (IRA) Kits for Fiction and Nonfiction, Grades 3-5" by Jennifer Serravallo (Scholastic).
c. Discussed setting up a possible pilot in both third and fourth grades.
d. Discussed need to first evaluate the new 2nd edition of the DRA2 before committing to an IRA pilot.

2. Grammar Matrix and Language Standards Descriptors

a. Reviewed draft of the district wide scope and sequence.
b. Reviewed new Common Core grammar/language standards and scope and sequence from engageny.org.
c. Discussed the need for continuity across grades and need for a shared language and shared resources.

What were the outcomes of the discussions?

1. ELA State Test 2013 Skills Analysis - We reviewed the test data, noticing the specific skills and types of questions third and then fourth graders did well with. We noticed areas of "difficulty" were only marginally lower compared to the regional (Westchester) success rate. (Marginally lower meaning tenths of a decimal.) For most skill areas, our students performed higher than students in the state and the county average. We then composed a chart of skills and standards to focus on to support students, and then shared this valuable information with colleagues.

2. Acquisition of Test Prep. Materials - The ELA committee reviewed test prep. samples from different publishing companies. Appropriate materials were identified and ordered, then shared and distributed with colleagues.

3. Recommendations List for Supporting ELA Instruction – Teachers shared innovative ideas,

meaningful resources, new management routines, strategies, and tools for implementing the new CCSS to help colleagues.

4. Reviewed K-5 Performance Tasks Recommendations from engageny.org

http://www.corestandards.org/assets/Appendix_B.pdf

d. Document included task suggestions for meeting the CCSS, in nonfiction and in stories and poetry genres. We looked at expectations K-5.

5. Reviewed 3rd and 4th Grade Assessment Information from engageny.org

"Annotated Questions" were reviewed and gathered to later be shared with other colleagues as teaching tools.

- http://www.engageny.org/sites/default/files/resource/attachments/grade_3_ela_released_questions.pdf (third grade)
- http://www.engageny.org/sites/default/files/resource/attachments/grade_4_ela_released_questions.pdf (fourth grade)

ELA committee reviewed released test questions, rubric scores on exemplar answers, and score explanations. It was determined that this appears to be a great resource for test prep. Students can try to answer questions first. As an inquiry-based follow-up, students can work critically to look at the exemplars and determine how a level 3 is different compared to a level 4 or a level 2. Students can determine what is required for different levels of performance, using the annotated test questions.

6. Facilitated a "Cross Building Meeting" for CET Teachers K-4 – This meeting's purpose was to discuss and share new changes due to Common Core implementation. This conversation started our work towards developing a more vertically aligned curriculum.

Guiding questions for discussions were:

- *How do you approach evidence or text-based writing in your classroom?*
- *What are the new student expectations?*

The result was:

- Conversations were focused and teachers acquired very important information about grade level changes directly above and below. Teachers had an opportunity to share ideas and resources to help colleagues and offer some fresh ideas/solutions.
- Ideas for creating more continuity were brainstormed.

CURRICULUM:

What are ways your department integrates technology?

At departmental meetings, we…

- Viewed YouTube videos of teachers administering different reading assessments/diagnostics in action.
- Utilized laptops and the engageny.org site to review new ELA shifts as well as the annotated test guides from 2013.
- Searched for supplemental resources and innovative ideas to help problem solve.

As a department, how are you ensuring the curriculum maps reflect quality?

This year, third and fourth grade faculty followed the ELA maps from engageny.org (ELA Modules) to learn more about the new standards, changes in text complexity, and overall increase in rigor. Our departmental meetings provided an opportunity for discussion to question and critique the quality of the modules, using the *Quality Curriculum Design Checklist, Characteristics of a Vertically Aligned K-12 Curriculum,* and in particular, *the Annotated ELA Test Guide* from 2013 (as released on engageny.org). Discussions took place as to whether the new curriculum should be "adopted" or "adapted."

What does your department/grade level see as the next step(s) for the next school year?

- Collaboratively adapting the ELA modules to ultimately design new ELA curriculum maps for our specific Croton Community ("Croton Core"). This grade level work would allow us to respond to our student's specific needs.

PROFESSIONAL DEVELOPMENT:

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

- Staff development with Victor Jacarino, expert on ELA Modules and new Common Core Standards
- Workshop at BOCES on new ELA shifts in the standards
- Review of professional texts, including articles, websites, and apps

What future professional development activities would your department/grade level benefit from?

Collaborative Curriculum Planning as Professional Development

- How knowledge of the new ELA Common Core Learning Standards should best be used to inform programming, curriculum development, instructional methods and development of new materials for diverse learners?
- Linking standards, instruction, and assessment.
- How to use the new standards to create a new integrated model of literacy (balancing reading, writing, word study, grammar, etc.)?

- Models and support for designing multiple pathways for attaining success with new standards.
- Developing a cumulative model of expectations with appropriate scaffolds for different points of the year.
- Specific strategies for supporting struggling readers in "persevering" through advanced Common Core texts.
- Specific strategies and interventions for supporting different student populations in meeting new ELA standards and rigor, for example, learners in ELL program or learners with special needs/learning disabilities.
- Strategies and resources for supporting learners with new academic vocabulary.

ACCOMPLISHMENTS:

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

- Initiated review of different reading assessments and diagnostic tools which led to plans for a 2014-2015 assessment pilot, K-4.
- Acquired new test prep. materials for grades 3-4.
- Created a chart of skills and standards students need additional support with for higher achievement on standardized tests (based on the data released from the 2013 ELA state test).
- Developed a list of innovative ideas and resources for successful implementation and supplementation to the new Common Core curriculum, and shared with colleagues.
- Increased communications across and between grade levels, facilitating an increase in consistency and continuity.
- Contributed an essay on *Literacy* for the *Blue Ribbons School Award*, as part of the CET application package/process, based on our school's nomination and eligibility.

ADDITIONAL COMMENTS:

Thank you for this opportunity.

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

Building: CET	**Department:** K-2 Math	**Coordinator:** Patricia Lynch

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The implementation of the Common Core Curriculum has increased the rigor and understanding of mathematics for our students. Continuity throughout the grade levels became easier to recognize and articulate.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

We discussed students' depth of knowledge of our number system, math vocabulary, supporting software and sites, home support for modules, parent communication, professional development, report cards, assessments, materials, pacing, rigor, etc.
We discussed site visits to other schools and how best to support teachers and students in the transition to Common Core Curriculum.

What were the outcomes of the discussions?

As a committee, we gained a deeper understanding of how best to support student learning. Each of the topics listed above, positively influenced our teaching and student understanding. In addition, our curriculum goals and student progress were communicated to families.

CURRICULUM:

What are ways your department integrates technology?

We utilized the extensive resources on EngageNY. Various districts and sites had resources that we were able to use: (e.g. vocabulary cards, games, review pages, smartboard lessons and tools, curriculum maps, teacher training videos, parent resources, etc.) We also created student activities and problem sets for the smartboard. A 'Number Bond' software shortcut was added to all computer desktops. It can be adjusted for difficulty and speed. Teachers used iPads to provide remedial and enrichment work.

As a department, how are you ensuring the curriculum maps reflect quality?

We can directly reference the Common Core Learning Standards, as well as add in our local assessments, projects and student engagement. We will be spending some time in May updating our maps. We will complete the update early in the 2014-15 school year.

What does your department/grade level see as the next step(s) for the next school year?

Our next steps for the K-2 committee are to finalize our curriculum maps, setting a pacing guide for K-2 classrooms, planning supporting/differentiating materials and lessons, continued use of technology supports to enhance instruction and student engagement/learning, provide families with resources and information about the modules as needed.

PROFESSIONAL DEVELOPMENT:

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

We attended the BOCES training week over the summer, grade level planning days, site visits to the Port Chester and Garrison School Districts, and coursework at BOCES. We viewed and discussed numerous recommended YouTube, Teaching Channel, and EngageNY videos on classroom instruction, as well as professional journal articles. We participated in cross-building meetings.

What future professional development activities would your department/grade level benefit from?

-Summer curriculum work focusing on how to best support a range of learners
-Further coursework at BOCES and site visits
-Continued use of grade level planning days
-Continued K-2 meetings and working closely with the 3-4 committee

ACCOMPLISHMENTS:

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

C.E.T. teachers assumed an enormous responsibility to implement the Common Core Curriculum. We prepared ourselves for the challenge our students would face during this transition. With support from our administrators, committees and grade levels, we were able to provide a rigorous and cohesive learning environment. Teachers utilized planning days fully. We created tool kits to support instruction. Supporting pages were added to modules as some lessons were not presented clearly in the modules. Materials were gathered, handmade or shared among grade levels. With much of the vocabulary and materials being new or presented in a different way, much time was spent preparing for interactive lessons. Teachers took this preparation and learning curve seriously. Site visits, training videos, web sites, professional journal articles and best practices were discussed at length. How best to support learning was always at heart of our work**.**

ADDITIONAL COMMENTS:

Thank you for the opportunity to facilitate the K-2 Mathematics Committee work.

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

Building: CET	**Department:** Math grades 3-4	**Coordinator:** Tara Arturi

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The common core has had tremendous impact on math at this level, primarily in since this year we instituted the modules in order to teach the common core. Because the modules were new, we had several concerns at the beginning of the year. Of utmost importance was the fact that the modules were written assuming that the students have been exposed to them and have utilized their strategies since kindergarten. Therefore, there were several gaps in the instruction. Module lessons, in general, are quite lengthy. These became even longer since we needed to teach new strategies as well as concepts. Because of this, the pacing of the modules was also of great concern. Differentiation for both enrichment as well as additional support needed to be developed. In addition, a great deal of parent education was necessary. Finally, because it is a new program, the team was concerned about preparedness for the NY State math test. I am very pleased to say that through a great deal of hard work on the part of everyone on the team, we truly believe that the modules were a success for our grades. We taught the concepts, differentiated where needed and feel that our students learned the challenging material. We believe that our students were well prepared for the state test, and will be quite ready for the next year. Because the entire school utilized the modules, next year there should be greater continuity. The stress level for students should also be decreased because of their familiarity with the strategies and program.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

Although the implementation of the modules was primary, we did also discuss/address many other topics this year. A topic of great discussion was utilizing technology, which will be described in length further on in the report. We also focused on developing fluency of number facts for the 4 basic operations. We acknowledged the importance of memorizing these facts, as the curriculum assumes that students have mastered them before entering 4th grade. Differentiation was a theme throughout the year. We had many discussions about how to meet the needs of all students, and shared examples of how to do so. In addition, we talked at length about assessments, not only the NY State tests, but all types. We discussed the module rubrics also, and the need to improve them so that they align more with the newly revised report cards. Finally, we had many discussions across grades to share expected, realistic outcomes and expectations for each grade.

What were the outcomes of the discussions?

The outcomes of these discussions were very positive, primarily resulting in more consistency between the grades and a better understanding of the expected outcomes for each grade. We feel that now we have a better understanding of what is covered in each grade level. We also shared resources with each other, whether they are the result of attending a workshop, a resource discovered online, or one that was teacher made. This resulted in being better able to meet the needs of all students as well as to keep our students interested and involved in their learning.

CURRICULUM:

What are ways your department integrates technology?

Our department integrates technology on a regular basis. We shared many sites in order to incorporate technology this year. Of course, www.engageny was utilized greatly. We continually researched the site in order to help us with the initiation of the modules. We found valuable information there in order to meet our needs; those of the students and also the parents. Smart board games and activities were used in every unit in order to motivate the students. We incorporated websites like www.learnzillion with great frequency. This site is aligned with the common core, and was a valuable way to engage the students as they were introduced to concepts visually. We also shared other sites such as www.IXL and www.sheppardsoftware in order to keep our children engaged in their learning. Sites such as these were also used with frequency in order to differentiate for both additional support and review as well as for enrichment.

As a department, how are you ensuring the curriculum maps reflect quality?

The curriculum maps already incorporate the majority of the concepts covered in the math modules for 3rd and 4th grade. The changes that have been made to the curriculum because of the implementation of the modules will need to be reflected in the maps. This is necessary to make sure that they include all of the current concepts taught and activities that are taking place along with the implementation of the modules.

What does your department/grade level see as the next step(s) for the next school year?

Grades 3 and 4 wish to continue much of the work that we began this year in terms of implementing and improving the modules for our students. We hope to create new pacing calendars for next year, based on what we have learned about the time necessary to cover each

concept. We will also need to consider the dates of the NY state test for next year. We intend to continue to develop further differentiation for students. That may incorporate a variety of things, ranging from making more child friendly worksheets to developing lessons that involve more concrete, hands-on activities, to additional problem solving work. The team also may revise tests and their corresponding rubrics so that they are more developmentally appropriate, and reflect the new common core report card.

PROFESSIONAL DEVELOPMENT:

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

The team was involved in a variety of different types of professional development. Teachers attended workshops at BOCES and then shared information with colleagues. Both grades were a part of in-house professional development. During these meetings we worked on pacing, planning, and differentiation, among other topics, in order to best meet the needs of our students during the initiation of the modules.

What future professional development activities would your department/grade level benefit from?

Our team would greatly benefit from summer curriculum work. Although the district was very generous in granting us professional development throughout the year, we would still benefit from several days of summer work. After experiencing the modules, we now know the areas that need further revision and /or supplementation in order to provide for a smooth transition next year and the best experience for our students.

ACCOMPLISHMENTS:

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

The number one accomplishment for our grade levels this year was the successful implementation of the modules and the growth of our students through that implementation. We were very proud of how well our students did on the assessments that were given throughout the year, and felt confident that we had prepared our students for the NY State test. We are also confident that the needs of very varied students were met. Although the stress level was high at the beginning of the year, we are quite proud that we were able to lower that stress level for our students in order to help them feel more successful. Lastly, we felt that this year we made a strong effort to provide increased continuity among the grade levels.

ADDITIONAL COMMENTS:

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

Building: CET	**Department: Special Education (K-4)**	**Coordinator: Lisa Frey**

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The Common Core had a direct impact on Special Education Teachers and students. Our department has had many enlightening and in depth conversation on how the Common Core (CC) has had such a tremendous impact on our school year. The focus of our work was on how to best implement the Common Core into our daily instruction. Kindergarten and grade one implemented the math modules, while third and fourth grade implemented math and ELA. Second grade, implemented the math modules and one ELA domain. As with other departments and grade levels our conversations included many positive items: increased alignment of IEP Goals and normative data used for testing, more consistent data to monitor student progress, increased level of thinking for our children, enhance teacher collaboration and professional development…

The major concern with implementation was the adjustment to the Common Core. The Common Core is written with the assumption that the children have been exposed to the strategies and vocabulary since kindergarten. Instruction then had to focus on closing gaps. Modules are lengthy and complex allowing little time for enrichment that the children thrive from. Differentiation was a challenge to reach our diverse population of learners. But with the support and collaborative efforts we were able to work through this area. Initially Individual Educational Program (IEP) goals were not aligned with the CC and were made hard to address. This has since been rectified for the upcoming 2014-2015 school year with a new goal bank added by IEP direct.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- Testing (state level and building level) – Special education students are grouped according to their testing accommodations. This collaborative effort was worked with the building administration to ensure success.

Third and fourth grade Special educators compiled a list of student testing accommodations and work with administration to obtain proctors and locations.

- Interpreting STAR and Lexia Core 5 as data- The data from these two web based sites was valuable in assisting with Tier II interventions and placement criteria into Tier II and Tier III programs.
- Delivery of services at the Elementary level- these discussions lead to a planning day in January. The special education staff worked on reorganizing programs to meet the

challenges for the students who were having a hard time digesting the new curriculum. Curriculum, data, the population of Special Education students and staff were all looked at to determine better programs for our students.

- Special education teachers were part of ELA and Math Committee work this year.

What were the outcomes of the discussions?

The outcomes of these discussions were very positive. We feel we have a better understanding of the modules and the Common Core.
This resulted in being better able to meet the needs of our students as well as keeping our students interested and lifelong learners.

CURRICULUM:

What are ways your department integrates technology?

Our department integrates technology on a daily basis. Our implementation of the modules was successful because we used Engage New York (www.engageny).
First grade through fourth used Smartboards for games, activities and to motivate students.

- Everyone in our department incorporates Lexia Core 5 into our instruction (individualizes based on reading levels) STAR reporting, Kindles Fires, IPADS/IPODS with differentiated apps corresponding to students IEP, and in the older grades, Raz Kids.
- Other websites we utilize are: www.onemorestory, www.ixl, www.abcya and www.learnzillion, www.sheppardsoftware
- The above sites are used to differentiate, provide support and/or enrich student learning.

As a department, how are you ensuring the curriculum maps reflect quality?

The curriculum maps already incorporate the majority of concepts covered from K-4. Our department used the math modules (k-4) and ELA modules (2-4) from Engage NY.

What does your department/grade level see as the next step(s) for the next school year?

Per numerous conversation our department is excited about having future planning day to:

- Develop entrance and exit criteria for Tier III programs at CET.
- Develop templates for reevaluations and Triennials placing us all on the same page of what we do and present to parents.

PROFESSIONAL DEVELOPMENT:

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

The following is a list of professional development our staff member(s) participated in this year:

- Jim Wright (Response to Intervention/Tier II support)
- Kathy Tuttle (Developing Writing Rubrics for 3rd and 4th)
- Victor Jaccarino (Facts related to implementation of the Common Core)
- Webinar from IEP direct on New Version of IEP goals that are aligned to the CC
- Worked with the Teacher of the Deaf on a daily basis (A Self Contained and Speech Language Pathologists)
- Windward Teacher Training Institute/ A New Look at Learning Disabilities
- Peter Blechman (Behavior Specialist)- training was geared to behavioral strategies for children brought up through RTI or CSE
- Tourette's Training
- Autism training

What future professional development activities would your department/grade level benefit from?

- Training with Jim Wright- to increase our strategic planning for children who are classified and receives Tier II services
- Planning day (s) (kindergarten – 4th) for criteria development, where each grade level can be present to share their views and ideas to and create programing based on the needs of the children.

ACCOMPLISHMENTS:

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

- The number one accomplishment this year was our ability to adapt and implement ELA and Math modules with success. We look forward to bringing the level of instruction one step higher since we are familiar with the expectation of the curriculum.
- We had a wonderful planning day in January where we met as an Elementary School Special Education Department and reconfigured programs to meet the students' needs based on the CC. This planning day has been the forum for present and past dialogue. Next year we would like to take it even further and develop specific criteria to fit the programs for our use.

ADDITIONAL COMMENTS:

As a department we are very supportive to each other and have worked together through many transitions transition.

- We are also involved in RTI, SEPTA, PTA, CPSE to CSE transition meetings, and grade level activities.

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

Building: PVC	Department: English	Coordinator: Maryann Zabbia

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?
Teachers have worked to integrate, align and adapt our curriculum with CCSS and district goals. Most teachers have found that the modules include very rich and rigorous material, but they are overly long and complicated. There are several approaches planned for next year. Some teachers are going to use the Common Core State Standards, as well as student performance data to drive curriculum choices, and continue to adapt the modules. Others are going to use Engage NY Module target skills, essential questions, enduring understandings, and performance tasks to adapt our curriculum using a blend of Croton and NYS resources. Others are going to use the four Odell Core Competency (Standards and Skills Based) Units to design an adapted curriculum.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- Continue to adapt reading / writing assessment to be in alignment with CCSS, and also accomplish the following: communicate progress to parents, demonstrate student growth, and provide goal setting tools for further growth
- Revise the PVC writing rubric to reflect developmental writing growth
- Review the Teacher's College Writing Pathways Performance Assessments and Learning Progressions in order to more closely align our assessment with CCSS
- Choose common academic vocabulary to teach each trimester; create and evaluate data from assessments
- Use of STAR assessments for evaluation and goal setting

What were the outcomes of the discussions?
We hope to continue all the work listed above, and also pilot the TC Writing Pathways Assessments as they provide the following advantages:

- child centered curriculum goals with developmental measures of progress
- aligned to CC and grade level expectations
- writing checklists can be used for student goal setting
- writing checklists provide scaffolds for successful writing
- annotated benchmark (exemplar) texts are included

- allows greater collaborative between classroom teacher and special education
- possible to use language from rubric assessments for reporting
- product is research/performance based and non-judgmental
- Includes deliberate, goals driven assessment with rich practice. "You must know…… by……"

CURRICULUM:

What are ways your department integrates technology?

Technology is used to improve and enhance student performance in the following ways:

- Edmodo and other sites that house writing portfolios. These sites allow teachers to assess, evaluate and annotate student work.
- Blog and websites where teachers post resources for writing and social studies
- Blogs allow the opportunity for authentic writing where peers can evaluate and respond to one another
- These sites also enhance parent communication
- Study Sync Digital Library- this site provides multiple resources and opportunities for student response writing
- Technology tools for creating brochures, timelines, and other products that enhance research work
- Use of STAR assessment for evaluation, planning, AIS support and goal setting

As a department, how are you ensuring the curriculum maps reflect quality?

We continue to assess how curriculum maps can be aligned with the new CCSS to reflect rigorous work that will prepare our students for college and career readiness. Teachers use the maps to refine Enduring Understandings and Essential Questions that span grade levels. Also, we use curriculum maps to determine vertical and horizontal alignment of curriculum across grade levels.

What does your department/grade level see as the next step(s) for the next school year?

Teams are requesting summer work in order to accomplish the following:

- Unpack CCSS for ELA and Social Studies
- Review the four Odell Core Competency Units
- Plan one performance based project per trimester
- Begin to integrate LATIC work with CCSS Modules

PROFESSIONAL DEVELOPMENT:

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

- STAR staff development in reading and interpreting data
- Webinar in Study Sync program
- BOCES Modules workshops last summer and also during school year
- Metacognition with Allison Zmuda

What future professional development activities would your department/grade level benefit from?

- Training in use of the TC Writing Pathways Program
- Training in use of the Modules or Core Competency Units

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?
We are very proud of our refined assessment work that measures developmental growth, clearly communicates to both parents and students, and also provides the means for goal setting. In addition, we have worked hard to incorporate "Croton Core" best practices and bring them into alignment with both district goals and CCSS. We feel that our curriculum reflects rigorous practice and that it continues to grow, evolve and develop as we explore the new standards and requirements. We also feel that technology greatly enhances the volume and quality of student performance, especially in writing and research.

ADDITIONAL COMMENTS:

We would appreciate time to address the following concerns:

- How can we bring district language arts assessment into stronger alignment across the district and also with state standards?
- How can we further integrate our work with LATIC into our Language Arts Curriculum and also with CCSS?
- How do we find the appropriate alignment between Croton Core and Common Core?
- How do we use STAR data for evaluation, assessment, goal setting and planning?

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

Building: PVC	**Department:** Math	**Coordinator:** Eric Schmidt

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

- The major impact of the Common Core this year was the release of the modules for K-8. Last year, we had to do our own interpretations of the clusters, but this year EngageNY provided us with some guidance.
- The other major impact was on the Algebra curriculum for the 2013-14 year. This year, 8th graders in the Algebra class had to complete all of the 8th grade (CCLS), Algebra (CCLS) and Integrated Algebra (2005) curriculum.
- How do teachers work with the modules? Adopt, adapt, etc.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- Renaissance Star reports
- Math At Your Own Pace
- IXL – a new program for students to practice math on-line.
- Changes to state tests
- What state tests the 8th graders will be taking.
- Data from LHRIC
- Vocabulary
- Many classes work on "An Hour of Coding" during December.

What were the outcomes of the discussions?

- We are moving forward with math at your own pace next year for the incoming 7th graders at PVC.
- There is an application process in place for 6th grade student to take Algebra when they enter 7th grade.
- 8th graders are taking all three state math test (8th grade, Algebra and Integrated Algebra).
- We are meeting with someone on 5/21/14 to discuss interpreting the RenStar reports.
- We looked at the available reports and data from LHRIC. We tried to see is some of them were useful.
- The department worked with Kathy Tuttle on implementing more vocabulary into the curriculum.

CURRICULUM:

What are ways your department integrates technology?

- IXL
- Senteo's (Smart Response devices) for immediate feedback.
- Math videos
- Blogging
- Allowing students to use internet enabled devices for research.

As a department, how are you ensuring the curriculum maps reflect quality?

- Our maps are still being updated.
    - With the addition of the modules, we have more information than can be added.
    - Algebra is a new map this year.
    - Teachers should review their maps every so often for necessary changes.

What does your department/grade level see as the next step(s) for the next school year?

- Continue providing students with access to deeper and richer concept in the 5th and 6th grades.
- Prepare lessons and projects that allow students to go deeper into topics and continue into 8th grade topics during 7th grade.

PROFESSIONAL DEVELOPMENT:

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

- 7th and 8th grade teachers were given opportunities to work on developing the schedule and planning the curriculum for 2014-15.
- Scorer training for state tests.
- Worked with Kathy Tuttle for implementing vocabulary into the math curriculum.
- Newest Curriculum Modules for Mathematics for Grades 6-8 from EngageNY (PNW BOCES)

What future professional development activities would your department/grade level benefit from?

- The teachers would like to have more time to collaborate together, especially to work on designing projects.

ACCOMPLISHMENTS:

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

- Math at your own pace is beginning to take place.
- 6th grade is moving ahead with going deeper into topics at or above grade level.
- Vocabulary has been implemented into the various grade level curriculums.
- Developed a common Algebra mid-term assessment with the high school

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?
The CCLS in math and ELA have indirectly impacted science. We've had to increase our content area reading and asked students to 'do more' with their work. There is an ever increasing connection between math and science. We've also been 'on the lookout' for the possibility of changes in science standards with the Next Gen.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.
We discussed ways to bridge math and science. We also discussed how to incorporate more STEM and Technology into the 6-8 science programs. We focused two meetings on how we are increasing and enriching the literacy in our Science Programs. We collected samples and discussed strategies/goals for each month as well as a plan for next year. We also discussed ways to participate in the experience science fair.
We've discussed and hunted around NGSS website. Discussed what we knew about NGSS and where the process looks to be going, as well as ways to incorporate many of these threads into our existing programs. This year we also had several new teachers join the department. We spent some time acclimating them to the programs, technologies and opportunities for science teachers here.

What were the outcomes of the discussions?
For literacy in science discussed strategies/goals for each month as well as a plan for next year. We had an incredible turnout from PVC at the science fair. The discussion and the participation from all grade levels was wonderful!
We also decided we would make a list of the cross cutting concepts and vocab we use to become more universal.
We also decided on specific literacy skills to focus on for next year.

CURRICULUM:

What are ways your department integrates technology?
This year almost all students participated in the week of coding. Students in the living environment have completed units on the computer as a part of a flipped classroom. 6th graders have all programed and built Lego robots. Technology is used as a part of research as well as recording. Students have been graphing and recording data on the computer as well.

As a department, how are you ensuring the curriculum maps reflect quality?
This year we focused on how graphing is taught across grade levels to ensure consistency and quality in our maps. We met with the high school teachers to ensure this quality is reflected through middle and high school. As we are learning more and more about common core we are trying to adapt our maps to resemble common core threads.

What does your department/grade level see as the next step(s) for the next school year?
We would like to continue to find ways to incorporate STEM into our units. We are also looking forward to adding more literacy into our programs.
We would like to create a consistent vocabulary across grade levels in science. As well as the possibility of a continuum rubric with specific science skills.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?
Several 5th and 6th grade teachers attended an engineering course with Helen Pashley through BOCES that connected perfectly with our various science units.

Maureen Dillon attended a "Day in the Life Event." It was offered in Beacon and it covered everything from PCB clean up in the Hudson, to water shed education, testing for water quality and more. Katie Brennan is going to study Biomimicry at the Omega Institute this summer.

What future professional development activities would your department/grade level benefit from?
We would like continued training in ways to incorporate STEM into our programs. We would also like additional training in ways to connect math and science to enrich both programs.
Some members of the team have expressed interest in learning more about online learning platforms to help facilitate a flipped classroom.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?
5th grade participated in the Day in the Life this year collecting data on the Hudson at Croton Point. In addition, they used that data (from all of the schools from Albany to NYC) as part of their math and science studies throughout the year.

PVC had an incredible turn out at the science fair. Teachers and students from all grade levels were represented and displayed projects, research and experiences!

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The Common Core has impacted Social Studies at the middle school level in regards to the potential for interdisciplinary work with the ELA department. The Common Core stresses the use of text based evidence which is something that has always been stressed in the Social Studies. NYS has only recently released a revised Framework for the Social Studies in correlation with the Common Core. They did that this spring. Accordingly, next year may be more heavily impacted.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

Writing essays, research, skills and what skills are appropriate at the different grade levels, project based curriculum, historical thinking skills from 7th grade to 12th grade (Historical Causation; Patterns of Continuity and Change; Periodization; Comparison; Contextualization; Historical Argumentation; Appropriate Use of Relevant Historical Evidence; Interpretation; Synthesis)**, APPR SLO and APPR assessments.**

What were the outcomes of the discussions?

We have a more shared and coherent vision and plan for writing skills and the importance of the Historical Thinking Skills. Additionally, we are all (7-12) on the same "page" in regards to the vocabulary and the importance of being more aligned and consistent with the teaching of the Historical Thinking Skills. We will continue to use the same SLO assessments and will continue to create and teach research and writing units/assessments.
We began to create shared rubrics in regards to writing document based questions, in alignment with the Historical Thinking Skills, NYS Framework and Common Core.

CURRICULUM:

What are ways your department integrates technology?
Students always have the option of using technology in a huge variety of ways to show their understanding. To present their projects they can use anything from Prezi, to Power Points, to Google Presentations, Window Movie Maker, music videos, "documentaries", and anything they find as well. Within the classroom, the smart board remains an effective tool to share

visuals, clips of speeches, videos, and to be able to manipulate those visuals, to teach writing and reading as well. Additionally the students do many research projects that require investigation of online sources-websites and databases and the validating of those sources.

As a department, how are you ensuring the curriculum maps reflect quality?

We are constantly revising and changing units. In this way our curriculum remains fresh, rigorous, and engaging. With each year working together we become more cohesive within out grade levels and between our grade levels. We look to the map to ensure our units remain relevant and consistent with the mission and vision of the district.

What does your department/grade level see as the next step(s) for the next school year?
In the next year we would like to focus on reading and the importance of fostering quality reading skills and a love of reading in our students. We would also like to work on research more and create a better flow from 7th to 8th grade.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?
We attended the meeting with Jim Wright. We worked much more closely this year with the high school during cross building meetings. I made sure to also relay the content of the meetings with Allison Zmuda regarding metacognition as well.

What future professional development activities would your department/grade level benefit from?

I think that opportunities to increase our knowledge of teaching reading in the content area would be useful and opportunities for us to work with the ELA department and see where it would be beneficial to the students to plan interdisciplinary units.

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?
At the 7th grade level we increased the rigor and emphasis on writing and using primary sources as evidence. Also, working with the ELA department we were able to have the Social Studies Progress Unit continue on into ELA and culminate in a end of year anthology project.

At the 8th grade level we increased the rigor of debates, research and public speaking through Socratic seminars and presidential debates. We also continue to participate in the end of year exhibition of 8th grade projects.

ADDITIONAL COMMENTS:

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

Building: PVC	**Department:** Special Education	**Coordinator:** Marisa Gendron and Stephen Palencsar

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?
Working in consultant teacher classes, we need to be familiar with the Common Core across various subject areas, so we can better differentiate the content.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.
-Projections for the 2014-2015 school year
-Scheduling for the 2014-2015 school year
-Testing Accommodations
-Transition Planning
-IEP goal development
-Triennial testing
-Annual reviews
-Summer supports for parents

What were the outcomes of the discussions?
We were able to compile a list of projections for each grade level in order to schedule students for the subsequent school year. We were able to help organize and implement testing accommodations for the state ELA and math exams. We created stronger, more focused IEP goals and worked with colleagues in other grade levels and buildings in order to ensure a smooth transition to the next school year.

CURRICULUM:

What are ways your department integrates technology?
Our department relies on the use of IEP Direct in order to update IEPs, mark progress, and check goals.

We have students on various reading programs such as Achieve3000, Lexia, and Raz-Kids. Students also utilize the online math program, IXL.

Some students use iPads for communication devices. Many of our students rely on the use of word processors. Students also use various programs such as Inspiration for pre-writing, Read&Write Gold, and Renaissance Star.

As a department, how are you ensuring the curriculum maps reflect quality?

As special educators, we help to differentiate the content on the curriculum maps the expectations so all students can meet personalized goals.

What does your department/grade level see as the next step(s) for the next school year?
We will be examining the various programs we have in place (consultant teacher models, skills lab/instructional support, and special classes) to assess whether or not they are meeting the needs of our students.

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?
-Jim Wright Intervention Workshop
-IEP Goal Development Workshop
-Transition Planning Workshop
-Graduate level classes
-RtI Workshop

What future professional development activities would your department/grade level benefit from?
-Aide training

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?
-Familiarized ourselves with Common Core
-Developed strategies to support students in the Common Core
-Worked with classroom teachers to identify non-IEP students who would benefit from support
-Used data from Renaissance Star
-Worked with our new school psychologist, Glenn Klugherz
-Developed new special classes (5-8 social studies and science, 7th-8th math, 8th ELA)
-Made connections with CET and CHHS to ease the transition processes between buildings
-Adjusted to our new grade levels
-Bridged parent communication by holding an informational breakfast for parents and discussed potential academic summer supports

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:

How has the Common Core impacted your discipline directly or indirectly?

The Standards for World Languages both support and are aligned with the Common Core. In our classes, we focus on reading, writing, listening and speaking, all integral parts of the Common Core. We use authentic materials that enable our students to find evidence from primary sources that supports their thinking. Students speak and write in a variety of situations, for a variety of purposes. Our discipline has always promoted literacy, and thus aligns well with the Common Core.

More information about World Languages and the Common Core is available from the American Council for the Teaching of Foreign Languages.

http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

Metacognition
Data
5-12 Alignment
APPR
World Language Week
Field Trips

What were the outcomes of the discussions?

Metacognition - We spent several meetings (Curriculum and Cross-Building) discussing Metacognition. These discussions were supplemented by our conversations with Allison Zmuda. As a department, we have a greater understanding of metacognition. While we definitely promote metacognition in our classrooms, we are working diligently to make it more systemic.

Data - We were trained in data and spent several meetings examining the data that we have collected (including the 8th grade and 10th grade assessments). We have decided to track our students' movement through and among languages. We want to know more about our

students and how their study of languages progresses.

5-12 Alignment - We have had many important conversations at the building and department levels about this topic. We continue work to promote vertical and horizontal alignment.

APPR - We spent time creating, revising, and grading our assessments. We are particularly proud of our 6th grade Big Book Project.

World Language Week - We planned PVC's annual World Language Week.

Field Trips - We organized 8th grade field trips to Guadalajara Mexican Restaurant (Spanish) and Le Provencal Bistro (French).

CURRICULUM:

What are ways your department integrates technology?

Our department is committed to the integration of technology. We use Smart Boards on a daily basis to present and practice vocabulary and structures. Students are able to use their own devices (and school provided devices) to participate in collaborative project-based learning. We use headphones and microphones to do recording and a variety of software that enhances our lessons.

As a department, how are you ensuring the curriculum maps reflect quality?

We are constantly consulting and updating our maps. Since we teach a variety of grade levels, we are all involved in their development. We have looked at the tools provided by the district and Engage NY and consider the characteristics of quality curriculum when designing our maps.

What does your department/grade level see as the next step(s) for the next school year?

Data - We plan to track our students and their movement through and among languages.
Metacognition - We will continue to discuss metacognition and how to make metacognition more systemic.
Tri-States - We will continue to consider the recommendations made by the Tri-State Consortium.

PROFESSIONAL DEVELOPMENT:

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

We were all trained in data analysis. We also were trained by the American Council for the Teaching of Foreign Languages and were introduced to the ACTFL levels. The ACTFL training

was extremely beneficial.

Individually, we participated in courses and workshops. I completed a certificate in **Educational** Computing. Charlene Sirlin was trained to be a Google certified trainer. Both programs were through the Hudson River Teacher Center and SUNY Stony Brook. Sally Barnes took a course on Learning Channels (through NYSUT). She participated in the NYSAFLT Annual Conference and the Colloquium (which highlighted the Common Core – its title was "Bringing the Common Core to Life: Building Literacy through Communication"). She also attended the Board Of Directors Meeting as one of the two Regional Directors of Mid-Hudson/Westchester.

What future professional development activities would your department/grade level benefit from?

We would like to continue participating in the workshops and courses we have been taking. We would also like to have more ACTFL training, particularly in writing.

ACCOMPLISHMENTS:

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

World Language Week - We held a trivia contest, students created a mural, and our department started the "Where's That Tiger Project?" Students and faculty members brought in photos of themselves and languages in the real world (including travel photos). We created a bulletin board with these photos.

LATIC - Sally Barnes and Charlene Sirlin both participated in the first LATIC cohort and used some of its principles in their classroom. Sally piloted two LATIC courses for 6th grade (French) and 8th grade (Spanish).

Technology - We created assessments that integrated technology: videos, audio recordings, and writing assignments. We allowed students to use their own devices while working in our classrooms.

Field Trips - We planned and executed two successful restaurant trips, where students ate Mexican and French food, as well as used the languages in an authentic context.

ADDITIONAL COMMENTS:

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

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

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?
There are Common Core learning standards for reading (literature and informational text), writing, speaking and listening, and language in English language arts, and there is new ELA state assessment that our juniors will take for the first time in 2016.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- The progress of the Creative Writing elective Jaclyn Szymanski launched this year
- The progress of research projects in Grades 9-11
- Sharing and discussing resources and sites, such as ELANews.com, PollEverwhere.com, and Turnitin.com's GradeMark program

What were the outcomes of the discussions?
We have made the following changes to our curriculum to better align with Common Core State Standards in these areas:

Close Reading
English 9 and English 10 teachers have adapted units, lessons, and assessments from the curriculum materials on EngageNY so they can be applied to texts they currently teach. Close reading skills they teach to address CCSS include:

- Approaching the text – Teachers provide students with texts they have annotated to serve as models for notation.
- Questioning the text – Guiding questions set the purpose for reading. Text-specific questions set the focus for re-reading. Students are ultimately required to generate their own questions.
- Drawing conclusions – Students state claims they can support with specific details from the text.

Writing from Sources

- Students write argumentative synthesis essays in each of grades 9-12.
- In each of grades 9-11, students write a research paper. The focus of the 11th grade research paper has been changed from literary analysis to non-fiction in order to align to CCSS.

Academic Vocabulary

English teachers have changed their approach to vocabulary instruction to align more precisely to CCSS. For example:

- Vocabulary lists now include definitions; parts of speech; Greek/Latin roots, prefixes, and suffixes; as well as spaces for students to write synonyms or draw symbols. This is an adaptation of Marzano's method.
- ELA teachers have asked for suggestions of high-utility words from other disciplines to replace lower utility words on their vocab lists.

.

Text Complexity

- Teachers have ordered one new literary text for each of grades 9-11. These texts -- *Our Town* for English 9, *Things Fall Apart* for English 10, and *Their Eyes Were Watching God* for English 11 – will replace books of lower text complexity in the curriculum when they are piloted in 2014-15.
- Teachers are supplementing each literary text with thematically related non- fiction articles and essays of grade-appropriate text complexity.

CURRICULUM:

What are ways your department integrates technology?

- English 9-11 Research Papers and Senior Projects
- Web quests to provide context for literature units
- Sites and apps we use: Turnitin.com (and its GradeMark program), Triptico, QR codes, Socrative, ELANews, and PollEverywhere.

As a department, how are you ensuring the curriculum maps reflect quality?

Last year we completed our maps. This year, we have prioritized reading, reflecting on, and adapting NY State Common Core materials as they've been released. We will revise our maps after we have fully implemented and reflected on Common Core changes to our curriculum.

What does your department/grade level see as the next step(s) for the next school year?

- We will develop and implement units for the following new texts in Grades 9-11*: Our Town, Things Fall Apart,* and *Their Eyes Are Watching God.*
- We will continue to align English 9 and 10 assessments to the Common Core State Standards. (The upcoming sophomores will be our first cohort to take the Common Core Regents exam in 2016.)

PROFESSIONAL DEVELOPMENT:

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

Teachers participated in the following workshops/learning cohorts:

Erica Fiorini

- Newest Curriculum Modules for ELA for grades 9-12 from EngagedNY

- Questioning as Practice

Joseph Merriam
- Critical Friends - as co-advisor
- Newest Curriculum Modules for ELA for grades 9-12 from EngagedNY

Noel Schoenleber
- PNW/BOCES Meetings for English Chairs/Coordinators
- Newest Curriculum Modules for ELA for grades 9-12 from EngagedNY

Jaclyn Szymanski
- CHHS Data Team

Ashley Valentine
- Croton-Harmon District Tech Expo: "Cell Phones in the Classroom" – as a presenter
- LHRIC Tech EXPO 2014 at the Edith Macy Center in Briarcliff Manor: "Please Take Out Your Device: Cell Phones in the Classroom" – as a presenter
- Finding Evidence for the Danielson Rubric
- LHRIC Collaboration Technology Cohort
- Students Taking Charge: Learner-Active, Technology Infused Classroom Cohort

What future professional development activities would your department/grade level benefit from?

We would benefit from opportunities to learn more about the new Common Core Regents exam after its first administration this June

ACCOMPLISHMENTS:

What are some specific accomplishments for your department/grade level for this school year?
- Launched a new Creative Writing elective.
- Implemented significant Common Core curricular changes in the areas of academic vocabulary, close reading, and writing from sources.
- Shared Common Core literacy and language strategies with faculty in other disciplines.

ADDITIONAL COMMENTS:

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

Building: CHHS	**Department:** **Math**	**Coordinator:** **Greg Bradley**

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?
Yes, Algebra 1 CC was implemented this year and modules were published. The modules were insufficient and did not do much to illuminate the standards. Eileen Pike and I were very frustrated with the lack of clarity and grade appropriateness. Ultimately, we consulted them for the math concepts only. All Integrated Algebra students took the Algebra 1 CC exam AND will take the Integrated Algebra Regents on June 20th. This summer we will begin to research CC Geometry.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.
Grading policy across the department, in particular, quiz corrections and their inherent worth as presently conceived. Our policy is to provide students with an incentive to correct their mistakes on quizzes by returning 25% of the points missed on a quiz. For example, a 16/20 becomes a 17/20 when mistakes are corrected…completely. We are not entirely convinced that this is the most effective way to ensure that students learn from their mistakes. It is not often reflected in their test grade. (This seems to create a need for common assessments.)

This discussion parallels similar discussions across the entire faculty. The ongoing questions being: what does a grade represent? Should homework be graded and part of a grade or is it simply a responsibility of a student? Alpha vs. Numeric grades. What are the merits of both?

Algebra 2/Trig will be redesigned and the Regents exam will be optional.

What were the outcomes of the discussions?
We have not made a policy change yet and would like to continue the discussion so as to come to a consensus on a practice that best serves students.

CURRICULUM:

What are ways your department integrates technology?
The TI=84 graphing calculator is used by all as a teaching tool as is the TI-Inspire CAS, Minitab (software), “How To” videos, class websites for posting assignments and lesson plans, You-Tube videos and the use of the computer lab for class.

As a department, how are you ensuring the curriculum maps reflect quality?
Yes, however, our Algebra 1 CC, Algebra 2/Trig and Geometry maps must be updated to reflect

the alterations these courses will undergo in the 2014-15 school year.

What does your department/grade level see as the next step(s) for the next school year?
One major step is planning for the full implementation of the Core Curriculum Algebra 1 and Geometry course. Another is refocusing our Algebra 2/Trig course so that depth is emphasized and not breadth.

PROFESSIONAL DEVELOPMENT:

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

Greg:

- Math Chairs Meetings at BOCES
- IDE coaching sessions.
- Metacognition workshop
- Croton Tech Expo – 12/4/13
- Students Taking Charge – July 2013

Tracey

- Common Core Algebra course at BOCES with Eleanore Livesey
- Critical Friends
- Co-curricular meetings within math department
- Collaboration throughout the year with the math department
- Croton Tech Expo – 12/4/13

Soyoung

- AP Summer Institute - AP Computer Science 7/22/13 – 7/26/13
- Croton Tech Expo – 12/4/13

Susan Dudman

- Croton Tech Expo – 12/4/13
- Students Taking Charge – July 2013

Kurt Lindner

- Professional development
    i. Questioning Workshop held at P/NW BOCES
    ii. Professional conversations via AP Stat Listserv
    iii. Olweus staff development

- Croton Tech Expo – 12/4/13

Eileen Pike

- Croton Tech Expo – 12/4/13
- Critical Friends Group
- Collaborated with Greg, Phil and Eric in creating the Algebra Midterm and review.

What future professional development activities would your department/grade level benefit from?

Training in the Algebra and Geometry Core Curriculum.

ACCOMPLISHMENTS:

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

Greg

- Croton Tech Expo (Presenter) – 12/4/13
- Collaborated with Phil Ranieri, Eric Schmidt and Eileen Pike to create a common assessment for the CC Algebra Mid-term exam.
- Jointed NTCM and AMYNYS

Soyoung Lim

- National Board Certification - Adolescence and Young Adulthood/Mathematics

Eileen - I received my students with disabilities certification

Kurt

A. Trigonometry review – Designed entirely new set of instruction for the 4th quarter
   i. Differentiated students by their 5 weakest topics as determined by diagnostic exam
   ii. Tailored instruction to the individual via instructional videos and small group instruction
   iii. Tailored practice problems to the individual's areas of weakness
   iv. Tailored assessments to the individual's areas of weakness
   v. Used post-assessment to assess instructional methods

B. Guest speaker – Guy Cohen
   i. visited Statistics and AP Statistics 4 times each to demonstrate real-life applications of Statistics

C. Explorers Club
   i. increased membership from 15 to 75 with the core group going from 5 to 20
   ii. increased number of adventures from 6 to 8

D. Developed a new unit of study for Statistics during the 4th quarter that involved AP concepts applied to each student's individual interests.

Tracey

- Independently researching and organizing changes to common core mathematics
- Secretary of Ten County Mathematics Educators Association www.tencountymath.org
- in addition attended the all-day Ten County Math Conference in Ossining this spring on March 15th, 2014

ADDITIONAL COMMENTS:

We need to start thinking about acquiring textbooks that suit our long-term needs. I have never piloted a textbook but I believe it is time to search for a text for our Algebra 1 CC course and possibly Geometry. This will take a few years I am sure but we need to start the process and include it in our monthly curriculum meetings.

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

Building: CHHS	**Department: Science**	**Coordinator: Glazenburg**

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

While Common Core does not directly impact science department yet, we find ourselves needing to adjust our instructional strategies in order to support our colleagues in math and English departments. Additionally, new Common Core math requirements are likely to affect how we teach graphing and data analysis in science. The department discussed the following topics:

- The department reviewed materials available on the EngageNY site with an eye toward adopting some of the strategies demonstrated.
- We looked into the changes in the math curriculum due to the adoption of the common Core Standards and the need to modify some of our instruction in order to reflect these changes.
- The department worked on reviewing and adopting a variety of reading strategies with an eye toward addressing Common Core Standards and needs of our students.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- AP Science Curriculum redesign
- Science K-12 alignment
- Grading Practices

What were the outcomes of the discussions?

- We have reviewed the recent changes in the AP Sciences and are in the process of planning the curriculum that reflects these changes
- We have continued the work of aligning the way science topics are taught across grades 6-12
- We, in collaboration with PVC science department, chose to focus on the science skills that are common to all science classes (such as data analysis and graphing). Both departments (CHHS and PVC) have reviewed the expected data analysis and graphing skills students should have at each grade level and are looking forward to working on improving the progression of the development of these skills during the upcoming school year.
- The department has reviewed the grading practices and discussed the inherent

contradictions between AP Exams that are scored on the 1-5 scale compared to our 1-100 grading structure. Pros and Cons of each grading scheme were considered and discussed.

CURRICULUM:

What are ways your department integrates technology?

There is extensive use of technology in the science department

- All members of the department effectively utilize SMART board technology in their daily teaching
- All members of the department use digital probes and digital data analysis as part of laboratory instruction
- All CHHS Physics courses use on-line course management software
- A number of science classes extensively use video streaming and other flipped classroom strategies

As a department, how are you ensuring the curriculum maps reflect quality?

With the change in the curriculum for all of the AP Sciences and the expected changes that will be brought to our curriculum by NGSS, science department began the review of our curriculum maps. We expect that these maps will need to be re-designed once the NGSS curricular changes come into effect.

What does your department/grade level see as the next step(s) for the next school year?

- We would like to focus on further improving our pedagogical skills.
- With the change in the math requirements due to the Common Core, there will be a need to re-align our course requirements to better match the new math sequence. We plan to review the course descriptions and course requirements in the Science Department section of the CHHS course catalogue.

PROFESSIONAL DEVELOPMENT:

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

- NSTA conference: members of the science department attended the National NSTA Conference in Boston. While choosing the conference workshops we focused on integration of STEM skills and topics into daily instruction, current pedagogical practices, new and innovative technology tools to enhance classroom instruction and other topics.
- All of the department members actively participated in the professional development

workshops. Some of the examples of these workshops include Chemistry & Physics Club meetings, STEMteachersNYC meetings, Westchester Science Café presentations and others.

What future professional development activities would your department/grade level benefit from?

We look forward to being able to attend the NSTA conference and other local workshops in the future.

ACCOMPLISHMENTS:

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

- We are very proud of a number of prestigious science research awards won by CHHS students this year
- We have been able to offer a new course – ecology.
- We have been able to design a new AP Physics course which will be offered next school year – AP Physics 1

ADDITIONAL COMMENTS:

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

Building:	**Department:**	**Coordinator:**
CHHS	**Social Studies**	**Brett H. Bowden**

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The New York State K-12 Common Core Social Studies Frameworks have been substantially revised. As such, these Frameworks will guide social studies curriculum development and assessment for the foreseeable future. Several of the grade levels, particularly 6 and 9-10, include major changes that will need to be addressed.

Also, our Cross-Building focus on "Historical Thinking Skills" has us at CHHS concentrating on common essay grading rubrics.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- APPR/SLO;
- Departmental Budget;
- "Historical Thinking Skills";
- Academic Vocabulary;
- Departmental Breakfast in December;
- Westchester Lower Hudson Social Studies Conference;
- Croton Tech Expo;
- End of Year Schedule;
- Advanced Placement Prerequisites/Recommendations;
- Request to Meet – Dr. Fuhrman;
- Teacher Verification Sheets;
- Wizard TM online testing banks;
- Ways Dr. Fuhrman and Dr. O'Connell can support our work;
- District's Mission and Vision as reflective of your curriculum, instruction, and assessment;
- Grading Discussion;
- Regents/Final Schedule;
- Tenure Celebration;
- Metacognition;
- Staffing Reduction in Social Studies – Jen Fisher from .4 to ,2;
- End-of-Year Self-Reflection;

- Cross-Building Focus was on "Historical Thinking Skills" – specifically common writing rubrics;

What were the outcomes of the discussions?

- We are concerned about the reduction in staff within department (Jen goes to .2 from .4) and its specific impact on class size, number of courses we can offer;
- Collaborative discussions related to A.P.P.R., SLOs, testing, etc – second year of SLOs;
- Completion of Mapping (data entry) - all courses went public;
- Regents/Final/Local exam scheduling and grading established;
- Awareness/adjustment of teacher expectations regarding potential academic vocabulary concerns – greater classroom focus on decoding vocabulary;
- Importance of reading in the content area - concerns about the amount of actual reading going on in our classrooms; specifically, whether students are reading as much as they should or could be;
- Are letter grades better than number grades?
- Are we reflective enough on our practice? How students learn (metacognition)?;
- Evaluation of writing rubrics to create consistency in grades 9-12;
- Rich conversation of "Historical Thinking Skills" as they relate to practice;
- How metacognition impacts teaching and learning;

CURRICULUM:

What are ways your department integrates technology?

- We all greatly rely upon technology to plan lessons, effectuate learning experiences, and conduct research.
- Some examples of specific technology include: Smart Boards; accompanying programs (notebook, Powerpoint, Flipped Classroom, YouTube, Discovery.com,); Elmo; Google Docs; Quizlet; online streaming NetFlix); DVDs, online research; cell phones (QR codes, piolling, etc.) among others.
- Each room has 2 desktop computers – one of which can be used by students (the other is on the teacher's desk).
- Two of our rooms have printers (220 and 224) for our needs – which is important when printing out exams or confidential information.
- One of the printers (room 220) is in need of replacement – as it jams frequently. Some of our rooms have TV/VCR set ups.

As a department, how are you ensuring the curriculum maps reflect quality?

- We focused on "Historical Thinking Skills" as reflective of quality in maps and pedagogy;
- Our maps illustrate *chronological reasoning*, *historical causation*, and *patterns of*

continuity and change over time;
- Units are based upon *periodization*;
- The Big Ideas and Essential Questions allow for *comparison* and *contextualization* analysis within specific content areas;
- The listed Skills and Assessments showcase *crafting historical arguments from historical evidence*; specifically how the *appropriate use of relevant historical evidence* connects to historical interpretation and *synthesis*;

What does your department/grade level see as the next step(s) for the next school year?

- Integrating new Social Studies Frameworks into curriculum;
- Reconciling new Frameworks with Common Core and Croton Core;
- Collaborative discussions that align curriculum within the department, with PVC, with CET;

Questions moving forward:
- How will A.P.P.R. and SLOs be further implemented/improved/altered?;
- Where will we find the time to deal with building/district/state/federal mandates?;
- With new staff and changing subject assignments, how can we maintain continuity when it comes to teaching?;
- Do we need a mobile computer kart with laptops?;
- Do we need new textbooks for AP US History?

PROFESSIONAL DEVELOPMENT:

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

- Workshop on *Advanced Placement U.S. History* exam changes;
- Forty Plus Finance Lesson for Grades 9-12. Council for Economic Education, 02-19-14;
- Professional Development Anticipated: July 2014, 9th Grade teachers cross-curriculum workshop;
- Students Taking Charge: inside the learner active technology infused classroom;
- Designing Instructional Units for the new AP US History Course 2014-2015 (full-day workshop);
- Academic Vocabulary (full day workshop);
- Currently enrolled in School Building Leadership Master's Degree Program;
- Croton Cohort for Collaboration through Technology;

What future professional development activities would your department/grade level benefit from?

- New Social Studies frameworks;
- Second part of Students Taking Charge
- Using innovative assessments;
- Integrating new technology into pedagogy;
- School Building Leadership Master's Degree Program over the next two years;
- Historical Thinking Skills;
- Technology in the History classroom ;
- Croton Cohort for Collaboration through Technology part 2;

ACCOMPLISHMENTS:

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

- Lauren Maiolo received tenure!!!;
- Completed data input portion of curriculum mapping – all maps went public;
- Creating and implementing a skills based curriculum for *Sports & Society* and *20th Century US History through Film*;
- Student-centered/project-based learning in *Inhumanity Facing History*;
- Frequent Guest Speakers and Croton community connections in *Criminal Law* – including: Croton Police Department Detective, Assistant District Attorney (Croton resident), Defense Attorney (Croton resident), Retired Police Officer (CHHS staff member), Retired ***Bedford House of Detention*** Deputy Supt. (husband of CET staff member), visit to Croton Courthouse and mock trial with Acting Justice (Croton resident);
- Visit to ***Sing Sing CF*** by Criminal Law class;
- Attended *Student Institute for High School Leaders* for 11th consecutive year – took 12 students to all-day human rights workshop at **Manhattanville College** (7 sophomore participants, 3 Junior and 1 senior Workshop Facilitators); trained 50 Workshop Facilitators (from Westchester, Putnam and Fairfield Counties) for workshop;
- Coordinated: *Upstander Week activities*;
- 2 Junior student will attend NYS *Boys State* this Summer;
- Hosted Student-Teacher (Rikki Saperstein);
- Hosted Student-Teacher Observer (Louie Fortes);
- Integrating Problem Based Learning units into my curriculum
- Designing and implementing a curriculum for the 12th grade Economics/Participation in Government course, which was taught for the first time this year

ADDITIONAL COMMENTS:

CHHS Annual Curriculum Coordinator Report:
Special Education Department

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The Common Core has impacted the Special Education Department indirectly this year. We have been preparing for this new level of rigor by collaborating with our general education colleagues, exploring Engage NY, and redesigning any supplemental and/or remedial resources/lessons for our students as needed.

Here is an overview of how the Common Core has indirectly impacted our Department:

IEP Writing - Kelly attended an IEP Direct webinar with Karen Gatto, which she then turn-keyed for the department, addressing the alignment of IEPs with Common Core State Standards. Karen was present in part for the work that followed the turn-key presentation. One major change in IEP Direct is that the Goal Bank is now aligned to Common Core State Standards. Developing appropriate Goals for students depends upon their present level of performance; currently we are utilizing their results on the both the WIAT and WISC. One question that arose was whether or not there are any CCSS assessments that we may also utilize. We do make note of students' present levels of performance, which is reflective of how they are managing CCSS, but we do not yet have a formal means assessment.

Resource Rooms: ELA and Math - Whenever possible we are aligning students' goals to their content curriculum. As we are creating and delivering our lessons, scaffolded materials, guiding resources, modified versions of assignments, etc. we have found ourselves redesigning materials, etc. to be in line with the CCSS of those subject areas that have adopted/adapted some/all of the Common Core. This has been especially true for ELA and Math: When students have ELA and/or Math Goals we are working to address their needs (goals, modifications, accommodations, etc.) as per their IEP, as well as support them in their studies. This can be challenging when a student has IEP Goals that fall well below the CCSS of a class that requires a particular level of skill.

TAP Classes - As of yet, the CCSS have not directly influenced our TAP program. Sue has been working more closely with the English Department this year to more closely align her program with the anticipated CCSS.

Impact on Our Population in General - As the expectations grow, both for independent skill and ability as well as content acquisition, our students are struggling. For example, over the past

two years the math department's curriculum has grown; material that was previously taught in 9th grade has been moved to the lower grades, etc. We feel this has potential for more students needing a pre-algebra course at the high school.

Impact on our Caseload: - It is also important to note that with the increased rigor and demands of the Common Core, in classes such as Algebra and English, we have found ourselves also supporting students who are not classified, but are struggling.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

Here is a summary of topics and issues that we have discussed this year: Details are listed in the Meeting Minutes that had been emailed.

September Topics

- Scheduling – Aides, Test Center, class room support, 1:1 support, etc.
- Life Skills (RISE) – period 1
- Achieve 3000 – where does this fit in? Piloting it in Resource Rooms
- Purple and Green Dots – teachers were missing these and could not access IEPs/504s

October Topics

- Domains of Focus
- AIS
- IEP/504 acknowledgement sheets
- Collecting Data
- IEP Report Cards – including data in the comments section

November Topics

- WIAT Testing
- Developing IEP Goals
- Data Collection
- 1:1 Aide Assignments
- Purple Sheets (Progress Monitoring)
- SLOs for Resource Room Teachers
- Achieve 3000 – Struggling to fit this in to Resource Rooms

January Topics

- January Regents Exams
- Resource Room Assignments
- Case Manager Assignments
- Need for TAP Math class and Science class
- AIS – What's the exit criteria

February Topics

- Anticipated Programming at CHHS – Science and Math
- Resource Rooms – grade level
- AIS for next year
- Rigor Discussion
- Letter Grade Discussion
- Request for FAT City Presentation
- Building Level Support – no Learning Center or ESL
- Purple Sheets & Data Collection

March Topics

- Aide Assignments and Rescheduling
- Anticipated Programming – Bio-Prep & Pre-Algebra
- Final projections
- IEP Planning & Prep

April Topics

- IEP drafting/Progs
- WIATs
- End of Year Reflections
- Finals Exam/Regents Scheduling
- AIS – looking ahead to 2014-15
- Fall Presentation topics

May Topics

- AIS for 2014-15
- Bio-Prep & Pre-Algebra
- SLOs; End of Year Reports
- September Faculty Meeting topics
- Final Exams/Regents Scheduling/Proctoring

General Issues/Topics from Throughout the Year

- Sp. Ed. teachers administer WIAT testing for two or more students annually. This is generally done during Prep periods, and occasionally will impact a Resource Room when a students' schedule does not match up with a Sp. Ed. teacher's schedule. Testing can take an average of 2.5 hours per student. We are prepping for a multitude of different learners and needs. Our preps are sacred as we use them to redesign and create new materials/lessons for our changing student population, as well as meet with our general education colleagues for our Consultant Teacher Services - Indirect mandate, as per students' IEPs. Those who provide Consultant Teacher Services – Direct in the classroom also use our Prep times to meet with our general education colleagues to collaborate and prepare instructional activities for these classes. Additionally, those with AIS must prep for these services as well.
- Over the years, we lost the ability to have a scheduled Learning Center time for our non-

classified students; however, general education teachers continue to provide support.

- We would like to regain our grade level Resource Room aides. Maintaining the Test Center has been challenging this year; at times, when aides are out and there is no coverage, or when they have been pulled to sub in a classroom for a teacher, we have had to either close the Testing Center or, at times, some members of the Department have volunteer to proctor it, as it is a well utilized resource for many students. Additionally, aides are utilized as readers for students who require this accommodation for assessments. With a reduction of aide, this mandated accommodation has also been challenging to coordinate efficiently. Aides are also present in some mainstream classes in order to meet the needs of all students.
- Classified students are not the only students that special education staff interacts with on a daily basis. (i.e. AIS students; students who require additional support but who do not qualify for AIS under our current model or who are not classified, etc.)
- Time to write IEPs and address Goals, etc. We very much appreciated the additional time that was allotted to write IEPs and collaborate/consult together when developing potential goals, etc.
- IEP Report Cards vs. CHHS Report Cards & Progs for Resource Room: Currently Resource Room is not credit bearing as there is no grade for Resource Room; however we have been filling out Progress Reports as well as Report Card Comments for Resource, in additional to the descriptive, data-based reports we provide quarterly for students' IEP Report Cards. Could we just focus on the IEP Report Cards?
- Purple Sheets / Progress Monitoring: We would like this process to be understood and viewed as essential and required by our general education colleagues. Due to the nature of students' goals, we must rely on the feedback and data we obtain from our colleagues; likewise, we must ensure that students' needs (mods., accoms., etc.) are being met within the classroom, for assessments, etc. Currently we ask for feedback twice a quarter via the Purple Sheets or an email; however responses have been inconsistent. This becomes problematic for us to then accurately document students' progress, complete our IEP Report Cards, etc. We are looking for a means to stream-line this process and
- TAP is finding it difficult to complete all of the special education duties (progress monitor, collect data, IEP report cards, etc) and the teaching classroom duty (progs, grades, lesson planning, etc.) in a timely manner. They would like to revisit this topic of concern with Karen in hopes that she may be able to provide an adequate solution.

What were the outcomes of the discussions?

Unresolved topics of interest for the Sp. Ed. Department include:

- We feel as though, over the past 2-3 years, our Department, and consequently the student body, has suffered losses that we are hoping to regain: Ralph's AIS/Learning Center position; grade level aides. This is unresolved, as far as our Department is concerned. We would welcome the opportunity to continue this discussion

- Building Level Support: Currently there is no Building Level Support at the High School to adequately support our struggling leaners in this climate of increasing rigor, expectation, and demand. At the high school, credit accumulation as well as Regents exams are required for graduation.
- Grade Level Aides. It does not appear as though we will gain this position back.
- AIS: How can we make AIS more meaningful? How can we change our model to better support the needs that exist within our building? Could AIS be supported outside of Special Educators? This is currently a work in progress, as we are collaborating with Al and Mark.
- Purple Sheets and Cohesive Progress Monitoring: We are looking for guidance as to how to best address this
- TAP is looking for direction, in the form of alternatives or solutions, for the difficulties they are experiencing in balancing their case manager duties and their content teacher duties.

CURRICULUM:

What are ways your department integrates technology?

The Sp. Ed. department integrates technology as often as possible to adequately and efficiently support our students and their learning experiences. Here are some examples of what we are doing/using:

- SmartBoards and Elmos for presentations
- Inspiration, Read Write Gold, for reading and writing tasks
- iPods, Kindles, BookShare for audio access to texts
- Homework Apps such as Evernote
- iPhone/Pad technologies such as Siri for recording notes verbally or text to voice features to re-back material auditorily
- Google – Gmail accounts, calendars, Drive, etc. connected to students personal devices
- Online resources and supports such as quizlet accounts, etc. with mobile apps
- For students who are visually impaired we utilize technology such as braille laptops, refreshable braille devices, programs like JAWS for reading information off a laptop/computer, etc.
- For students with auditory impairment we utilize FM systems, pass around mics, AudioHubs in classrooms that are connected to SmartBoards, etc.
- Laptops

As a department, how are you ensuring the curriculum maps reflect quality?
The role of the Sp. Ed. Department in curriculum mapping has been to support and collaborate with our colleagues in regards to differentiation.

TAP Global & U.S. History
In addition to differentiation, Sam and Ryan incorporate and use the curriculum maps developed by, and with, our general education teachers of social studies, with their classes. This alignment with the general education curriculum helps to ensure that students have access to the same content and material as their peers, but in an environment and with instructional strategies that support their specific learning needs. This also helps to better ensure success on those specific Regents (and soon to be Common Core) exams.

TAP English - Sue uses the maps as a reference in order to best match the curriculum of her four English classes to that of her general education English colleagues and the Common Core.

What does your department/grade level see as the next step(s) for the next school year?

- The TAP Program envisions new and additional technology to support their students
- iPads are an additional piece of technology we do not yet have in our department, but feel this would be a well utilized addition. There are many apps available to students to support their learning, but are only available on a tablet device (not on a computer or lap top).
- Returning to the previous model of the four designated Resource Room teachers

PROFESSIONAL DEVELOPMENT:

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

- Sam attended a workshop on the new CDOS Commencement Credential that New York State is now implementing for students with special needs in March.
- Jonna was an active member of the Olweus Training committee. She attended 2 Achieve 3000 workshops. Jonna also co-ran the Sunshine Committee.
- Kelly attended an academic vocabulary workshop and an IEP Direct Webinar. She is a member of the Data Team, and has met with the IDE consultants throughout the year regarding the Ecology class. She attended an Achieve 3000 webinar. She also served as the Curriculum Coordinator where she worked with Alison Zmuda in regards to metacognition and student learning.
- Ryan attended three workshops: Alternate Assessment, Teaching Job Readiness Skills, and Job Coaching. He also met several times throughout the year with Karen Gatto and consultants to ensure the successful transition of his students and establishment of the RISE program.
- Dan obtained a new speaker for financial night for college bound students. He attended the SEPTA Conference on How Parents can Prepare for a CSE on behalf of the department. Most notably, Dan presenting at The Evolving Landscape of 21st Century College Experience: Assessing Outcomes & Values workshop at BOCES, where he spoke

of our CHOOSE Program.

- Kim attended a CDOS training workshop. She was a SEPTA member and attended evening presentations, read CEC (Council for Exceptional Children) smartbriefs regularly, attended two Achieve 3000 trainings and follow-up meetings. She is also a member of the SERT team.

What future professional development activities would your department/grade level benefit from?

- How might we better prepare to support our students, and their IEPs, with the new Common Core
- Greater familiarity about graduation requirements for all students (classified vs non-classified)

ACCOMPLISHMENTS:

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

- The TAP program is graduating 2 seniors this June. Both are looking to continue their education on the secondary level.
- The TAP Family Thanksgiving dinner and the TAP Awards Banquet continue to be successful cornerstones of the program. These events allow students to recognize the commitment that they provide to be successful in the classroom and beyond.
- Every single classified student will graduate this year
- Students in the Life Skills program transitioned well and are integrated into the building and the school community
- Life Skills class developed a name together = The RISE (Real Individual Student experience) Program
- The Presentation/Simulation of F.A.T. City given to the Faculty by Kelly

ADDITIONAL COMMENTS:

- We are looking forward to the Fall Presentation to the Faculty, to be delivered by Al and Karen. This will address the role of the case-managers, explain the focus/goal of the Resource Rooms, how and why we progress monitor, the roles and responsibilities of general education teachers in regards to progress monitoring, etc.

- This year we piloted Achieve 3000 in our Resource Rooms and/or English AIS classes. At this time we do not feel this program is a good fit for either at the high school.

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

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

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

It is not difficult to align the CCSS with ACTFL's national Standards for Foreign Language Learning, and in our classes we have always explicitly taught skills that directly contribute to the development of language "performance" (across all four skill areas) that meets the CCSS.

Because academic vocabulary has been an area of particular focus for our school and district's data teams, we have continued to devote time to teaching vocabulary-related skills in foreign language, notably determining the meaning of unknown words by using context clues and analyzing meaningful word parts. We have always made connections between cognates in our respective languages and English vocabulary, particularly high-level English words that some students are not (yet) familiar with. This year we increased the number of activities that explicitly targeted such strategies and skills.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

We examined the EngageNY.org web site. As coordinator, I also continued to monitor updates sent out by NYSED and forwarded by district administration.

We spent time as a team reading the Tri-State report and selecting goals to focus on for this year. The goals we set were:

1. Metacognition (come to a common understanding of what metacognition is/looks like in the classroom; begin to identify, document and formalize examples of metacognition that we already do in our classes)
2. Data (receive training in data analysis; begin to track enrollments in different languages and different levels, find out how many students take multiple languages)
3. Alignment (receive training in ACTFL proficiency standards, begin quality review of maps)

We engaged in department wide training in both data analysis and ACTFL protocols.

We examined the tools and resources for curriculum review and began to discuss issues of

transition between Checkpoints A and B (8th to 9th grade). We made particular use of "Characteristics of a vertically aligned K-12 curriculum map" document. We also agreed that **it** would be particularly useful to align our teaching of vocabulary and culture across the different levels.

We spent Cross-Building time examining our SLP and Regents exams from the past two years from a data-analysis perspective, identifying common errors in writing, and formulating "data questions" to which we would like answers; we also strategized the teaching of vocabulary at different levels, to support the strengthening of academic vocabulary and reading skills in all students.

We discussed the SLO Pre- and Post-Assessments that were to be given this year in our department; we chose to continue to focus on reading skills, to support the CCSS ELA standards and to help students develop stronger vocabulary skills.

I have also continued to monitor the development of the NYSED "Seal of Biliteracy", which aims to recognize students' proficiency in one or more Languages Other Than English (LOTE) as well as in English. Interested school districts have been invited to participate in a series of pilot year activities for 2014-2015 (develop a SSB proposal and implement it with high school seniors and/or juniors; gather quantitative and qualitative information which will inform the full implementation of the SSB program in the 2015-2016 school year).

We participated in the Croton Tech Expo on the Dec. 4 Superintendent's Conference Day; we debriefed as a department and discussed productive ways of implementing some of the technology in our classes.

What were the outcomes of the discussions?

We set goals to work on based on the feedback we got from the Tri-State report.

1. Metacognition: coordinators received some training in metacognition; we had some preliminary conversation about what kinds of activities we currently do involve student metacognition. We are working towards formalizing and sharing the activities we all currently do, in order to make them more systemic.
2. Data: the department received training in data analysis techniques. We began to apply them, using the reading sections of the SLP and Regents exams from the previous 2 years. We discussed how common errors should impact the way we teach certain structures; we noted that vocabulary is a weak point for students and brainstormed strategies to help students work out the meaning of unfamiliar words using context cues and useful word parts.
3. Alignment: we received training in ACTFL national standards, and discussed how our current courses align with the different levels of proficiency on the ACTFL scale. We also

discussed the kinds of assessments that most help students advance their level of proficiency.

We began to set a plan for areas of focus for aligning our curriculum maps: we will begin by aligning vocabulary lists and culture.

We began applying data analysis techniques in a more systematic way to student work.

We began to consider the sequence of our language courses both from the perspective of developing proficiency (along the ACTFL guidelines) and the AP vertical team guide.

CURRICULUM:

What are ways your department integrates technology?

Many teachers use smart boards. The AP level textbooks exist as ebooks and contain online audio resources. Students are able to access them in school and from home.

The Chinese program uses several online subscription services to allow students to practice the four language skills. Sophie also created Google sites for all levels so students have easy access to learning materials and can take charge of their learning pace and achieve their desired learning goals.

Students are given access to computers and (where appropriate) their cellphones or other mobile technology to do classwork.

Teachers make extensive use of web sites (eChalk, blogger.com, google sites, www.quizlet.com, www.conjuguemos.com, www.rfi.fr, etc.) to make resources and extra opportunities to practice available to students and parents. On some web sites, students are able to interact with one another as an "extension" of the classroom.

Students are given a choice of format (including electronic formats) to submit class projects. Students also use googledocs to collaborate on projects.

Teachers use googlevoice and voicethread accounts to allow students extra opportunities to get oral practice and to comment on each other's oral performance.

As a department, how are you ensuring the curriculum maps reflect quality?

We used the "Characteristics of a vertically aligned K-12 curriculum map" to begin a conversation concerning how to begin the alignment process. We also began to read and consider the College Board's "AP Vertical Teams Guide" for World Languages. We plan on

beginning by aligning vocabulary and culture within each language 5-12.

What does your department/grade level see as the next step(s) for the next school year?

We need to continue to work on our Tri-State goals during the next school year. The training the district will receive on metacognition, in particular, will allow us to better identify what we are already doing, and to develop new activities to encourage student metacognition and to make those activities we currently do more systemic.

We plan to use data to track our students' progress through the different levels of study within and between languages.

Several members of both the MS and HS departments will also continue to incorporate techniques learned during the IDE summer work into their classrooms, to help students develop more metacognitive skills and to become more independent learners.

PROFESSIONAL DEVELOPMENT:

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

Data analysis training.

ACTFL oral proficiency standards.

Coordinators engaged in preliminary training in metacognition.

We did some common reading (AP Vertical Teams Guide).

Several department members engaged in LATI training during the summer and began to consider how project-based learning might be implemented in language classes.

What future professional development activities would your department/grade level benefit from?

The department remains interested in further ACTFL training (perhaps via webinar).

We very much appreciate opportunities to work as a whole department (MS and HS together); we value time that can be spent all together, discussing the scope of student learning from 5-

12. We are occasionally able to use curriculum time as cross-building time.

ACCOMPLISHMENTS:

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

The La Rochelle program completed another cycle when 28 students and 3 faculty members traveled to France to stay in the homes of their previous year's "correspondants", to attend classes at the lycée Jean Dautet and to engage in activities throughout the La Rochelle region.

Spanish students in level IV and V classes were given an opportunity to travel to Spain for 10 days during the February break.

Several department members worked on implementing LATI techniques in the classroom throughout the year, supported by IDE coaching. In particular, Sophie was able to develop Google Sites for her classes at all levels so students have easy access to learning materials and can take charge of their learning pace and achieve their desired learning goals.

ADDITIONAL COMMENTS:

We continue to note scheduling as a problem for the department, particularly in the higher level classes (which tend to be singletons). With the high number of singleton courses offered in general in the HS, students are reporting conflicts as a major reason why they are not continuing their language studies beyond level III.

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

District Level: K-12	Department: ELA/Literacy	Coordinator: Kim Gaynor

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

It has impacted all of the disciplines in that the common core requires all students read with care to prepare for college and career readiness. Also, the ELA curriculum is more difficult, there is a new non-fiction component, and the examinations (for the 8th graders so far) are more challenging.

As a result of the new common core learning standards, part of my work this year was to research reading strategies for science teachers to imbed within their curriculum at the middle school and high school levels. I shared some samples with my building principal Al Capasso and sent a report, including work samples, of the work done this year to Debbie O'Connell on March 17, 2014 via email and interoffice mail.

My other charges were to get feedback on the Grammar Matrix, developed by the previous coordinator, and to examine current rubrics to help align them K-12.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

I researched, and identified reading strategies to be used in the science classroom and created a plan of action. I collaborated with PVC and CHHS science coordinators to roll out a reading strategy each month at regularly scheduled science department meetings.
The following strategies were covered with the science coordinators at department meetings.
PVC: Activating background knowledge prior to reading, close reading strategies, using graph organizers, and learning roots/suffixes/roots to derive meaning form words.
CHHS: Listening Skills, SQ3R (survey, question, read, recite, review) strategy, learning words in context, access to prior knowledge, KWL strategies, and graphic organizers.
Reviewed grammar matrix, created by Anne Marie Moore, with ELA teachers K-12.

Grades K-2 teachers are still developing their rubrics.

Grades 3-4 ELA teachers are using the rubrics provided by Engage NY.

PVC teachers have developed a detailed Expository Writing Rubric that has 9 columns that range from 1- Emerging to 9- Highly Proficient or High School Ready. They will continue to revise. **CHHS** teachers have their own set of standard department rubrics some of which come from state assessments.

What were the outcomes of the discussions?

Grammar Matrix: K-8 Teachers have identified a felt need for a grammar program in line with CCLS for teaching grammar prior to solidifying the Grammar Matrix.

Rubrics: PVC teachers have developed a detailed Expository Writing Rubric that has 9 columns that range from 1- Emerging to 9- Highly Proficient or High School Ready. They will continue to revise.

CURRICULUM:

What are ways your department integrates technology? N/A

As a department, how are you ensuring the curriculum maps reflect quality? N/A

What does your department/grade level see as the next step(s) for the next school year?

ELA:

Continuing out work on the Grammar Matrix and developing and aligning rubrics, as needed. Increased communication is desired. This can be discussed and addressed through technology.

Other disciplines:

Continue to work with the science department on integrating reading strategies into their daily lessons. Possibly expand this work to include the social studies department.

There is a felt need for communication between the high school departments in how they go about the research and writing process. This can be addressed if this position should continue into the next school year, 2014-2015.

PROFESSIONAL DEVELOPMENT:

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

The department had some discussions on deciding whether or not to adopt or adapt the common core modules and started to have discussion on defining the *Croton Core Curriculum.* See building level coordinator reports for more details on this subject.

What future professional development activities would your department/grade level benefit from? See building level coordinator reports for more details on this subject.

ACCOMPLISHMENTS:

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

See building level coordinator reports for more details on this subject.

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District
Curriculum Coordinator 2014 Year End Report Form

District-Level: K-12	Department: Art	Coordinator: Jennifer Moore

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

The Common Core has indirectly impacted our group as we learn how to address its standards through our discipline. Although there are the five areas for teachers to attend to, we have focused on *curriculum* as that is the leading area of change for us. In order to better understand the six ELA shifts (we have started on ELA, rather than Math, for obvious reasons), the group specifically focused on one document that addressed the Common Core in the arts: *Arts and the Common Core: A review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework*. Additionally, we also looked at the revised/draft standards for the visual arts currently being worked on by the NAEA and the NCCAS (National Coalition for Core Arts Standards). Our first goal was to see where we were already meeting some of these standards in our current curriculum (e.g., reading content texts, writing reflections). Next, we addressed areas such as increasing the use of text (e.g., informational) within units, sharing content-specific vocabulary with ELA teachers (e.g., to include in vocabulary lists), and building upon vocabulary through our work with vertically aligning the curricula. This work will continue next year.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

Listed below are the topics discussed; please refer to the department minutes for more detailed information.

- Engage NY & the Common Core Standards
  - Performance Levels/Rigor & Equip Quality Review process
- Curriculum mapping & vertical alignment (K-12)
  - Create common big ideas & essential questions
  - Vertical alignment of one common unit (e.g., clay)
- Conferences & professional development
- District art show and student displays
- APPR
  - Local assessments

What were the outcomes of the discussions?

Listed below are brief outcomes of the topics discussed; please refer to the department

minutes for more detailed information.

- Engage NY & the Common Core Standards: the group was introduced to EngageNY and its resources. Discussed was how these resources could be used to assist the department in aligning the curricula, for both grade level connections and to the Common Core Standards. Please see more detailed information above.
    - Performance Levels/Rigor & Equip Quality Review process: these ELA and Math CCSS rubrics were used to assess current maps and where to go with revisions.
- Curriculum mapping & vertical alignment (K-12): the department worked on aligning the maps, first by creating common big ideas and essential questions. Additionally, the group began exploring ways in which to align a common unit (e.g., clay) by matching vocabulary and techniques.
    - Create common big ideas & essential questions: please refer to the minutes for a list of these.
    - Vertical alignment of one common unit (e.g., clay): please refer to the minutes for more information.
- Conferences & professional development: as a department, the group participated in the district's Tech Expo; some faculty members attended the NYS Art Teacher's Association conference in November. Please refer to individual teachers' EOY reports for individual participation in other professional development.
- District art show and student displays: the district-wide art show was held in May; the group discussed how to improve the show for next year.
- APPR: continued discussion and work was done on the APPR and its elements (e.g., observations, EOY reporting).
    - Local assessments: this year, the high school will use the ELA Regents as its Local Assessment score. CET and PVC will continue to use the art show (as done last year) as its assessment. Please refer to the attached scoring rubric.

CURRICULUM:

What are ways your department integrates technology?

Each teacher uses technology on a regular basis when teaching; this includes (but not limited to) the use of: Smart Boards, ELMOs, digital cameras, and other hardware. Software includes: graphic programs (e.g., Adobe Suite), Google Docs, Google +, as well as other programs (e.g., Microsoft Office). Additionally, some teachers have utilized different websites (e.g., Weebly) to expand classroom activities as well as a way to provide a resource for students and parents. Please refer to individual teacher's EOY reports for further, detailed information.

As a department, how are you ensuring the curriculum maps reflect quality?

As we work on vertically aligning our curricula, we are using the criteria and rubrics provided by the district (e.g., Equip, EngageNY).

What does your department/grade level see as the next step(s) for the next school year?

The group plans on continuing the vertical alignment of maps and curricula. Specifically, we are looking to generate "master maps" that may umbrella all current grade level maps. Discussion will be on whether or not these maps should be based off of common media used, lesson themes, or big ideas. Additionally, the department will continue working with the Common Core, further identifying where to meet the six shifts suggestion on EngageNY.

The group also discussed ways in which to increase community involvement (e.g., art show attendance); please refer to the minutes for further information.

PROFESSIONAL DEVELOPMENT:

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

As stated above, the group participated in the district's Tech Expo; some faculty members attended the NYS Art Teacher's Association conference in November. Individual teachers attended different professional development activities; please refer to individual teachers' EOY reports for individual participation in other professional development.

What future professional development activities would your department/grade level benefit from?

The department agreed that they would like have a similar experience to the Tech Expo/cohort but geared toward the arts; for example, this may include websites/software that allow for an online gallery. Workshops with guest artists to teach us new techniques or methods we may use in our classes.

ACCOMPLISHMENTS:

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

As previously stated, the department worked diligently to create a strong foundation of aligning the K-12 curricula; we believe the start of this work will carry us nicely into the next school year as we already have an action plan in place (i.e., creating "master maps").

The department worked together to set up a successful district-wide art show, showcasing all art students in the district. Student work was also celebrated throughout the district with school/grade displays (e.g., bulletin boards) and in the community.

Guest artists were invited (some through a grant) to interact with and teach students about

their art. Department members collaborated with colleagues to create a cross-collaborative experience for common students. Each teacher participated in professional development and/or attended conferences (e.g., NYSATA). Field trips were taken to different museums (e.g., MoMA) or to galleries/studio spaces.

Please refer to individual teachers' reports for all work and accomplishments done during the 2013-2014 school year.

ADDITIONAL COMMENTS:

Overall, our department is a cohesive and productive group; we work best when all together. If there is a change in the Wednesday meeting schedule at a building level, it may prevent us to meet as a group (this happened twice this year).

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

District-level: K-12	Department: STEM-D	Coordinator: Zhanna Glazenburg

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

- New math skills and competencies outlined by the Common Core were reviewed and the process of incorporating these skills to the math as well as science instruction was initiated
- Science and math teachers focused on the reading and writing competencies outlined by the Common Core standards and the ways these skills and strategies can be taught in the math and science settings.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- Curricular implications due to the possible NGSS adoption by the state
- Incorporating engineering practices and content into math and science classrooms
- Creating stronger math and science connections

What were the outcomes of the discussions?

Possible curricular changes due to the adoption of the NGSS

- The scope and sequence outlined in the NGSS as well as projected NYS NGSS adoption date(s) were reviewed
- The work to align the CHHS math sequence with the proposed NGSS math skills and standards was initiated
- New set of technology skills described in NGSS was reviewed and planning toward incorporating these skill into classroom science instruction was started
- Possible impact of NGSS on the middle school science scope and sequence

Incorporation of engineering practices into classroom instruction

- A number of pure engineering programs as well as programs that blend engineering and science instruction were reviewed. At this time, it appears that blended programs (those that are focused on infusing the engineering practices into math and science curriculum) seem to work best for the needs of the Croton-Harmon district.
- The work of enhancing the already engineering-rich 6th grade curriculum has been started. The aim of this work is to
    - capitalize on the skills gained by the students while working on the Lego Mindstorms project and expand it to the full year series of scaffolded &

differentiated activities and projects aimed to develop a broad spectrum of science, math and engineering skills
    - create a model for an engineering infused math and science curriculum that can be used in other classes and at other grade levels
- We have started the process researching strategies aimed at blending engineering with math and science. We are looking into a number of programs including Bootstrap (http://www.bootstrapworld.org/) which blends algebra and video gaming, Processing (http://www.processing.org/) which allows for easy visual modeling, Arduino microcontroller platform (http://www.arduino.cc/) and others.
- The CHHS science department has been working toward incorporating engineering skills and engineering practices into daily instruction (some of the examples are included below). We plan to continue this practice in the years to come.
    - As a result of a focused effort on behalf of CHHS Science teachers, there has been a notable increase in engineering projects in our Science Research program. We are working to further foster and encourage this trend.
    - Moving away from the NYS Regents exam constraints and creating a differentiated menu of Physics course offerings (Physics vs. AP Physics 1 vs. AP Physics C) has provided us with an opportunity to develop Physics-centered engineering projects. The work of developing these was started this year and will continue in the future.
    - As they have done in the prior years, the students enrolled in the AP Environmental Science program applied the science and engineering skills they learned in the class to developing solutions to the real world environmental problems. The students were not only able to design and implement their own projects, but also present them to the larger community at the Croton Harmon Science Fair in the spring. Additionally, students submitted their research and experimental data to the Siemens We Can Change the World Challenge, a national environmental science competition. Two of the ten groups that submitted were declared National Semi-Finalists.

Math and Science connections

- Extending digital data collection to the PVC math and science classrooms: we began the work of reviewing the data collection and analysis needs at the PVC with an eye toward improving the variety of data collection and analysis methods used.
- CHHS science department has been working closely with the math department on realigning the math and science curricula. This work will continue in the future.

CURRICULUM:

What are ways your department integrates technology?

There is extensive use of technology at all grade levels. Some of the examples are (note: this is not a complete list)

- LEGO Mindstorms in 6th grade
- SMART technology (all science classrooms)
- SMART Response system (many CHHS courses)
- Vernier probeware and software (CHHS science and we started the work of incorporating it into CHHS math courses)
- Google Drive (many courses)
- Video streaming
- Digital presentation strategies (including video, Prezi, Creating Websites, etc.)
- Digital course management software

As a department, how are you ensuring the curriculum maps reflect quality?

This year the departments have used curriculum maps to review the topic alignment across grades and began the process of identifying the ways we can improve both the course sequencing and the way we teach specific math and science skills at each grade level. We plan to continue this work in the future.

What does your department/grade level see as the next step(s) for the next school year?

We plan to continue the work of identifying the ways we can improve both the course sequencing and the way we teach specific math and science skills at each grade level.

PROFESSIONAL DEVELOPMENT:

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

- Members of PVC and CHHS science departments met together to discuss the integration and alignment of the science curriculum 7-12
- Members of the CHHS science department attended the National NSTA Conference in Boston. While choosing the conference workshops we focused on integration of STEM skills and topics into daily instruction, current pedagogical practices, new and innovative technology tools to enhance classroom instruction and other topics.
- Department members actively participated in the professional development workshops. Some of the examples of these workshops include Chemistry & Physics Club meetings, STEMteachersNYC meetings, Westchester Science Café presentations and others.

What future professional development activities would your department/grade level benefit from?

We would like to have more time to focus on adjusting our lessons to the demands placed on us by the Common Core and the College Board course redesign.

ACCOMPLISHMENTS:

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

- 2014 Croton Harmon Science Fare was a great success with a strong showing with numerous impressive student projects from all 3 buildings
- We started the process of aligning the curriculum to the Common Core requirements
- We continued the work of enhancing the lessons with examples of engineering applications and engineering practices

ADDITIONAL COMMENTS:

Croton-Harmon Union Free School District

CHHS-Annual Report Curriculum Coordinator MUSIC

District-level: K-12	**Department:** Music	**Coordinator:** M. Weinstein

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

There has been an indirect impact on the arts. Our curricula have not been impacted. We did lose two rehearsals due to the impact of administering the SLOs.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

K-12 audience etiquette

Uniformity with expectations for chorus, band, and strings from the early grades through H.S

What were the outcomes of the discussions?

We will all put an etiquette reminder in all our programs

Getting the correct language to express our desires.

Making sure that we are following a progressive course of action to achieve the best student outcomes in our performing groups.

CURRICULUM:

What are ways your department integrates technology?

Smart board

YouTube

Music Theory Websites, i.e. MusicTheory.net

ELMO

Computers

Musician's kit – free app for metronome/tuner.

As a department, how are you ensuring the curriculum maps reflect quality?

The music dept. feels that maps will initially reflect what is already happening in the classroom and further shows consistent K-12 alignment

What does your department/grade level see as the next step(s) for the next school year?
Staff would like more music technology incorporated

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level 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.
- M.Weinstein worked on the music for several direct-response television commercials.
- Lisa Sable is the Coordinator for the Elementary and Intermediate All-County Bands
- Having run the NYSSMA Majors Festival last year, M.Weinstein was available to the current coordinator for any questions or issues for this year's festival.

What future professional development activities would your department/grade level benefit from?
SLO's specifically for Music
Music Technology Seminar

ACCOMPLISHMENTS:

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

- 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.
- 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 CHHHS student selected to participate in the All-County Intermediate Festival Band
- 1 PVC students selected to participate in the All-County Intermediate Festival Orchestra
- 5 PVC students selected to participate in the All-County Intermediate Festival Chorus.
- 3 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.
- 1 CHHS students selected to participate in the NY All State Festival Orchestra as an alternate
- 13 CHHS students selected to participate in the NYSSMA auditions
- 27 CET students participated in the NYSSMA Solo Festival
- 1 CET student participated in the NYSSMA Piano Solo Festival
- 4 CHHS students participated in the NYSSMA Piano festival
- 19 PVC Band/Orchestra/Chorus students participated in the NYSSMA Solo Festival
- 6 CHHS students auditioned for All-State Level 6
- 50 District String students participated in the NYSSMA Solo Festival
- 10 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.

School and Community

- Pep Band played at the **CHHS Saturday Football Games.**
- The 3rd Annual Perez-a-Palooza faculty/staff talent show took place in January and was coordinated by M.Roberts
- 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 7th and the 7th/8th grade groups, Harmony-on-Hudson, and Jazz Band performing on Wednesday, the 14th. There was also a school concert for all performing groups on May 6th.
- PVC staged the musical *Seussical Jr.*
- 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 Musical** *Broadway Kids* 2014 *two performances.*
- **Kindergarten, First, Second & Third grade at CET** performed grade level concerts-2 performances each
- **CET** welcomed *BASH THE TRASH*, who performed and educated the students on creating musical instruments out of reused household items.
- **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** "Pajama Game" - *three performances.*
- **CET** welcomed percussionist Mike Veny for a 3 week drumming residency with grades K-4.

- **PVC** welcomed percussionist Mike Veny for a 3 week drumming residency with grades 5-8.
- **CET** welcomed Therese Folkes-Plair for a three week residency collaborating with the library.
- 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 CET for the 3rd and 4th graders.
- Symphonic Band, 8th Grade Jazz Band, Select Chorus and Strings performance at **PVC graduation**.
- **PVC Select Chorus** will perform at Croton Summerfest on June 3rd , 2009
- **PVC Select Strings** played at **CHEF Dine-a-Round**
- **PVC Band and Strings** participated in the 7th annual Rivertowns Honor Band and Orchestra in Croton.
- Lisa Sable coordinated and hosted the **Elementary All-County Band auditions** at **PVC.**

ADDITIONAL COMMENTS:

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

District-Level: K-12	Department: Library	Coordinator: Melissa Heckler

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

- Librarians are working to ensure that our library resources have the materials teachers need to support CCSS. As a department, we are using the *Information Fluency Curriculum*, approved by NYSED, which supports CCSS. Two of our librarians are attending a conference (BOCES) on packaging the CCSS.
- Classroom teachers requested additional support from the librarians to teach curriculum they are not able to cover because of the CCSS modules. It has been different for each building, but we have coordinated our efforts at our curriculum meetings.

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

- We discussed and updated parts of our Research Curriculum mapping (see below, bullet 3 for further clarification).
- We are working on aligning the Information Fluency standards and adapting them to work for our various schools and curricula. We see this as an ongoing project. Our time working together has helped us all strengthen our library curriculum.
- PVC is working on scaffolding research to align with our research maps, so we are awaiting information so that we might align CET and CHHS with PVC during our curriculum meetings next year.
- We initiated discussions on how the concepts of metacognition are anchored in much of what we do in our libraries. We very much appreciate including all the librarians in these workshops and consider ourselves an essential anchor in the ongoing discussions.

What were the outcomes of the discussions?

- We discussed our strategies for keeping abreast of changes from CCSS and have begun critical discussions of CCSS on where we feel the need to adapt to better meet the needs of our students.
- We will continue with the research alignment when PVC convenes its next meeting.
- Our work with the Information Fluency Curriculum will continue into the coming years.
- This work has helped us understand how our libraries are both a creative and academic anchor for all the district's students.

CURRICULUM:

What are ways your department integrates technology?

Our libraries integrate technology according to our different facilities. Both PVC and CHHS have computer labs incorporated into their libraries, CET does not (although we borrow laptops and have five student computers). Librarians teach internet etiquette, safety in addition to teaching students how to access and use databases. In short, librarians creatively use technology with students daily.

As a department, how are you ensuring the curriculum maps reflect quality?

We reviewed our curriculum maps step by step, with Marilyn Petzetsky.
The maps are public and we revise as necessary (see explanation about designing scope and sequence from K-12).
We also discussed how Allison Zmuda's exploration of metacognition runs right through our K-12 Research maps.

What does your department/grade level see as the next step(s) for the next school year?

- We will continue to attend BOCES sessions for elementary and secondary librarians where issues related to CCSS, state assessments, and library assessment are discussed.
- In addition, we want to continue to be involved in the discussions on metacognition.
- We will continue working on integrating and adapting the Information Fluency Curriculum K-12.
- We will work to develop a scope and sequence of research skills in alignment with PVC.

PROFESSIONAL DEVELOPMENT:

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

Croton Tech Expo: our PVC and CHHS librarians taught 3 sessions on Discovery Education
Two Mandarin Training Sessions
Bank Street College Bookfest
BOCES conference: School Libraries: Innovative and Engaged Learning
BOCES conference on "repackaging the CCSS."
Metacognitive Conference with Allison Zmuda
Monthly Bookclub composed of school librarians from other districts
SLMSSENY Washington Irving Award conference and award presentation
Anne Izard Storyteller's Choice committee (monthly meetings to review books)

What future professional development activities would your department/grade level benefit from?

- We request that all librarians are part of the research with Allison Zmuda on metacognitive curriculum. Library curriculums are anchor curriculums for metacognitive thinking.
- We also request some block of time, (i.e. a Superintendent's Conference Day) to work together on our various lines of inquiry.

- We look forward to our BOCES meetings for curriculum updates in technology and library skills.

ACCOMPLISHMENTS:

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

Every year our librarians accomplish what we do best: helping students identify areas of strength and areas in which they may feel challenged. We teach them how to use strengths to address those areas of challenge. We help them find resources that allow them to explore, experiment, and refine what they know. As librarians, we ensure the library is a place for every student, no matter their strengths or challenges. We are the great safety net for all students.
Other accomplishments: As we were asked to reflect upon how the district libraries support our district's mission and vision, we reflected that libraries are essential to this vision and mission. We:

- We develop in students the habits of mind and social skills to become lifelong learners, able to contribute to the well-being of society.
- We are committed to challenging (and supporting) all students, community inclusion and fostering respect. We develop skills that enable students to become effective communicators, problem solvers, and researchers who are independent learners responsible for their own learning.

These are the core values of each of our curricula.

ADDITIONAL COMMENTS:

We are grateful for the time to work together to enrich, strengthen, and continue developing our curriculum. We utilize our time effectively, have fulfilled all the tasks asked of us in a timely manner, and continue to reflect deeply on best library practices and what might be added to provide all our students with academic, emotional, and creative support.

For many years Croton-Harmon did not have a full complement of qualified librarians. This became a district administrative goal and was realized in 2006. We did not have a curriculum coordinator at that time and it became another goal to appoint a curriculum coordinator. This, too, was realized and changed the relationship among the department's librarians, enabling us to plan, work and implement a cohesive curriculum. We have worked to ensure that our curriculum spirals K-12. Library work, like the work of every other district department, is ongoing, needing fine tuning at many different points as we respond to constantly changing demands of education. We are a separate department, like all the Special Areas. We have a unique LIBRARY curriculum that needs our joint attention. We feel we have demonstrated repeatedly the depth of our commitment to this work and our passionate advocacy for all our students.

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

District-Level: K-12	**Department:** Physical Education, Health, Media and Communications, Home and Career Skills	**Coordinator:** Ben Martucci

CURRICULUM MEETINGS:

How has the Common Core impacted your discipline directly or indirectly?

-Impacted our "Area of Focus" in all 3 buildings for 2013-2014:

Physical Education: CET & PVC (K-8)

"Instructional strategies are identified that engage students in the learning (Framework for Teaching, 3C). Evidence of the student activities/projects/problem-based learning."

Physical Education: CHHS (9-12)

"Learning experiences put students in charge of their own learning, offering student choice. Evidence of student engagement."

-Health: PVC & CHHS

"Self-directed learner resources as support materials are provided," AND "Technology is used as a tool for individual and group learning."

-Aligning lessons to the Common Core Standards
-Increase in teaching vocabulary and assessing use of vocabulary in context
-Increase in student directed research and projects
-Increase in public speaking projects
-Increase in incorporating student questioning
-Offering "student choice" of physical activity at the high school level

-Common Core Learning Standards support many authentic assessments in health education (journaling, reflecting, researching) AND validate an Academic Health Education Program

With the exception of the Common Core, list of topics and issues your department/grade level discussed/addressed this year.

-Scheduling issues at PVC
-Need for more Phys. Ed. time with students at PVC (mandate discussion)
-Grading and Assessment procedures in all 3 buildings (CET, PVC, CHHS)
-Scheduling process at CHHS
-Need of a Health teacher at CET
-What is metacognition?
-How do we encourage metacognition as a learning community?
-"Croton CORE" not the Common CORE
-Budget
-Unannounced Observations

-Announced Observations
-End-of-Year Reflections
-Cohort of LATIC teachers (Learner-Active, Technology-Infused Classroom)
-Meaningful feedback
-Lesson planning
-Rubrics
-Progress Reports
-Report cards
-District/School websites
-Class websites
-Alternative assessments for students with special needs or those that are not medically cleared for physical activity
-Accountability (on part of students)
-Instant student feedback
-Differentiating instructions for students with special needs
-Interdisciplinary projects
-Inclusion
-Social media
-Anti-bullying
-Health staff specific:
-Getting our classrooms more up to date technology wise
-We are planning on writing a grant for laptop stations in our classroom.
-Attended the New York State APEHRD Conference together
-We are constantly working towards aligning our curriculum.
-Community connections, including:
--Accessing local resources
--Collaborating with community partners to enhance health education program
--Teamwork within Croton community to foster the development of healthy children
-C.E.T.
--Our students followed a curriculum which stresses the importance of cooperation rather than competition
--We focused on success for every student, no matter their ability level
--We continue to use our R.E.A.C.H. acronym in every lesson.

What were the outcomes of the discussions?

-Media, Home and Careers and Art co-developed a 50-60 point feedback rubric for projects, progress reports and report cards. As students rotated between these Specials, they were assessed using the same rubric.
-Implemented use of two online instant feedback tools: "TodaysMeet" and "Socrative." When students are posed with problems and questions, they can "chat" in a safe, private environment in a temporary chat room created by the teacher in TodaysMeet. All students are provided an opportunity to express their opinions and do so willingly in this online format. All chat transcripts can be saved, with student names identified next to entries. Socrative provides an

opportunity to instantly test students, with instant, tabulated results presented in a spreadsheet format. This allowed for quick and meaningful assessments.
-Special Education teachers were approached for specific help with classified students.
-A large interdisciplinary 7th grade project was implemented between Media and Communications, Health and Home and Careers. Students used research done during Media class for speech projects to create Health Fair stations during Wellness Week.

CURRICULUM:

What are ways your department integrates technology?

-use of pedometers
-use of heart-rate monitors
-use of laptops for strength training & fitness units; specific websites include www.athleanx.com, www.stack.com, www.mensfitness.com.
-use of websites for Yoga & Pilates units; including www.yogajournal.com, www.fitnessmagazine.com.
-using the LATIC Model which incorporates technology into the classroom
-Health: looking forward to doing the second cohort this summer and having more time to align my curriculum to the model
-Media & Communications

a. Smart Notebook – all grade levels – all lessons
b. www.TodaysMeet.com – all grade levels – private, temporary online chat room for students to respond to "do nows" and other class discussion topics
c. www.socrative.com – all grade levels – assessments and instant feedback
d. 6th Grade
    i. Adobe InDesign – print advertising; class newspaper
    ii. Digital photography – photojournalism
    iii. Online research and word processing – journalism; newspaper
    iv. Videos – photo re-touching unit
    v. Adobe Photoshop – photo re-touching unit
e. 7th Grade
    i. Online research, word processing and Google Docs – speech project
    ii. Videos – sustainability unit/advertising/PSA unit
    iii. Video production equipment: camcorders, tripods – sustainability PSAs
    iv. iMovie Video editing – on MacBook Pros – sustainability PSAs
    v. Garage Band Music creation – on MacBook Pros – sustainability PSAs
    vi. iStopMotion stop motion animation software with webcam – sustainability PSAs
f. 8th Grade
    i. Online research, word processing and Google Docs – cyber safety lessons project
    ii. Videos – cyber safety unit
    iii. Video production equipment: camcorders, tripods – cyber safety lessons project

iv. iMovie Video editing – on MacBook Pros – cyber safety lessons project
v. Garage Band Music creation – on MacBook Pros – cyber safety lessons project
vi. iStopMotion stop motion animation software with webcam – cyber safety lessons project

-Updated CET Physical Education webpage every 2 WEEKS, which described the lessons for that time frame. Also, has great resources and the video from the "Skateboard and Science" assembly under 3rd & 4th Grade Physical Education
-SMARTBOARD used in Gymnasium for our Dance Unit – this helped us with various dances

As a department, how are you ensuring the curriculum maps reflect quality?
-Consistent revision of the content of the maps, a "living, breathing" document
-Staying up to date with changes
-Aligning to Common Core Standards
-Aligning to Guidance Document for Health Education
-Addressing key learning concepts identified in the Danielson Rubric
-Including student-generated essential questions

What does your department/grade level see as the next step(s) for the next school year?
-Continuing to refine teacher feedback to students
-Continuing to offer "student choice" of physical activity at the high school level
-A uniform assessment/grading system
-Further development of student instant feedback methods
-Further development of student accountability
-Further development of student directed research
-Collaboration between physical education/health/the arts/media/home and career skills
-In PROGRESS: possible addition of Intramurals for 3rd and 4th Graders for next school year

PROFESSIONAL DEVELOPMENT:

What professional development activities did your department/grade level engage in this year?
SWBOCES P.E./Health Consortium Workshops (7 total) including:
-J. Butts, K. Flynn 10/13: "Supporting Quality Assessment Design in Health Ed."
-B. Martucci 11/7/13: "Supporting Quality Assessment Design in Physical Education"
-M. Alamprese-Platt & B. Martucci 12/12/13: "Exercise, Fitness and Science-Based Trends in Physical Education for Grades 5-12"
-B. Martucci 1/14/14: "Literacy Instructional Strategies to Meet the Shifts in the Common Core Grades 6-12"
-K. Flynn 1/21/14: "Motivating and Managing Hard to Reach, Uninterested and Disruptive Students in the Physical Education Setting"
-J .Butts, B. Martucci, K. Tracy 3/17/14: "Barely Legal: Dangerous Substances under the Regulatory Radar"
-G. Castelli 5/1/14: "Functional Fitness"
-W. Thom 5/6/14 "Leadership & Inclusion Conference": hosted by national gay-athlete advocacy group "You Can Play," Section 1, and the Lower Hudson Basketball Coaches

Association. Speakers include Wade Davis (NFL professional athlete), and Derrick Gordon (NCAA Collegiate athlete). Focus on inclusion, social media, and anti-bullying
-helping to design and implement the new "Section 1 Inclusion Policy"
-J. Butts & K. Tracy: NYSAPEHRD Conference
-K. Tracy: LATIC Course
-Using the New York Times to build Common Core Skills (New York Times HQ, NYC)
-Stop Motion Animation class at Jacob Burn Media Arts Lab (10-week course)
-Instant Feedback Response Systems tools (LHRIC)
-Department wide: CPR/AED & First-Aid recertification
-J. Mustacchi delivered three technology workshops on Adobe InDesign at the Croton Tech Expo
-J. Mustacchi delivered a technology workshop on my cyber safety curriculum at the Long Island Tech Expo (Suffolk BOCES)

C.E.T. P.E. Staff:
-A.A.H.P.E.R.D.: Membership in the American Association of Health, Physical Education, Recreation, and Dance
-Attended conferences through BOCES and Physical Education/Health Consortium
- Supporting Quality Assessment Design in Health
- Literacy Instructional Strategies to meet the shifts in the Common Core Grades K – 5
- Motivating and Managing Hard to Reach, Uninterested and Disruptive Students in the Physical Education setting

-Tourette's syndrome workshop at CET
-R. Cooke: Executive board member to CTA
-Members of Building Planning Council
-Member of PBIS training at CET
-Members of Section One Coaches Association for (Volleyball, Swimming, and Lacrosse)
-Meetings with colleagues regarding Physical Education and Health
-R. Cooke: Member of Con Ed award committee
-Member of district SERT team
-Member of District Audit Committee

What future professional development activities would your department/grade level benefit from?
-LATIC continuation course
-Jacob Burns Media Arts Lab: Literacy for a Visual Culture; Image, Sound and Story (work with Burns Media Arts Lab to implement a prototype curriculum for 8th grade during 14-15 school year; consists of a summer institute, July 21-25, attendance at monthly meetings during school year.)
-Continued attendance at SWBOCES P.E./Health Consortium Workshops

ACCOMPLISHMENTS:

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

year?
CHHS P.E./Health staff:
-Presenters at "Parent University" at CHHS: "Introduction to Yoga," and "Current Trends in Fitness"
-Wellness Night: Evening Health Fair at CHHS
-Attendance at 6 different SWBOCES P.E./Health Consortium conferences
-Evening of "Functional Screening" with Dr. Robert Silverman made available free to all student-athletes
-Evening of "Sports Nutrition" with Dr. Robert Silverman made available free to all student-athletes
-Workshop leader at PVC "Wellness Day" (Cha-Cha)
-CHOOSE Program Mentors
-Serving on the Olweus Anti-Bullying committee
-Emphasis on "Student Choice"; ensuring that one of our goals of putting students in charge of their own learning (and offering student choice) was reached.
-CPR/AED & First-Aid recertification
-"Yoga Training" with Cara Pidoriano: ½ day session with P.E. staff and students

PVC P.E./Health Staff:
-Attendance at SWBOCES P.E./Health Consortium conferences
-Wellness Day at PVC:
Tuesday 5/27 (E day)
-Wellness Workshops for 7th graders, periods 1-5, various locations, presented by faculty and staff members
-Topics include: Boxin' with Barnes, Beginner's Cha Cha, Drug Prevention Jeopardy, Fitness Boot Camp, GeoMotion Hip Hop Workout, Music and the Mind, Nutrition, Yoga, Zumba
Wednesday 5/28 (F day) Nutrition Awareness
-Health Fair- presentations by 7th graders and presented to 5th/6th graders
Thursday 5/29 (A day) The Art of Healthy Living
-Health Fair- presentations by 7th graders and presented to 5th/6th graders
Friday 5/30 (B day) Health and the Media
-Health Fair- presentations made by 7th graders and presented to 5th /6th graders
-Collaboration between 8th grade health students and physical education classes at CET June 2014
-J. Butts, J. Mustacchi are Advisory Committee Members at PVC and plan, communicate and follow-up regarding the Advisory program
-M. Alamprese-Platt, J. Butts, J. Fontana, J. Mustacchi are active members of PVC Wellness Committee and participate in monthly meetings with student/parent/staff/administrative members
-J. Butts is an active member of PVC Research Committee AND School Emergency Response Team
-J. Butts presented parent education programs in September and November 2013-"Fostering

Healthy Learners"
-CHOOSE program sponsors

CET P.E. staff:
-Securing "Wondergy SkateSCIENCE" assembly at CET
-CHOOSE program sponsors
-Developed and implemented Physical Education worksheets for students who were either unable to play because they did not have their sneakers or were injured or sick
-Developed and implemented TIME TO THINK worksheets for students that need help on proper behavior
-Back to School Night – Presented to parents in Kindergarten about our program
-"Specials Showcase" – in which our select 4th Graders came in to demonstrate to parents, what we do in our Physical Education program
-SCIENCE lessons in Projects room – Physical Education based lessons that integrate with Science and Math
-Perezapalooza (Fundraiser) – was in "ROAR" and "GREASE"
-Kickball (Fundraiser) – playing in game on June 12th
-"DEAFinitely Magic" Assembly (K – 8th Grade) – funded by SEPTA
-Hosted Jessica Butts at CET with her 8th Grade students presenting what they are learning in Health Class
-Summer clinics offered to Croton students in Volleyball and Flag Football
-Supervision: High School Sporting Events
-Timing: High School Sporting Events
-C.E.T. Field Day – FROZEN THEME: "IT'S TIME TO THAW OUT!!!"
-Harry Chapin Fun Run
- "Run for Hunger" – sneaker wall (students & staff donated for this cause)
-"Fitness Friday"
-Garrison Elementary School visit
-Liaison for H.S. Arts and crafts local Woman's Club contest
-Liaison for H.S. Arts and Crafts District Woman's Club contest
-Liaison for H.S. Arts and Crafts State Woman's Club contest
-Liaison for C.E.T. Creative Writing Woman's Club contest

PVC Media & Communications:
J. Mustacchi
-Approximately 30 television quality Sustainability PSAs, by 7th grade students, viewable on our website.
-Introducing stop motion animation (after taking a 10-week course at the Jacob Burns Media Arts Lab) as an option for video projects in 7th and 8th grade.
-Utilizing new iMovie templates for 8th grade cyber safety lessons ("movie trailers" and "evening news.")
-Peer to Peer teaching: 8th graders taught 6th graders about cyber safety topics such as cyber

bullying, online grooming, catfishing, sexting, phishing, behavioral targeted advertising, terms of service agreements, plagiarism, copyright laws and piracy.
-Three 6th grade 8-page newspapers containing news and feature articles, opinion pieces, advice columns, sports, reviews, fashion, photography, quizzes, cartoons, comics and advertising.
-Interdisciplinary unit between Media and Health classes for the Health Fair, focusing on Violence in the Media, Consumerism and the Media and the Vogue Factor.
-Instituting an instant feedback model with TodaysMeet temporary private in-class “chat room.”
-Utilizing a 50-60 point feedback rubric for projects, progress reports and report cards co-developed with Art and Home and Career Skills teachers.
-Excellent reception by administrators and educators of cyber safety curriculum that I, along with Jeanine Isabella, presented at the Long Island Tech Expo in October.



CROTON-HARMON

Union Free School District

Co-Curriculum Reports

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form – 2013-14

Building: CHHS	**Name of Club:** Winter Drama – *The Tempest*	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: November: Auditions December: 4 rehearsals, 6:00-10:00 January 4-31: 4 rehearsals/week, 6:00-10:00 February 1-6: 4 rehearsals/week, 6:00-10:00 February 7-8: 2 performances, 5:00-11:00 (including pre-show work and post-show clean up)		**Number of Students in Core Group:** • 24 on stage • 24 in off-stage capacities (light, sound, costume, makeup, stage crew)

1. Description/Purpose/Goal:

- 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:

- Rehearsed *The Tempest* December 2013-February 2014
- Performed *The Tempest* February 2014

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

After last year's production of *Pericles*, I thought it would be a good idea to put on a play that is of higher quality. I chose *The Tempest*, traditionally known as Shakespeare's final play. We last performed the play ten years ago, I believe, but I thought it would be a good time to repeat it since we really had the cast for it (and because, unlike many of Shakespeare's plays, many of the roles can easily be played by women). The play went well; we had some real standout performances by the students, and audience reaction was quite positive.

Among this year's challenges and opportunities were the following:

- **Costuming, Makeup, and Set Design**: for this year's show, we attempted to hire Jana

Violante again, but her schedule didn't permit it her full attention to our show, so costume and set design went to Issie Iodice. She did a great job despite multiple logistical problems (all the weather problems this winter left us with set materials being delivered the day before the show, for instance), and I was very pleased with the results (especially the costumes and makeup).

- **Working with Stage Crew**: Lou Nardone's work with the stage crew this year has been very helpful; his extremely orderly approach to working with a director, complete with planning meetings, assigned areas of responsibility, and clear deadlines may have required some adjustment on the part of the students who were used to the more flexible arrangements made in previous years, but I found the new approach to be very helpful.
- **Choreography**: this year we hired Jocelyn Jones, a local choreographer who has worked with us before. She does great work and the kids like her, so she seemed to be the obvious choice for the dance number at the end of *The Tempest*. As happened last year, the students enjoyed working with her so much that several who weren't in the dance number followed along and learned the dance on their own.

Here are the applicable state academic standards for the show (as provided by Atlas Rubicon):

Theater
Students will . . . perform theatre pieces . . . They will understand and use the basic elements of theatre in their characterizations . . . Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

- Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance (c)
- Create props, scenery, and costumes through individual and group effort (d)
- Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces . . . within the school/community, and discuss ways to improve them (e).

4. Goals for Next Year:
To put on another Shakespeare play. As of now, I am vacillating between *The Winter's Tale* and *The Two Gentlemen of Verona*, but I have some time to choose. I'll have to see which of the two shows is more likely to fit the cast we are likely to have.

Comments:

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

Building: **CHHS**	**Name of Club:** **Spirit Club**	**Advisor(s):** **Lauren Maiolo** **Ashley Valentine**
Frequency and Duration of Meetings: On an as needed basis but generally about once a month. During preparation for one of the major events, we meet at least twice a 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 population; both student 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
- Spirit Week Pep Rally
- Spirit Week (Spring): Students & staff were encouraged to dress in a different theme each day
- Color Wars Pep Rally and Hall Decorating Contest
- Halloween Costume Contest: Students were awarded in 5 different categories and honored with a photo in the 2013-2014 yearbook

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

Spirit Club had a large turnout this year. Students selected all of the themes for each Spirit Week and created promotional posters to hang throughout CHHS. They planned and helped run the pep rallies for both of the events; decorating the gym, obtaining appropriate supplies, planning & playing the music, hosting the actual events, and many other essential activities. 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 the CHHS traditions that the 2013-2014 Spirit Club once again successfully implemented.

Comments:

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

Building: **Croton Harmon HS**	**Name of Club:** **Big Buddies**	**Advisor(s):** **Linda King & Eric Rosen**
Frequency and Duration of Meetings: We have meetings in the beginning of the school year and regular meetings in the spring with our new group of Big Buddies		**Number of Students in Core Group:** **66 students in the fall, 51 juniors in the spring**

1. Description/Purpose/Goal of This Club:
This program directly supports the district goal of *Promoting a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

In the fall, Big Buddies assist incoming freshman with transition to CHHS. They reach out to students during the summer to answer questions about schedules, the high school, and to ease the anxiety of beginning high school. They also help out during the first day of school and throughout first quarter. The new group of junior Big Buddies are selected in spring and they help out with orientation for incoming freshman.

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 hand select a student leader committee that assists us with planning the spring orientations.
- We coordinate with PVC, during high school finals week for all Big Buddies and Little Buddies to have lunch together.
- Big Buddies lead on the first day of school.

Comments:

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2013-2014

Building: CHHS	**Name of Club:** CHOOSE	**Advisor(s):** Dan Delaney
Frequency and Duration of Meetings: Four evening presentations to parents Numerous CHAP meetings Nine weekly meetings once program begins		**Number of Students in Core Group:** 140
Description/Purpose/Goal: To facilitate and support the CHOOSE Internship program in all areas.		
Bulletin point list of achievements, highlights, events & activities: • Introduced program to both students and parents in the fall. • Interviewed 145 students 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 140 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 references		
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 proper use of PowerPoint.		
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
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Gay-Straight Alliance**	**Advisor(s):** **Noel Schoenleber**
Frequency and Duration of Meetings: **Thursdays 3:00-3:30**		**Number of Students in Core Group:** **9**

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 LGBT 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:

- Organized a flyer campaign to educate the school community about what it means to be an LGBT ally, and hosted an event for students to pledge to be allies.
- Hosted a viewing of the documentary film, *Straight Laced*, about how around gender expectation and homophobia confine teenagers
- Hosted a viewing of the film, *The Adventures of Priscilla, Queen of the Desert*
- Hosted a presentation and discussion by CHHS parent, Jessa Mittleman, about her experience as a trans-woman and working as a software engineer at Google
- Eight students attended The PrideWorks Conference for LGBTQ Youth and their Allies at Pace University
- Currently designing an LGBT-positive bumper magnet to be produced and sold as a fundraiser for our club

Comments:

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

Building: CHHS	**Name of Club:** Freshman Class Advisor	**Advisor(s):** Kim Gaynor
Frequency and Duration of Meetings: Weekly prior to November. At least twice weekly between November and January, monthly check in after talent show.		**Number of Students in Core Group:** Four students

1. Description/Purpose/Goal:
I am the faculty advisor who oversees the main event for the class, which is to prepare for the talent show annual freshman fundraiser.

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

The talent show:

- Was a success and included nearly 20 unique acts and it class raised over $1,160.00 including money raised from the bake sale headed by Mrs. Marie Considine and the PTSA.
- Students worked collaboratively to pull the show together and fulfilled several different roles including stage management, judging acts, collecting admission fees and manning the bake sale table during the dress rehearsal and night of the show.

3. Please write a narrative about student learning, skills & experience:
The students learned to advertise for the show, coordinate the acts, audition and choose appropriate school friendly acts, collect prizes from within the community (P.R.), organize a dress rehearsal, work the door, judge the acts and manage the actual run through of the show. They also coordinated a bake sale the following Monday to sell the left over baked goods.

4. Goals for Next Year:

The goal for next year is to advise and facilitate the same rite of passage for the upcoming freshman class, so, they too will understand the commitment and responsibility that is takes to put on a successful talent show fund raising event.

Comments:

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

Building: **CHHS**	**Name of Club:** **Tiger Clause (on-line) Newspaper**	**Advisor(s):** **Kim Gaynor**
Frequency and Duration of Meetings: Meet every Friday first month of school and then other Friday for check-ins. Students also come in individually to check in with their articles and to get new assignments. Duration approximately 30 minutes.		**Number of Students in Core Group:** **8**

1. Description/Purpose/Goal of This Club:

The purpose of our meetings is to assign new articles, due dates, write interview questions, edit/ revise articles, and to recruit new members.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

1. New student editor- this was a good learning experience for her.
2. She also promoted the newspaper at the club and activities fair in the beginning of the school year during CHAP.
3. She facilitated two meetings in Sept./Oct. explaining the inverted pyramid, the 5ws and H, and a news lead.
4. These strategies are reinforced and discussed every time a student sits with me to revise or edit an article.
5. We had more students conducting interviews to produce hard news stories.
6. Two new members learned the difference between writing an essay and a news article.
7. The on-line paper allows for flexible due dates. This has helped to increase student participation in this club.

Goals for Next Year:
The goal next year to get more writers and to get more students interested in writing their own columns or writing a specific beat. A beat refers to the subject area a reporter covers.
Comments:

There are no designated issues for the Tiger Clause newspaper since it is an on-line, on-going newspaper. The students have selected this format for the paper.
The following is the link: http://tigerclausechhs.com/.

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

Building: **CHHS**	**Name of Club:** **ART CLUB**	**Advisor(s): Gina Keidong**
Frequency and Duration of Meetings: **Weekly/ Tuesdays 3-4pm or longer if needed**		**Number of Students in Core Group:** **17**

1. Description/Purpose/Goal of This Club:

Art club met weekly to discuss and participate in the arts outside of the standard classroom studio art experience. We focus on our annual fundraise (chair auction) that generates money for the club to do fun activities such as, field trip, ice-cream parties, and purchasing materials.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Students learn and are able to:

- Work collaboratively
- Work to a deadline
- Discuss ideas in a group setting
- Plan and arrange final products (chairs)
- Manage silent auction
- Critique and draw inspiration from one another
- Identify and correct structural issue with chairs
- Sequence and arrange how items should be drawn, painted, and or applied to chairs
- Maintain positive moral

Students also collaborated on a logo for art club and designed a CHHS Art Club sweat shirt

Comments:
This year we raised $590.00

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

Building: CHHS	**Name of Club:** BAND	**Advisor(s):** Ivelaw Carrington
Frequency and Duration of Meetings: 6 out of 8 day cycle		**Number of Students in Core Group:** 65 Band; 15 Pit Orchestra (approximately 1/2 were students)

1. Description/Purpose/Goal of This Club:

Stipends are for preparation and time spent for the concerts and rehearsal and performances that could be outside of the normal teaching day or /hours. (i.e. night performances, rehearsals, Saturday football games. Prep the individual bands and individuals players for the following:

Spring and Winter concerts for the H.S. & CET
All-County rehearsals/performances
Pep band for football games
Prep orchestra/ band students for the musical. Teach music to the cast of students which include senior veterans and students who never performed a musical previously.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Spring & Winter concerts featuring the concert and Jazz bands at the H.S. and the beginning band at CET
Chaperoned our students that participated in the WCSMA (Westchester County School Music Association) festivals
Help supervise concerts for PVC and joint "Rivertown" concert with 4 district bands/ orchestras. Students performed "The Pajama Game" using the same music that would used by the professionals on Broadway. Students got the extra experience of performing with some professional pit orchestra players on Trombone, Trumpet, Violin, Piano.

Comments:

Despite the fact that there are two separate band classes (periods 4 and 8), this is still better than what I inherited in 1996. At that time there was one band rehearsal and it was scheduled during lunch periods. That was horrible. Much better this way. Still difficult, but more manageable.

Students perform the musical in 6 weeks. They do a great job of getting through a difficult work in a limited amount of time. With all the extra things that our students do, the 6 weeks is the perfect amount of time to commit to this activity.

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

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:

- Recruited several new Members – including a very strong group of incoming Freshmen;
- Competed, for the first time, 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 **Irvington High School**;
- Continued participation in the annual "Brain Bowl" academic challenge tournament against **Hendrick Hudson High School** – we won 310-130;
- Competed in the "***Golden Cactus Academic Challenge***" tournament (students vs. teachers) – students won 250-195;

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 – several years after our inception. On a weekly basis for the entire school-year, participants learn a great deal about: ***content*** (across the full spectrum of academic and cultural disciplines); ***teamwork*** (how to get along with others in pursuit of a common goal, how to succeed as an individual within a team framework); ***respect and sportsmanship*** (for themself, their team, and competitors); ***challenge and adversity*** (specifically dealing with high expectations, addressing learning gaps, and bouncing bad from mistakes); among other things.

Every week, we practice answering questions. Often, participants teach one another how an answer can be derived (i.e. "how'd you do that math problem) – so there's a fair amount of

students learning from their peers. On most occasions, students interact with and learn from students older than themselves – it is the epitome of camaraderie. Furthermore, participants create "Top Ten" lists of factual information from myriad categories – in an effort to be prepared for questions for which they might not otherwise know the answer.

Finally, there are the competitions, where our team matches up in day-long Saturday affairs against the best and brightest in Westchester, Putnam, Orange, Fairfield and Litchfield counties. Through it all we remain tremendously grateful for the district-wide support that provides us transportation and funding.

This year we have a strong core of Seniors on the current squad who have provided leadership and served as role models for the younger players. And, we've picked up a good number of very bright and enthusiastic 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. I will continue to reach out to colleagues PVC about starting an academic challenge team there. Doing so will allow even more students to participate in this engaging learning experience.

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**. I hope to oversee its activities for many years to come.

4. Goals for Next Year:

- Continued success in all **W.A.C.K.O.** and **M.A.C.C.** competitions;
- Winning the Third Annual "Brain bowl" against **Hendrick Hudson High School** – perhaps getting local sponsorship for the event);
- Winning the "Golden Cactus" against the Teacher team;
- Recruiting incoming Freshmen as well as interested Sophomores and Juniors;
- We will do what we can to develop an academic challenge team at P.V.C.;

Comments: I love advising **C.A.C.T.I.**– and look forward to many years of success moving forward.

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	**Human Rights Task Force**	**Brett H. Bowden**
Frequency and Duration of Meetings:		**Number of Students in Core Group:**
weekly		**20**

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 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" featuring a "Think Before You Speak" program (asking students to avoid derogatory, harmful language) And a "Democratic Ukraine" petition (asking the CHHS community to support efforts to end appeasement and aggression in Crimea and Ukraine);
- Sponsorship of the film "Bully";
- Continued an awareness-raising campaign on human trafficking, objectification, and abuse;
- 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 3 workshops: Social Perception ("slut-shaming"), Bad Samaritan (promoting Upstander Behavior), Transgender rights;
- Awarding of the **Richard Berman Human Rights Award** to CHHS Senior Marina Vergara;

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 be a part of the new anti-bullying program (Olweus);

Comments:

I remain quite proud of advising the **Human Rights Task Force** – a group I founded in my first year at CHHS;

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

Building:	**Name of Club:**	**Advisor(s):**
CHHS	Interact Club	Tracey Finan
Frequency and Duration of Meetings: 3 times/month Sept thru April plus outings. Duration of club meetings is one hour. May and June 3 times/month with just the new board members.		**Number of Students in Core Group:** **26**

1. Description/Purpose/Goal of This Club:

Goal of the club is to create/explore community service opportunities in our community and nearby vicinity. Students are advised to be the decision makers of what they want to do with the club and promote community service opportunities they think CHHS students should participate in.

When opportunities are discovered word is spread to members and non-members so that all CHHS learn about ways they can help by donating their time.

In addition We also do fundraising to support our efforts for the Midnight Run (supplies of food and clothing), as well as, making a donation to "Gift of Life" which is an international organization that provides medical doctors to children who normally would die if left untreated in their home country.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Midnight Run on Friday, February 27th, 2014
Blood Drives Sundays December 1st 2013 and May 4th, 2014at CHHS
Auto Show with Rotary September 29th, 2013

Monthly bake sales in the high school to support the club financially
Coupon Book sales (Kidstuff) in Sept/Oct 2013 to support he club financially

Writing letters to veterans March 10th

Students were focused on Midnight Run as the main effort for the club. A lot of work goes into

organizing the collection of clothing, toiletries, food, etc. Students ran everything from posted notices about what we need, reaching beyond the school to collect materials from the Rotary and the Municipal Building, sorting clothing, bringing in their own. They then organized who would be on the midnight run and who would help prepare the bagged meals that evening.

The board members, Bailey, Mollie, Shayna and Sridevi, discovered that it was not always easy getting everyone in the club to help out (especially with bake sales) and it was tough to organize everything.

Shayna had a new idea for the Auto Show to have a cotton candy machine. Students had to go out of their way to physically get the machine, cleanup was a pain and since we were already selling popcorn and other baked goods at the auto show they decided it wasn't worth the effort.

I included the return on investment for the club trying the cotton candy rental in one of my math lessons. Board members loved that.

Overall I think the members bonded together in a joint effort and took on the ownership and responsibility of running a club.

New board members Forest, Niki and Nohemi are extremely ambitious and we have great ideas for next year including Skyview nursing home, knitting projects, international night at CET or PVC and gardening to help a food bank. New board members are looking for more ways to connect to our community.

Comments:

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

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: 11**

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:

- We started holding monthly writing contests which were a great success
- Holding bake sales at school events to raise money.
- 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.
-

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
Co-Curricular Year End Report Form

Building: **CHHS**	**Name of Club:** **Spring Musical**	**Advisor(s):** **Ivelaw Carrington**
Frequency and Duration of Meetings: **6 weeks**		**Number of Students in Core Group:** **Entire Cast**

1. Description/Purpose/Goal of This Club:
Stipends are for preparation and time spent for the concerts and rehearsal and performances that could be outside of the normal teaching day or /hours. (i.e. night performances, rehearsals, Saturday football games. Prep the individual bands and individuals players for the following:

Spring and Winter concerts for the H.S. & CET
All-County rehearsals/performances
Pep band for football games
Prep orchestra/ band students for the musical. Teach music to the cast of students which include senior veterans and students who never performed a musical previously.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Spring & Winter concerts featuring the concert and Jazz bands at the H.S. and the beginning band at CET
- Chaperoned our students that participated in the WCSMA (Westchester County School Music Association) festivals
- Help supervise concerts for PVC and joint "Rivertown" concert with 4 district bands/ orchestras.
- Students performed "The Pajama Game" using the same music that would used by the professionals on Broadway. Students got the extra experience of performing with some professional pit orchestra players on Trombone, Trumpet, Violin, Piano.

Comments:
Despite the fact that there are two separate band classes (periods 4 and 8), this is still better than what I inherited in 1996. At that time there was one band rehearsal and it was scheduled during lunch periods. That was horrible. Much better this way. Still difficult, but more manageable.

Students perform the musical in 6 weeks. They do a great job of getting through a difficult work in a limited amount of time. With all the extra things that our students do, the 6 weeks is the perfect amount of time to commit to this activity.

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

Building: CHHS	**Name of Club: Drama club**	**Advisor(s): Greg Bradley**
Frequency and Duration of Meetings: **Sept 10 – Oct 26th** **(rehearsals Monday – Thursday 7- 9:30PM)**		**Number of Students in Core Group:** **20 – 35 (varies each year)**
1. Description/Purpose/Goal of This Club: to select, cast, rehearse and produce a drama or comedy and showcase it over a weekend.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: The students learn many of the acting skills I learned in my actor training and experience: listening, timing, precise movement, memorization, collaboration, diction, keeping a schedule, meeting a deadline and generating enthusiasm.		
Comments: I think the students start to understand that fun is a by-product of hard, committed, focused work.		

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

Building: **CHHS**	**Name of Club:** **Spanish Club**	**Advisor(s):** **Van Asselt**
Frequency and Duration of Meetings: **1X a month**		**Number of Students in Core Group:** **10**
1. Description/Purpose/Goal of This Club: The purpose of this club is to offer a home to those who want to speak conversational Spanish in an informal setting and who are interested in different aspects of Latin American and Spanish culture.		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: We made piñatas, learned about crafts in Latin America, brought in food, watched movies, listened to Latin American music and sang songs. The club served to give a diverse group of students a place where they could speak some Spanish and focus on the different holidays and cultural activities of Latin America.		
Comments: Many students have expressed interest in this club for next year. We already have a slate of officers and a number of projects we plan to carry out.		

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2013-2014

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**

1. Description/Purpose/Goal:

1. To facilitate discussion about student life at CHHS and disseminate information about programs and policies affecting students. Encourage development of leadership skills
2. Support District Goal: *Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe.*

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

- Planned and facilitated SFC retreat in the fall
- Planned and facilitated Student Ping Pong and Badminton Tournaments to benefit the Greg Rodriguez Scholarship Fund.
- Monitored class and Congress elections
- Solicited and selected at large candidates
- Made changes to Constitution as needed due to culture changes in the last 15 years at the high school.
- Modified criteria for different Executive Board positions
- Reviewed District Code of Conduct
- Reviewed District Policy on Extra Curricular Funds and reported to Board
- Reviewed District Internet Policy and reported to Board
- Monitored budget process.
- Created a new program for reporting of student concerns (SNIP)
- Monitored Academic Committee
- The full SFC and the academic committee discussed grading practices and possible changes to those practices with Mr. Capasso
- Monitored Facilities Committee
- Changed Attendance policy
- Formalized vehicle for CHAP Communication
- Facilitated discussion of nutritional vending items for Wellness Committee.
- Mandated student participation at Board meetings

- Re-dedicated 9/11 bench and created plans for 9/11 ceremony in fall.
- Held discussions on new security policies with administration.

4. **Please write a narrative about student learning, skills & experience:** Students learned through discussion and observation how policy is made, how change can occur and equally important what things they cannot change. They also had achieved a greater sense of their duty as representatives when dealing directly with their constituencies in CHAP discussions**.**

4. Goals for Next Year:

Launch new SNIP program (System for New Issue Proposal)
Maintain webpage for Congress with Class president links
Continue to explore availability of food to be served in cafeteria

Comments:

It was a good year with many interesting discussions. A much more thorough dissemination of information and topics affecting the student population was achieved through the assignment of students to different CHAP groups for the purpose of information sharing and feedback requests. A long overdue restructuring of the Constitution and officer roles was done and several exciting new programs will be launched next year.

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

Building: CHHA	**Name of Club:** **Sophomore Class**	**Advisor(s): Kerri Tracy**
Frequency and Duration of Meetings: Tuesdays 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 our group was to fundraise throughout the year for the sophomore trip to Hershey Park. We also would try and fundraise a little for Junior Prom.

Along with the fundraising, we were responsible for planning the trip to Hershey Park.

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 over $1500 for the trip to Hershey Park. Car wash was entirely student led and worked. Sophomore class parent supervised the event.
- Dodgeball Tournament – We held the first ever dodge ball tournament. We fundraised over $400. The winners of the tournament won championship tee shirts. There was also a prize for the best dressed/themed team, which Baked by Susan donated the prize for that.
- Hershey Park Trip – We had 86 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, which in the past they had to pay extra for. The trip was so successful and the students were so well behaved that both the bowling alley we attended Friday night of the trip, and the hotel we stayed overnight in, welcomed us back for next year.

Comments:

As a first time class advisor, the experience went really well. I believe this was because of the highly motivated officers and their levels of maturity and discipline. I think there was a great balance of adult contribution to student contribution which made the trip enjoyable and problem-free.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2013-14

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: 154 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.
- 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.
- Obtained a CPA for College Aid night in response to parent feedback
- Planned a parent dinner to be prepared by the students for June 23.

2. Please write a narrative about student learning, skills & experience:

Students learned about the college application process and the complexities of the financial aid process. Care was taken for those students pursuing alternative post CHHS paths e.g. Tech schools, Gap Years, Military service

3. Goals for Next Year:

Continue to improve communication with parents and students Encourage greater use of Naviance scholarship information by students

Comments: This was the largest senior class in over thirty years, a 25 % increase over last year. . This resulted in “more” of everything. There were more students to monitor for graduation, more students to make sure that the community service requirement was met, more special education students to monitor for next year placements, more students to oversee who were involved in the BOCES Tech program.. the list goes on. It was a challenging year. Exciting but challenging.

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

Building: CHHS	**Name of Club:** Shakespeare Club	**Advisor(s):** Joseph Merriam
Frequency and Duration of Meetings: weekly, 1 hour (Wednesdays, 4:30-5:30)		**Number of Students in Core Group:** 20

1. Description/Purpose/Goal: 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:

- Performed *The Tempest* in February 2014
- Plays attended at the Hudson Valley Shakespeare Festival, summer 2013:
  - *King Lear*
  - *All's Well That Ends Well*
- Plays read/studied/acted throughout 2013-14:
  - *The Tempest*
  - *The Taming of the Shrew*
  - *Othello*
  - *Two Gentlemen of Verona*
  - *The Winter's Tale*

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

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 the 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. Unlike last year, this year's

requests for plays were among the better-known examples of Shakespeare's works; perhaps they learned something from last year's diet of lesser-known plays.

In terms of the Common Core standards, here is what students learn through participation in the Shakespeare Club:

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Attendance at club meetings usually varied from ten to twenty students per week (more in the beginning of the year and somewhat fewer towards the end).

4. Goals for Next Year:

To continue reading, attending, studying, and acting Shakespeare's plays (and occasionally the plays of his contemporaries, as student interest sometimes dictates).

Comments:

Croton-Harmon Union Free School District

Co-Curricular Year End Report Form 2014

<table>
<tr><td>Building: CHHS</td><td>Name of Club: CHHS Yearbook
TIGER TALES</td><td>Advisor(s): Dan Delaney
Gina Keidong</td></tr>
<tr><td colspan="2">Frequency and Duration of Meetings:
weekly beginning of the year then daily at deadline time</td><td>Number of Students in Core Group:
15</td></tr>
<tr><td colspan="3">1. Description/Purpose/Goal:
To create the yearbook
To facilitate the yearbook photo shoots
To oversee the entire ordering process including payments</td></tr>
<tr><td colspan="3">2. Bulletin point list of achievements, highlights, events & activities:
• Worked closely with seniors on senior sections of the book
• Coordinated and scheduled Senior Portrait Days and make ups
• Coordinated Underclassmen photo shoots and distributed orders
• Reviewed all quotes; Paid all bills due and distributed all books
• Collected and formatted all ads for the book, maintained payment records
• Oversaw the online ordering of the book for all students
• Collected all orders after the online ordering deadline passed.
• Met with PTSA representatives of all three buildings to discuss a change in photography vendor
• Selected a new photography vendor
• Initiated Senior Portrait schedule during the week preceding the beginning of school and contacted photographer for Candid Photo Day
• Gina took all pictures of extracurricular activities e.g. clubs and sports and plays.
• Gina formatted and oversaw the production of the photos for all underclassmen.</td></tr>
<tr><td colspan="3">3. Please write a narrative about student learning, skills & experience:
Students became familiar with an online product creation and utilized many of the graphics art skills they had learned in CHHS.</td></tr>
<tr><td colspan="3">4. Goals for Next Year: To have students adhere more closely to deadline schedule.</td></tr>
<tr><td colspan="3">Comments:
Several key changes occurred. The summer picture schedule for senior portraits proved to be successful. Teachers were pleased that classroom instruction time was not interrupted. I oversaw the portrait process in August and reported to the company several of my concerns. Many of the concerns were not addressed from my perspective as well as the parents. This necessitated the change in vendor.</td></tr>
</table>

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

Building: CHHS	**Name of Club:** Chorus	**Advisor(s):** M.Weinstein
Frequency and Duration of Meetings: 6 of 8 days in schedule, 2 concerts, graduation, and other NYS events		**Number of Students in Core Group: 31**

1. Description/Purpose/Goal of This Club:
The CHHS Chorus is a music performance group consisting students in grades 9-12. This class is open to all students and satisfies the 1 credit-state requirement for music/art. Members do not need to audition for this 30+ member group and rehearsals will occur on 6 out of the 8 days in the cycle. Students are taught the basics of breathing, tone, pitch, rhythm, and other beginner music theory topics. Students do not need previous music experience to enroll in the class.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Beginner/Intermediate Sight Singing – *"One Minute Sight Singing-Volume 12"*
Using Solfege (do, re, mi)---translating and singing notes with it

Vocal Training **– warm-ups, exercises, scales, arpeggios, breathing techniques and songs**

Theory **– "The Foundation of The House" - clefs, time signatures, notes, accidentals, key signatures, rhythm studies, scales, solfege, intervals, and chords**

Ear Training **– Distinguishing various intervals and chords**

Song Structure – **we will learn and analyze the basics to how a song is constructed, meter flow, and the 'road-map' of a song**

Listening and Discussion **– We will listen to music from many time periods and discuss the history and how it affects each of us and influences us in today's music**

Singing – 3 and 4-part harmonization and blending skills concentrating on songs of general interest as well as having an educational value. Learn the difference between rehearsal singing and performance singing while concentrating on diction, rhythm, breath-control, tone, pitch, dynamics and singing with feeling.

CHHS Chorus – 2013-14

Date	Event
Beginning of school thru mid-Sept	Section assignments, Theory begins, Class Officer Elections
9/2013 thru 6/2014	Rehearsals 6/8 days in cycle
12/11/2013	Winter Concert Performance at CHHS
4/30/2014	Spring Concert at CHHS
5/1 thru 6/24	Graduation Rehearsals
6/25/2014	Graduation Performance

CHORUS PERFORMANCES

12/2013

1) Eleanor Rigby — J.Lennon/P.McCartney, *Arr. By R.Emerson*

2) Beautiful December — A.Bernon

3) Sleigh Ride — M.Parish/L.Anderson, *Arr. by H.Ades*

4/2014

4) Fire and Rain — J.Taylor, *Arr. by R.Emerson*

5) Dobru' Noc — Slovakian Folk Song, *Arr. by V.Johnson*

6) Mambo Italiano — B.Merrill, *Arr. by J.Gallina*

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

Building: CHHS	**Name of Club:** Explorers Club	**Advisor(s):** Kurt Lindner
Frequency and Duration of Meetings: Planning meeting twice/quarter = 20 minutes/mtg 5 – 7 Outings/year = 30-35 hours + 1 overnight		**Number of Students in Core Group:** 20

1. Description/Purpose/Goal of This Club:

The Croton-Harmon Explorer's 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:

- 7 hour hike through the mountains and valleys surrounding the historical site of Doodletown with 17 participants. Besides learning about local mining camps from the placards, students discussed the geology that made the mining possible. With such a large group, students devised a method for ensuring all participants are accounted for.

- 8 hour hike orienteering hike in the Catskills with 6 participants – Students learned orienteering through traditional compass/map skills and GPS. Students practiced decision making skills when in survival situations.

- canoeing Constitution Marsh with 12 participants – Students witnessed the biology of the Hudson river. Students worked cooperatively to explore the Marsh.

- indoor rock climbing with 5 participants – Students worked cooperatively to ensure the success and safety of their fellow student. Students learned technical skills and responsibility. Students challenged their fitness levels.

- high ropes adventure course(to be done in May) – Students will work cooperatively to ensure the success and safety of their fellow student. They will learn technical skills and responsibility at the highest level. Student fitness levels and preconceived notions will be challenged.

- 8 hour hike of the highest mountain in the Catskills and some surrounding 35ers with 5 participants – Students challenged their fitness and orienteering skills. Students witnessed the change in geology and biology from lowlands to elevated terrain.

- overnight backpack in Harriman State Park (to take place in June) – This trip promises to be a culmination of all skills learned this year as well as an opportunity for students to learn new outdoor skills such as cooking, fire starting, shelter building,…Students will learn more about themselves and each other. Students will work cooperatively to achieve success for the group.

- Ran a fundraiser that was very successful. Money will be used to buy needed equipment for our adventures. 19 students worked together with a similar # of staff in the 3 months of planning for this event. From logistical planning to finances to event management, students learned a variety of skills.

- sponsored an eco-adventure to Hawaii during the summer of 2014 – Participating students will learn about the cultural, biological, and geological diversity of Hawaii as well as learn about their own personal strengths and weaknesses.

- Creation and use of district permission slips and liability waivers for each adventure

- Staff and/or parent participation on every adventure

Comments:

It should be noted that this was the second year for the Explorers Club and as such the advisor did not receive a stipend. Club enrollment has more than doubled in size making it the largest club in the district. Core members have doubled since last year. This club brings together all types of students and teaches them lifelong skills through exploration of their surroundings. Very often, students who would not normally socialize are brought together to achieve a common goal. The experiences are unique to this club. There is no other club addressing these needs simultaneously.

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

Building: **CHHS**	**Name of Club:** **Cercle Français** **(French Club)**	**Advisor(s):** **Susan Bree** **Alison Rhoades**
Frequency and Duration of Meetings: **approximately twice each month, usually on Friday afternoons.**		**Number of Students in Core Group:** **10-12** **President: Caroline Barnes** **Treasurer: Sarah Van Ells**

1. Description/Purpose/Goal of This Club:
The CHHS Cercle Français serves to provide *all* interested students, irrespective of their level of French 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. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Movie screening: Les Intouchables (11/13)
- Mardi Gras Party for PVC students 3/7
- Sponsorship of a Senegalese student through Avenir Plus

Comments:

The French Club met throughout the school year with varying frequency. Led by Caroline Barnes, the group worked to re-energize and organize 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 reenergize CHHS students' enthusiasm for French language and culture.

What is most notable about the work of the club this year work is the personal initiative that the students took to set the goals for the year and to plan and execute the activities they chose. The advisors were present and available to students during the meetings and activities but the driving force of the club throughout the year has been the student members who assumed responsibility for the club.

It is also remarkable that there were members from every grade, every level of French

and many students who participated in club activities who are actually students of Spanish or Mandarin. While French students represented the majority of the members, they were very successful in attracting their non-francophone friends to join and actively participate in the Cercle Français.

At the beginning of the year the members held brief after-school meetings to discuss possible French-language films and screening dates and then publicized the evening event to the wider school community.

In the Spring, the group decided to plan a Mardi Gras Party for PVC students and to generate enthusiasm amongst their younger peers for the study of French and Francophone culture. The event required a great deal of planning and organization, communication and publicity as well as commitment and cooperation on the part of the club members who took complete responsibility for the entire event. It was a tremendous success, both in terms of providing the PVC students an enjoyable and educational evening as well as in terms of raising sufficient funds that the group is able to sponsor a year of preschool for a needy Senegalese child.

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 and would like to continue to attract a broad range of CHHS students to their events.

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

Building: CHHS	**Name of Club:** Green Team	**Advisor(s):** Kerri Tracy & Jamie Rooney
Frequency and Duration of Meetings: Club meets every Thursday for about 30-60 minutes.		**Number of Students in Core Group:** **20**

1. Description/Purpose/Goal of This Club:

The Green Team meets weekly to discuss ideas for making the school more "green". (Energy efficient, decrease waste, reduce, reuse, and recycle). They also work to raise awareness of environmental issues.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- The students brainstormed possible activities for the club to do at the beginning of the year.
- After a vote, they decided that pursuing a reusable bag project would be the focus of the club for the year.
- Students visited local businesses to see if we put their logo on the bag if they would offer a discount to customers who used the bag.
- The students got good feedback from businesses in Croton agreeing to offer a discount for using the reusable bag.
- The students held a meeting where they designed possible Green Team logos for their bag. At the following meeting they held a vote for which logo they wanted.
- Students drafted a contract that they had local businesses sign agreeing to the discount they approved.
- The actual bag creation and distribution has been put on hold until the fall, because in the spring we lost a lot of the members to CHOOSE and Spring Sports. The club plans on picking up with the project where we left off in the fall.
- The vision of the club is to distribute the bags to the students of Croton for free. The project would require a lot of fundraising to do so. The students have talked about giving the bags for free to incoming freshmen every year until everyone in the school eventually has one. Replacement bags would be available for a fee and extra bags would be sold to community members/parents.

Comments:

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

Building: CHHS	**Name of Club:** Hootenanny	**Advisor(s): Thomas Naughton; Chris O'Connor**
Frequency and Duration of Meetings: **Once a week 1.5 hours**		**Number of Students in Core Group: 9**

1. Description/Purpose/Goal:

Play folk and popular music with acoustic and electric instruments.

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

- Peer to peer instruction
- Arranged songs to include between seven and ten different instruments
- Students generated agendas, song lists and sheet music
- Created and learned a set list of over 100 songs
- Recruited new members at activities fair

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

Hootenanny is club that allows students to express themselves through the medium of music and experiment playing different genres. Students teach each other in a peer to peer format.

This year we played less American roots music genres such as blues, ragtime, and political folk; and focused more on pop and alternative styles. The group spent time discussing the cultural influences and music theory that shaped each style of music. They also shared their instruments and expertise. Many students became proficient at several instruments including guitar, keyboard, harp, and ukulele. Students taught each other songs and techniques.

4. Goals for Next Year: Play folk and popular music with acoustic and electric instruments.

Comments:

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

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:** 153 Students 4 Class Officers

1. Description/Purpose/Goal:
The Junior Class works together to raise money and 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
- Bake Sales
- Junior Prom

3. Please write a narrative about student learning, skills & experience:
This year's Juniors worked very hard to get the prom and other class activities together. They started the year with a negative balance in their account and did extensive fund raising in order to put down a deposit on the prom and dj. They loved the idea of the food stations that was initiated at last year's prom and wanted the same format. That required a little extra work in terms of funds and planning. The prom was a huge success with 143 Juniors and guests attending which represents over three quarters of the Junior Class. This year the prom committee made homemade invitations including designing, planning, purchasing and assembling. We also planned centerpieces in order to add to the prom experience and ambiance.
The Class of 2015 also did a fantastic job on decorating for Color Wars. Their chosen color was green and they riffed on the word "lettuce", even incorporating lettuce and cabbage into their decorating scheme. They had a large number of kids participating in the decorating and it was a very unifying event for them. Once again, they used social media to plan and prepare for the hallway decorating.

4. Goals for Next Year:

- I would still be interested in pursuing the idea of a powder puff game between Juniors and Seniors
- We are already looking into creating and selling class t-shirts
- The kids on SFC have discussed the idea of each grade selling breakfast in the cafeteria for one quarter. This will be investigated next year.

Comments:

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

Building: CHHS	**Name of Club:** La Rochelle	**Advisor(s):** Susan Bree, Alison Rhoades
Frequency and Duration of Meetings: Parent meetings were held on October 29, 2013, March 13, 2014 and May 22, 2014. Student meetings were held as needed after school.		**Number of Students in Core Group:** **28** **Student coordinators: Julia Morrison, Tarin Rickett** **Student treasurer: Emma Rosso**

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:

We requested Board approval for the trip in September of 2013, once we had received a formal invitation from the lycée Jean Dautet.

Board approval was granted in October, after which we sent a formal acceptance back to the lycée.

After some discussion with parents, consideration of airfares and exam schedules both here and in France, the trip was scheduled for April 5-17, 2014.

A first parent meeting was held on October 29, 2013 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.

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, Kathy Brechner, and deposited into the CHHS Student Activities Fund with the help of our student treasurer, Emma Rosso, and the district bookkeeper, Susan Cerrato.

A faculty evaluation process took place to discuss the suitability of all students for travel; meetings were held with several students throughout the year to discuss small academic **worries** and to keep individual students on track.

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. 1 American student who had hosted last year withdrew from the program due to scheduling conflicts; she was replaced by another interested student from our waiting list. No Rochelais students withdrew from the program. 4 American students requested a change in "correspondant" (and host family) for various reasons; these students were re-matched with a different "corres" from within the group.

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 engaged the 28 travelers in 10 "extra-curricular" tasks to prepare them culturally and psychologically for the trip. These tasks included things like trying new foods; learning to sing the French national anthem; proving the ability to tie a tie, to "faire la bise" gracefully, or to ask for directions correctly in French; and writing a sample thank-you note in both English and French. (Many high school colleagues helped our students to complete these tasks: Phyllis Cobb, Susan Dudman, Gregory Bradley, Nicholas Lapadula, Thomas Naughton, Pamela Morrison, Sheryl Heath, Jodi Burger, and Daniel Delaney.)

A second parent meeting was held in the CHHS cafeteria on March 13 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 Saturday, April 5 in a Croton district bus bound for JFK airport.

Our flight arrived in Paris on schedule on Sunday, April 6 and we departed for La Rochelle the same afternoon via train. Their host families met us at the La Rochelle train station at approximately 3:30 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, the 3 nearby islands and several nearby regions of France.

In La Rochelle, students attended classes at the Lycée Jean Dautet (one of 5 high schools located in La Rochelle) as well as at one (each) of the local elementary and middle schools; they **attended** a lecture and a concert given by students at the local music conservatory and were given a tour of the "Sirène", one of the more popular concert theatres in France; they were also given tours of two photography exhibits in local galleries, and were able to tour a former German bunker from WWII, now turned into a museum and exhibit space.

On the three major nearby islands (Ile de Ré, Ile d'Aix and Ile d'Oléron) students went bicycling, visited an oyster farm, learned how salt is collected at an Ecomuseum in the salt marshes, learned about how mother of pearl is made, and visited a lighthouse and nautical museum.

Students also took one day trip up to Touraine to visit two of the most famous Renaissance châteaux of the Loire Valley, Chambord and Chenonceaux; with their "corres" they also spent an afternoon visiting the nearby city of Rochefort, where the "Hermione" is docked (a replica of the ship on which general LaFayette sailed to rejoin the side of the American Revolutionaries in 1780).

The group was greeted at 3 separate receptions: at the Lycée Jean Dautet, at the Museum of Natural History of La Rochelle, and by the American consul from Bordeaux at Rochefort. They also exchanged recipes with their French families in preparation for our traditional pot luck supper on the eve of our departure.

The group departed from La Rochelle early on Thursday morning, April 17 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, Lillian, and students rejoined their families at CHHS at approximately 10:00 p.m. on Thursday, April 17.

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 22.

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 22. We also solicited student reflections on the trip, to be included with the extracurricular final report (see attached).

On Thursday, May 22 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 45-minute slide show, watched a short, 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. Special thanks to Lou Nardone, who helped with the sound system on that evening and on numerous technological problems throughout the year.

We prepared a final budget for the trip, asked families to consider making a voluntary donation to the program (to help pay for hosting activities and to contribute to a pool of scholarship money for future travelers), and gave a refund (the difference between the money each family paid to us in 2013-2014 and the amount spent on behalf of each student during the trip) to families at the May 22 meeting.

Comments:

Below, you will find reflections by individual students who participated in the exchange program during the 2012-2014 cycle and who chose to write a reflection on their experiences.

"A student can easily sit in a classroom setting, incessantly drilling verb tenses, vocabulary, and conjugations, but the only way a student can really comprehend a language is through complete immersion. That is why the Croton-La Rochelle Exchange should be doted on and cherished. It should be a program that lasts for years to come, because this trip was not only ineffable, but life-changing. It left me begging my parents to go back the second I stepped of the plane into the JFK airport terminal. The memories, friendships, and experiences that come with a program like this can never be replaced, and they are ones that will be remembered for a life time.

"The ability to communicate with someone in a non-native language opens a world of wonders, while defying all rules of a classroom setting. It gave us the opportunity to learn slang, idiomatic expressions, as well as informal conversational terminology. Not only can a student understand the formulas of a language, but the student now has the ability to apply these skills to the real world and communicate with real people who speak the language every day. We were fortunate enough to be completely immersed in the French culture and we were able to learn how common, everyday French citizens eat, sleep, work, socialize, and have fun. Instead of reading and envisioning how the French might have behaved, we were lucky enough to actually see, hear, feel, smell, and taste their culture.

"While traveling to another country, the uncertainty of how other people may behave is nerve-wracking. They are different people, who speak a different language, and have a completely different lifestyle. But the veracity of the situation proves that the French are just like us. They enjoy the same music, the same television shows, and the same clothing stores. They can communicate with us, relate to us, and understand us. Being focused on the differences between two cultures can be so distracting that sometimes we forget that they are human beings just like us.

"The way the words roll off your tongue creates a sense of grace during conversation, and similarities in diction have become increasingly conspicuous over time: facile and facilitate, commencer and to commence, voyage and voyage. Not only have connections been made in conversation, but connections in history have been made as well. While the United States of America is a couple hundred years old, France is thousands of years old. We were able to see buildings that were, miraculously, still

standing from the Middle Ages. Buildings that were older than our own country. All the years in history class finally paid off once we made a connection between textbooks and reality.

"The importance of traveling as a group is prominent as well. During the day, we acted as tourists, enjoying historical sites, museums, taking pictures, eating caramels, and visiting bakeries. We were in our own American bubble, immersing ourselves as a whole. But once the night rolled around, we reunited with our French families and were given an inside look at the French quotidian routine. We were given small chores and were assigned roles which completely integrated us into the French lifestyle.

"The daily activities were thoughtfully planned out and no matter where we were, everyone had a smile on their face. I would like to specify Île de Ré and Île d'Aix because I think most would agree those were two of the best days. The beauty of these islands was beyond belief: the winded roads, the brightly painted houses, the sandy beaches, and the intricate motifs displayed on the sides of shells that lined the coast. It was like walking in an enchanted, lush, serene, wonderland. Days like these were, in one word, irreplaceable.

"Finally, I would like to thank Madame Bree, Madame Rhoades, Madame TenEyck, the French correspondents, my fellow classmates, and everyone else who made this trip so incredible. Without all of you, the trip would not have been the same. It was truly a life changing experience, and it was something that will forever be in my mind."

Jacy Pare, class of 2015

"There are a million things I could say about my trip to La Rochelle. I could spend days talking about the experiences I had with the people, food and culture of France. To put it simply, the Croton-La Rochelle exchange was the best experience of my life. I cannot adequately express my appreciation for this program, and for Mme. Bree, Mme. Rhoades and all those involved for dedicating so much time and effort to allow twenty-eight of us to participate in this life-changing experience. I made some of my best friends throughout this exchange; not only my new, Rochelais friends, but students from my own school that I was able to form new bonds with. I feel that I learned more in the two weeks than I have throughout my entire high school career. For my first time leaving the United States, I can't imagine a trip more perfect than my time in La Rochelle.

"I learned an immense amount from this exchange. I found my French improving rapidly as the trip went on, especially because my host mother was extremely enthusiastic about perfecting my language skills. I picked up useful vocab and phrases, such as the proper way to say "I am full," which came in handy every time I was offered thirds and fourths at dinner. The amount of words and phrases I was able to pick up surprised me; simply listening to fluent speakers allowed me to learn more than I thought I ever would. One of my proudest moments was when I was sitting on the beach at Île d'Aix, and I had my first full conversation with a fluent French speaker (outside of the slightly-simplified French my host family spoke with me); a woman who taught physical education at a middle school in La Rochelle. Being able to keep up with her was thrilling, and I realized how this trip had made me even more enthusiastic about the French language.

"However, what I found to be the most important part of this trip were the life lessons I learned. French people know so much about the world around them, and I realized how little I knew about the politics and culture of countries outside of America; it opened my eyes to how important it is to be aware of the world around us. Being able to develop relationships with so many people from another continent was something I thought I would never be able to do, and this trip has only heightened my desire to see the world. Every sight was breathtaking and the entire experience felt surreal. Going into this exchange, I

had very high expectations of what it would be like. I was unable to prepare myself for how amazing and impactful it would be. I cannot recommend this experience enough to prospective students– it changed my life. Although leaving was (to be completely honest) extremely painful, it only encouraged me to return to France as soon as possible to see my dear Clémence and all the other, wonderful people I met."

Julia Morrison, class of 2014

"Though I have traveled to many foreign counties, traveling on this school exchange was a whole new experience. I loved that every weekday was packed with places to see, museums to visit, and islands to discover. Always being busy made me feel like I was making the most out of my short visit to France.

"Being so immersed in the country definitely improved my confidence in speaking French. Every day, I would speak French with my host family, and hear professors, French students, and guides speaking French. I even watched movies and TV in French. This allowed me to pick up new vocabulary and bits and pieces of new phrases. I also became a lot more comfortable having conversations in French, even if my grammar wasn't the best. I found myself, when buying food or gifts, constantly using phrases that I learned in class. Having that backbone of French phrases from class really allowed me to blossom and push myself in day-to-day situations in France.

"Along with the language, going to France taught me a lot about their culture. I feel like I learned most from both the Rochelais and observing the culture around me. Whenever I had a question they were all willing to answer, and offer a conversation about it. They also would often bring up comparisons and contrasts from their visit to America in order to give a better feel for their culture. I also enjoyed attending both the high school English classes and the elementary school. The kids in the English class spoke great English and loved hearing me talk about America. The teacher even had me be an advisor for a two-day project with the students. Since the subject was on "Heroes in America" they looked to me for help. I loved knowing they were taking my advice and they seemed pleased I was there. It was also a wonderful experience going to the special arts elementary school. Being a dancer myself, it was so interesting to watch these young kids and join them while dancing. They were very good and into their dance pieces, I was amazed.

"The early morning we left to go home on the train, I knew the French-American connection was strong. It felt so sad hugging everyone goodbye and looking out the glass window at the Rochelais as we sat on the train waving and crying. That feeling of sadness in saying goodbye made me realize how worthwhile this exchange trip was."

Kara Brechner, class of 2014

"The Croton-La Rochelle exchange was my first experience abroad. This program is a uniting force between two schools, and two cultures. I not only got to travel abroad for the first time, but I also got to be "French" for two weeks. I find the fact that we were invited to become part

of a family for two weeks incredible. I helped out around the house, and found this to be an important part of the exchange. There are many programs that bring you to another country to travel around in a tour bus, and stay in hotels, and this program is the complete opposite. This program is all the more valuable because we actually used the language skills that we learned in the classroom, and I know that I learned so much while in France too.

"This trip improved my French skills beyond what I could have imagined. Just after the first couple of days my French "family" said that my pronunciation was improving, as well as my vocabulary. I also saw and increase in my comprehension skills. The pride that I had when I was able to understand whole conversations among groups of French teenagers was astounding. We interacted with locals and many people who spoke little to no English. We visited several museums and the guides spoke to us in French. I was really happy that wherever we went people tried to help us with our speaking and comprehension, whether or not they were part of the exchange!

"In my opinion the fact that we went as a group and that the exchange lasted two years was very helpful. I would not have asked for a better way to finish off my senior year than to be traveling with a group of people who all love French. We all worked together and helped each other out in tricky conversations. Having all of my friends and French teachers with me helped me be a little more outgoing, and encouraged me to speak more French. The two year duration of the trip allows us to make longer lasting relationships with our hosts, and learn how to keep in touch in between the visits.

"Before the trip I was in love with the French language. After the trip I now know that I not only love French, but also France. I was in shocked almost every day by the beauty of La Rochelle and the surrounding area. We were able to take a bike ride on Ile de Re and it was breathtaking.

"One of my favorite parts of the trip was when we took a bike ride around an island near La Rochelle. We rode our bikes along the ocean, past beaches, and through the land that is used to harvest salt in the traditional way. We even had a picnic on the beach. I thought that this was the best way to start the trip.

"Advice for future travelers: Be prepared to try new food, speak in French, have a blast, learn about a new culture by living it, and by making friends to last a lifetime."

Julia Albrecht, class of 2014

"Visiting La Rochelle with the CHHS exchange program was undoubtedly one of the most enjoyable and rewarding experiences I've had. From the moment we got on the bus to JFK everyone seemed to be just as excited and enthusiastic as the person sitting next to them. I think everyone got along really well, and a lot of new friendships were made. There wasn't a single day of the trip that something great didn't happen. I thought that the trip was really well planned out and there was a perfect balance between seeing as much as possible while also being given free time to just walk around, swim, eat, etc. with each other and the Rochelais. I really hope all of the friendships I've made (with students who weren't involved with the exchange program as well) continue. I'm truly grateful to have had such an amazing time in addition to being welcomed by

such a caring community and host family."

David Kolbrener, class of 2015

"It's difficult to put into words what this trip meant to me. By the end of it, my host student was not only my best friend, but someone close to a sister. Not only was it amazing to make this incredible new friend (along with numerous others), but I was exposed to a completely different culture and way of life. Whether it was the food, transportation, life at school, or just life in general, I learned so much about France and the people there. One of the most interesting parts was comparing the differences between our high school and theirs. I wouldn't say that one is obviously better than the other, just very different in structure and style. Going to French classes was a very rare opportunity, and it really made me think about the different ways to teach (which was fascinating to me, as I'm considering a possible future career as a teacher.) I loved every minute of my stay in La Rochelle, and can honestly say there were no bad moments for me. I bonded with American and French students alike, saw some breathtakingly beautiful scenery, learned a lot, and developed friendships that I know I will have for the rest of my life. All in all, it was a truly incredible experience."

Nina Rosenow, class of 2014

"Not only was I able to learn about French culture through immersing myself in it, but I had many revelations about mine own. I was lucky enough to experience firsthand what it is like to be a French teenager for two weeks. Their lifestyles are very similar to ours in a few ways: they hang out with friends during free and lunch periods, they stress about homework, they even worry about college! However, it was much to my surprise that the French are much more relaxed about high school than we are, despite the stresses put on them about the competitive post-high school opportunities. In fact, I was excited to find that French teenagers have more time to spend with their friends and go and enjoy the beautiful sights.

"Oh, how absolutely stunning was the landscape in France! Because La Rochelle is on the coast and has many islands, it is so easy to go to the beach. One island, Ile d'Aix, is a rural island village with barely any automobiles roving around. Dogs roam off-leash with their owners, kids ride their bikes, and organic food and lots of beautiful seashells are present.

"France is full of so much history and culture. They have beautiful, ornate castles, such as the one at Chambord, and so much in the way of art, architecture, animals, and plant life.

"What going on this trip made me realize about myself was that I really love European culture. Being Italian-born, I was no stranger to Europe, however coming to France reminded me how easily I assimilated to it. I love to the practicality of it, the feeling of community amongst neighbors, the food, and so on. But this trip also made me appreciate Croton a little bit more than I had before. Being placed in a new country with a language I am not fluent in, I allowed myself to emerge from my comfort zone. It made me think of how different my life is to

someone who lives in France. I had taken certain American things for granted, such as visiting New York City or eating certain foods, however I definitely have missed many aspects of French life.

"Traveling as a group, I learned more about my classmates than I would have otherwise. Traveling in a tight-knit fashion allows for us to work and interact as a team and create fond memories of France with our own friends."

Emma Rosso, class of 2015

"I had been looking forward to the La Rochelle trip for all of high school, because for me travelling is the most exciting thing ever. When I started going to Ste. Anne's during the summer and speaking French more fluently, I became even more excited because I knew that when I got to France, I would get to implement my skills into a real-world situation. Of course, that is the goal of the trip, but knowing that I would be able to communicate with some ease was a great feeling.

"Nothing about this trip disappointed me. From the French speaking to the cultural immersion, I was in awe the entire time. Living with a family that spoke little to no English forced me to use as much French as possible, and even more importantly, my accent. I was constantly challenged to develop my accent so that the French could understand me better. I was also always trying to learn new vocabulary so that I would be able to use their lingo. On our excursions, everyone that talked to us at museums, exhibits, etc. spoke French, so my mind was always switched into French mode. Being connected to the language made me more aware of cultural differences that I most likely would have missed otherwise, just because I was able to listen to speech patterns and notice people's mannerisms more.

"The La Rochelle exchange was one of the best experiences of my life, I had experiences with the students and families that I will probably never get the opportunity to have again. I learned a lot about the culture and history of France, and I developed my French skills in a real-world setting."

Rebecca Raskob, class of 2014

"I don't even know where to begin- this trip has made me speechless to the point where every time someone asks me what I thought, the words "paradise" and "perfect" roll off my tongue. As I described to many of the people I met throughout my journey, this was not my first time traveling to France, but rather my second time, as I was lucky enough to visit when I was just 9 months of age. Of course with that said, I barely have a recollection of the things I saw, the foods I tasted or the French I heard, however I can safely say that I am so thankful I returned to such a beautiful country. This trip personally means so much to me, as ever since I was younger I can remember dreaming of one day visiting the country of the language that I love with all of my heart. I can remember the 7th grade version of myself hearing stories from the older high school kids who were traveling to La Rochelle as a part of the exchange, and all I could think was how I

could not wait until it would one day be my turn to travel abroad through the same program. That of course may be the reason why I had trouble separating my dreams from reality when I visited this past April, as I found for the majority of the trip I could not keep my mouth closed as I was in awe of every baguette I saw, every French house I walked into and yes, every tear I shed as I sat in the front rows of the bus as we passed by a miniature Eiffel Tower in the distance while driving through Paris. I may have been extremely tired from the plane ride and grumpy from the jet lag, but that moment of my life will always be one that I remember and cherish so fondly.

"I now truly recognize the value and importance of such a program, as it clearly gives young students a chance to apply the same French skills they've been honing in class day after day, and put it to use in the streets of La Rochelle, while interacting with their host family, or just hanging out with some of the French teenagers. Something I've always heard in school is kids questioning the importance of a lesson learned in class or the true practicality of a taught concept. As the question "when will I really use this is my life?" is constantly thrown around the halls of CHHS, I believe that I, along with my other peers who traveled with me, have discovered the answer through this exchange program. Never before have I truly applied myself and the skills I have practiced in school to real life experiences such as the ones I encountered while in France. I oftentimes found myself explaining to a real French person the context of when I learned a certain word or the lesson I was taught in the United States where I learned such phrases. Additionally, I was able to pick up common French expressions and get a true sense of the things the French use on a daily basis. These rare learning moments could not be taught in any textbook, nor could such experiences be recreated in any other setting. These are what shaped such an amazing journey and the things that I will take away and never forget, even as I leave CHHS and travel out into a world of opportunity.

"Upon returning to Croton after the exchange trip, I felt as if I had grown not only in my French language skills, but also as a more cultured and experienced person. It's truly amazing how one travel experience can open your eyes to a whole new way of life and the similarities and differences between your own lifestyle and the one of people who live across the Atlantic Ocean. In fact, throughout the trip, I was so intrigued by my observations of French culture and how it varies from our traditional American ways that I took it upon myself to create a bulleted list on Microsoft word of all the things I noticed that were both similar and different between the two cultures (I also created a six page trip itinerary that accounts for every museum I visited, every meal I ate and every special moment I shared with my French family and friends- something I am so thankful to have done as I now have a perfect record of my amazing trip that I read to relive whenever I please). My list it not long, but it includes things from driving methods, to traffic signs, to eating patterns and school habits- all of which we read about before leaving for France, but got to witness right before our eyes as we "lived like the French" for two weeks. Once again, these rare experiences could never have happened without such an amazing opportunity like the one we were given by traveling to La Rochelle.

"While I am sad that the exchange has come to an end for me, I look forward to reliving it through my younger sister as she enters the high school French program and will one day get to travel abroad like I once did. However, this trip has marked the beginning of a new chapter of my life; a path I will continue to follow down the road as I go on to college and plan to travel and

study abroad and possibly pursue a career involving French. This trip has also given me the chance to live in a French home and meet a family that I will forever consider my own, as I know that I have truly made a friendship with my corres that will last a lifetime.

"All in all, the only thing that I can do is thank the school, my family and my truly amazing French teachers for continuously organizing such a life changing opportunity for such a fortunate group of students. I realize Madame Bree and Madame Rhoades work extremely hard to put together and keep such a program alive and running year to year with very few setbacks. At times I ask myself how they do it, as there seems to be so much to figure out, yet they always manage to get the job done. For this I am forever thankful and fortunate and will always hold on to the memories I made."

Caroline Barnes, class of 2015

"The exchange with La Rochelle was one of the most rewarding experiences of my life and I will never forget it. I made a friend who lives across the Atlantic, but who I will always be in contact with. I learned so much by experiencing French culture and meeting French people and I will be forever grateful for this extraordinary addition to my education at CHHS.

"Before this trip, I knew that I would notice many differences between French and American culture. Some of those differences were what I expected because I had heard of them before, but many were very surprising. After school, we would go to a cute outdoor café and have an espresso or buy a baguette to bring home for the family; things I have always associated with French culture and was extremely happy to experience. However, when I noticed the alarming amount of ketchup consumed in some shape or form (like on pasta, for example) or the independence that many of the students had, I was surprised. Many of the students, even though school ended at around 5:30, would spend time with each other as they pleased, without worrying about a phone call home or piles of homework. I, in fact, did not see a single French student do school work at home. And with the excellent systems of public transportation, there was no need for the host parents to cart us around as was done while my corres stayed with me. It was really special for me to walk, or even bike, everywhere and to enjoy the breathtaking scenery of the city and the island, experiences I never have in America. It was also really amazing to be able to interact with French people my age and really improve on my listening comprehension and speaking skills. I noticed that I have so much work ahead of me to become proficient in French and this was an experience that was necessary for me to take the next step in my education. Of course, spending time with the kind friends of my corres was also rewarding.

"Yes, I certainly could have traveled to France with my own family. I probably would have stayed in a hotel in Paris and spent most of my time there, if not all. However, it would not have been the same. Of course Paris is beautiful and I like to travel with my family but this experience had much more depth to it. I did not feel like a tourist, because in a way I was not. I was able to actually live in a French family's home and be driven in a French family's car and go to classes in a French high school. That is something that I would never be able to do traveling on my own. This is a truly unique experience that completely immerses you in French culture and forces you to

learn just what it means to live in France and what you can do with your language skills.

"I hope that this program will continue for years to come because everyone who has worked hard at their French studies over the years would find this to be a spectacular way to see what their education in French language and culture really means. There is no point in learning a language if it is never used and I know that I speak for every traveler when I say that we are grateful to have had this opportunity. Future travelers should know to keep an open mind and to try everything offered to them. Even on the first day, after having been awake and traveling for over twenty-four hours, I sat at a café with my corres and her friends eating a butter and sugar crepe, attempting to speak French to the best of my ability. It is important that anyone going on this trip push him or herself to try new things, no matter how crazy it is or how tired he or she may be. It is an experience that will likely be one of a kind for most of us and I am so glad I had the opportunity to participate."

Christina Mazzio, class of 2014

"Before our departure, I begged my mother to let me stay home. For months, I asked if she could do something so that I didn't have to go. As I write this letter now, I'm glad my mother knows better than I do.

"Arriving in France, you don't expect it to be France, it feels unreal. The French culture, being able to experience it, at first, felt strange. It was an entirely new world in the mind of a 16 year old girl. I am no stranger to being outside of the United States; I have travelled to Ireland, Spain, Aruba, etc. But travelling without your family is different. In this case though, I gained a new family.

"Now, I know before France, French class was a struggle. Part of my not wanting to leave was because I knew I was the weakest student in the class when it came to my skills. My outstanding teachers, constantly worked with me to prepare for this trip, but it was still scary.

"Throughout the trip, I learned all about French culture, history and just the everyday life. The differences were outstanding but the similarities were still there. Usually, at this point a student would explain and give examples of various new words or phrases they picked up from this trip, but I can't do that. The reason behind that is, it would be too much too type out. In all honesty, I feel as if all of my French skills were sitting there unused and this trip brought them in front of me, showing me what I am capable of in this class. Before the trip, I was the weakest link, but now? I'm confident with my French skills; this trip gave me so much that I use in my classroom every single day. Even outside of the classroom, it isn't uncommon to pass someone I was accompanied by on the trip and speak to them solely in French.

"I wish we would've had more time to spend there because it could've only gotten better from there. The advice I would give to future travelers would be, be prepared, because once you are finally there, you'll see that this is going to be one of the best experiences of your entire high school career."

Kiera O'Connell, class of 2015

"I am so grateful to have been given the opportunity to participate in the La Rochelle exchange. I don't think I will ever be able to experience something like it again. The trip allowed me to not only connect with my host family and the new people I met, but everyone involved in the exchange. I experienced many new things in France, some of which I knew beforehand and others which were surprising. Following my corres, Emma, through her life allowed me to examine the ways her and my life are different but also very similar. I'll never forget getting up very early in the morning because Emma lived pretty far away from the school so that we could get on a bus that left at 7:05. The scenery around where she lived was incredible with meadows of yellow flowers and beautiful houses. I truly feel very accepted into their family for the whole trip.

"I felt so accomplished when I was able to tell Emma a story about my friends in French and she understood the whole thing. She even laughed and thought it was funny. I think being around French speakers really helped me to improve my French.

"Living with Emma's family made me learn so many things about French life. We compared the differences between life for me and for her. For example, I learned how much harder the driving test is In France when I saw Emma studying for it for hours. That and the fact that school days are much longer in France gave me a real appreciation for how hard all the students worked.

"We saw many amazing things and had great experiences on this trip, but the most important things to me were spending time with Emma and her family. I had truly amazing experience."

Tara McHugh, class of 2014

"My trip to La Rochelle was one I will never forget. I still wake up in the morning hoping that returning to the states was just a dream and I will wake up in my correspondent's bedroom. When I close my eyes I can still see the streets of La Rochelle, of my host family's house and of all of the beautiful and historic places we visited. Not only can I see these places when I close my eyes, but sometimes I can still hear the voices of the people I met in France and smell the cigarettes and fish that remind of La Charente Maritime.

"This trip definitely changed me, in the best way possible. This trip allowed me to immerse myself in French Culture and actually speak to people IN FRENCH, something that you cannot do in the classroom. I was able to practice all of the scenarios and vocabulary I had been studying since fifth grade! This trip also allowed me to prepare for my Advanced Placement Exam for French Language and Culture, by giving me the opportunity to ask people advice, ask for directions or simply hold a two or three minute conversation with native French speakers. In my opinion, that is the most efficient and rewarding way to study. This trip gave me a stronger sense of responsibility and independence. I was allowed to take risks (in conversation) and make mistakes, but I certainly learned from them and corrected them to prevent future

embarrassment.

"It must have been only our first or second day in La Rochelle, when we were given permission to go to the Boulangerie before beginning our day, when I made one of my first conversational mistakes. I said "je voudrais un boire d'eau," instead of " je voudrais une bouteille d'eau". I actually ordered a drink of water instead of a bottle of water, so naturally the woman behind the counter said "comment" and looked at me like I had three heads.

"This trip would not have been the same if we hadn't gone with the group. Going to a foreign country can be very intimidating and scary, but going with some of your closest friends, who can help you and support you when you make mistakes is very important. We did a lot of group activities with and without our correspondents, and we also went on trips with and without them, which I felt, were necessary to have the comfort and guidance from native French speakers, our three wonderful chaperones and our peers. I also enjoyed that fact that we were given the weekend free to spend time with our host family's because I can honestly say that the weekend we were given free time in France, was one of the most amazing and cherished moments of my life thus far.

"If I had not been given this opportunity I would not have made the friendships that I had, and would not have been able to more clearly understand the French culture. I cannot wait for the day that I can return to La Rochelle, to create even more memories and just have a solid block of time to escape all of the stress that is the United States, while only speaking en Français."

Tianna Karlin, class of 2014

"The Croton-La Rochelle exchange changed me as an individual for the better. In fact, the entire experience was eye-opening to the cultural differences and ways of life in France vs. America. Unlike other travelers who can only be classified as tourists, I was able to assimilate to their lifestyle by speaking the language frequently, living with my host family, and mimicking my correspondent's daily routines. As a result, I experienced more cultural diffusion than I would have if I was a tourist. Even though it's harder to adjust to a new environment without any boundaries, the experience made me a stronger person in the end.

"In addition, my bond with my correspondent fortified over the exchange. Although we became close when she first arrived in America, I felt like I got to spend even more time with her in France. In fact, Emma, her family, and her friends were so accommodating to me that I didn't feel the slightest bit homesick. I am so fortunate to have met someone like Emma, because she helped me come out of my shell and see my self-worth. Indeed, she made sure that I saw La Rochelle in the best light possible, and I will never forget all the memories that we created. Overall she's an amazing person, and the fact that our paths crossing wouldn't have been possible without the Board of Ed is something I am grateful for.

"Strangely enough, I made new friends with the other American students in the exchange. Usually many of us wouldn't dare to go beyond our comfort zones at home, but when we we're in a foreign country, we depended on each other in order to survive. I know it may seem harsh,

but the cultural shock allowed us to care for one another in ways we wouldn't have done at school. Thus, we American students became a team over the trip, since unity was key to success in France. Contrary to my belief, I didn't really know the people who I was travelling with until the French trip, yet I wish I knew most of them well before the voyage.

"Furthermore, I feel that this exchange should continue, because there is no other way to encounter another country than to throw one's self into their world without safety nets. In fact, I improved greatly with my speaking, I learned more about French culture, and I changed for the better. I would like to thank the Board of Education, Madame Bree, Madame Rhoades, Madame Ten Eyck, and everyone else who made this exchange possible. My only hope is that in the future, other students will have the same opportunity as I did. I am proud to be a part of a tradition that has been alive for thirty years, not because it's a vacation, but because it's a life changing experience."

Sara Spencer, class of 2015

"Simply put, this exchange has been the most, rewarding, significant, and wonderful experience of my life. I feel so much more comfortable with my speaking ability; I feel that I could hold a conversation outside of "what's your name" and "I live in New York". I also have a better grasp of another culture, which is so important. One's not simply in their own little Croton-centric bubble, anymore. Although there are evident similarities between our two worlds, it's amazing to see the differences.

"Despite these differences, Madame Rhoades and Madame Bree truly did their best to match us up with our corres. I was lucky enough to be paired up with someone who would eventually become my best friend. To be able to connect with someone on such a sincere level, with language barriers, cultural discrepancies, and physical distance, was the craziest part of the whole experience. I met so many wonderful people, and had experiences that were so different from those in America. I am so grateful to say that, in the ten days that we spent in La Rochelle, I have made friends that will last a lifetime. I can learn so much from them.

"It really did open my eyes to other people's role on this earth, as well. We can become so inadvertently self-absorbed; this trip dissolves that selfishness. I believe that this is the truest form of education there is. Being thrown into a new world and being forced to react produces a much more organic and rich experience. I have so many cherished memories that I will forever hold close to my heart. I have made friends that will always be there for me. I have never been genuinely happier than my time spent in this exchange. I don't even possess the correct words to express my gratitude."

Dominique Corveddu, class of 2014

"I can honestly say that this French exchange that I have been a part of for the past two years was the greatest experience of my life. It was extremely educational in a way that no other

program could recreate. The opportunity that this program presented was one that will most likely never come up in my life again. Not only was it a great way to make new friends and connections from a different country, but it was the most educational approach to learning French.

"The reason this program was so effective in enhancing the learning experience was because I was constantly surrounded by the language and culture. By living with a French family, I could fully invest myself into French culture, and learn how to approach things differently. Many of the French families spoke limited English as well. By putting students in situations where they are forced to communicate in French in order to get by made them have to think on their feet and really use what they know. The longer we were there, the easier it was to think on our feet and hold conversations. This trip gave me confidence in my ability to speak French, and helped me think on my feet faster. Upon returning to the New York classroom setting, I noticed that French was coming a lot easier to me now, and I can now understand much more than I could before the trip. Remaining in contact with the Rochelais is also greatly educational as we exchange tips while keeping in touch.

"I cannot stress enough how truly grateful I am to have been a part of this experience. The memories and lessons I have learned are ones that I will carry on through the rest of my life. Although I'm sure that I will have other opportunities to travel, I know that there will never be a trip that will allow me to delve quite as deeply into a foreign culture as this one did. I truly hope that this trip will continue to be offered at CHHS, because I know that this is a once in a lifetime chance for students that will be appreciated by all."

Emmie DiCroce, class of 2015

"The La Rochelle exchange was one of the best experiences of my life thus far. Last year, when the Rochellais visited Croton, it was apparent that there were some lifelong bonds and friendships being formed. The same held true this year when we visited them in their own city. The moment I arrived, any trepidations or worries about being in a French-speaking country far from home just disappeared. Juliette and her mother made me feel completely welcome and completely at home. They were amazingly encouraging as I struggled with certain French words, and although I was a bit nervous when Juliette's mother requested I speak in only French while at home, these nerves subsided quickly and I found myself articulating things I didn't even know I could.

"Outside of the home, my friends and I were able to spend copious amounts of time with our correspondents, in groups or one on one, both of which were loads of fun. It was kind of amazing how well we all understood each other, and when we didn't, some of the most heartfelt laughs were shared. I learned a bunch of new expressions and slang terms that the Rochellais were eager to share and that made me feel even more immersed in their culture.

"The range of places that we were able to visit was something that seems truly unique to a European country such as France. Everything there comes with a much richer background just because the country is so old in comparison to the States. I was absolutely amazed when Juliette would point out a building on our walk to school that was from the Middle Ages, and this part of

their culture is so normal, even mundane, that they think nothing of it. This trip was particularly interesting for me because it served as a manifestation of my knowledge of art history, a class I was currently taking at the time of the trip. I'm grateful that I was in the midst of this course because it made me pay attention to even more of the fine details of architecture, art, and the history of them both in throughout La Rochelle, Bordeaux (which I visited over the weekend), and the two gorgeous Châteaux that we visited.

"By visiting these sites with the rest of the exchange and Rochelais students that helped guide us, I was able to gain the insight of many others and hear their own personal experiences or reactions to the history of the country we were immersed in. I loved hearing stories about what strange thing my peers were fed the night previously, and loved being able to share my own personal experiences with them, not sparing a single detail of the way I pulled "fruits de mer" out of their shells in order to dip them in the homemade mayonnaise Juliette's mother prepared for us.

"The end of the trip came far too quickly, and leaving France left me with an insatiable determination to travel abroad at the next possible opportunity. I learned that yes, I really can handle myself in a foreign country, and that the moments in which I struggled the most were ultimately some of the most valuable of all. I wouldn't trade this experience for the world, and would repeat it ten times more if I could."

Kilynne Higgins, class of 2014

"After traveling to France, I can honestly say I will never forget the memories I made. When I first heard about the trip, I was skeptical, because I was nervous about going to a foreign country and speaking another language. After contemplating the idea for a while, I realized if I didn't go, I would be missing out on a once in a lifetime opportunity. By traveling to France, I have made life-long friendships, I have experienced a new culture, and I have discovered things about myself that I never knew existed.

"My exchange student and I grew really close when I went to La Rochelle, and we have so many fun memories that I will never forget. She taught me so much about France. I remember one day we were eating lunch on the beach on her island, and we got into a lengthy and interesting discussion about terrorism and politics, and we learned a lot about each other's opinions, on our own countries as well as each other's. This made me realize how important it is to meet and connect with people from a different country.

"Now that I have gone to France, I can't wait to travel to other foreign countries and experience different cultures, because you can learn so much from talking to someone or just seeing the country itself. This foreign exchange program has helped me understand that learning is not only in the classroom."

Nina Shepperson, class of 2014

"This exchange trip was one of the most fun experiences I have ever had. I was able to meet 30 other students, who were from France, and make bonds with people who I *never* would have

met if not for this trip. Not only did I become close with the 30 students who were in the exchange, but I created stronger bonds with the other American students as well. I made friendships with people whom I probably would not have gotten to know as well if we had not travelled together and experienced the exchange together.

"The entire aspect of speaking French also brought us closer together, because we have all learned the same curriculum, so we could all relate to what we could or could not say to the French. I know that we all learned even more French by being completely immersed in the culture, since we were able to practice much more than I ever would have in America.

"I am extremely grateful that I was able to be a part of this trip, because not only was I able to travel to France, but my French improved, I made lasting friendships, and I have experiences that I will always remember now."

Jian Gallo-Kohn, class of 2014

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2014

Building: CHHS	**Name of Club:** National Honor Society	**Advisor(s)**: Dan Delaney Alison Rhoades
Frequency and Duration of Meetings: As needed before events		**Number of Students in Core Group:** 60

1. Description/Purpose/Goal:

To facilitate, monitor and chaperone activities of the National Honor Society
To offer opportunities for students to demonstrate the qualities of service, character, scholarship and leadership required of membership in the NHS
To support district goal of *Increase interactions and communications between school and community*

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

- Placed students in numerous Community Service situations such as Harry Chapin Run for Hunger, PTSA Comedy Night, Rotary Car Show, Van Cortland Manor candlelight tours, numerous activities for CET
- Publicized and facilitated Croton Blood Drive
- Coordinated Clothing Drive
- Coordinated and Facilitated Midnight Run program to NYC
- Monitored the selection process for new members and planned the induction ceremony
- Sponsored Band Showcase to benefit *Vision for Chile*
- Sponsored Toys for Tots Christmas drive

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 especially in dealing with the Homeless in Westchester and New York City. They also supported a band showcase supporting *Vision for Chile,* an organization dealing with the impoverished and homeless in Chile.

4. Goals for Next Year:
Students will initiate ideas for service opportunities far more readily. This will be clear at the first meeting.

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.

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

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:** 10 - 12

1. Description/Purpose/Goal:

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:

- Students have practiced Math competition problems (AMC, Purple Comet, Art of Problem Solving)
- Math wing decoration for the Pi Day activity (3/14/2014)
- Participated in the nationwide math competition, AMC (American Mathematics Competition, 2/4/2014)

Comments:

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

Building: CHHS	**Name of Club:** Select Chorus	**Advisor(s):** M.Weinstein
Frequency and Duration of Meetings: Every double day in schedule, 2 concerts, graduation, 8th grade orientation, and other events		**Number of Students in Core Group: 17**

1. Description/Purpose/Goal of This Club:
The CHHS Select Chorus is an advanced performance group consisting of current members enrolled in Chorus. Members must audition for this 12-18 member group and rehearsals will occur on the same double day as regular chorus. Singers not enrolled in the regular Chorus class are ineligible to audition. The pieces performed are more challenging and require a student's dedication and focus in order to remain in the group. Students are taught the basics of conducting and skills required to lead a group. Student-conductors are also auditioned for several pieced. Selected students will conduct in the concerts.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Audition preparation for Singers
- Advanced Sight Singing – *"One Minute Sight Singing-Volume 13"*
- Advanced performance
- Advanced diction, breathing, rhythms, theory, tone, and pitch
- 4, 5, and 6 part harmonization and blending skills with only 1-3 singers p/part
- Introduction of Conducting techniques
- Auditioning preparation and Skills for Conductors
-Fast-paced, advanced learning environment

CHHS Select Chorus – 2013-14

Date	**Event**
Beginning of school thru mid-Sept	Select Chorus Auditions
9/2013 thru 6/2014	Rehearsals every C + G Day
12/11/2013	Winter Concert Performance at CHHS
1/30/2013	8th Grade Orientation Performance at PVC
4/30/2014	Spring Concert at CHHS

5/1 thru 6/24	Graduation Rehearsals
6/25/2014	Graduation Performance

SELECT CHORUS PERFORMANCES

12/2013

1) On a Slow Boat to China — F.Loesser, *Arr. by K.Shaw*
2) Oh Shenandoah — Early American Folk Song, *Arr. by R.Schram*
3) The Pink Panther — H.Mancini, *Arr. by J.Althouse*

4/2014

1) You'd Be So Nice To Come Home To — C.Porter, *Arr. by J.Althouse*
2) Benedictus — Traditional Latin Text, Music by A.Snyder
3) All The Pretty Little Horses — American Folk Song, *Arr. by A.Beck*

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

Building: CHHS	**Name of Club:** Spinecrackers (Book Club)	**Advisor(s):** Pam Morrison
Frequency and Duration of Meetings: Two to three times a month		**Number of Students in Core Group:** 13

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 Book Thief by Markus Zusak
  - Divergent by Veronica Roth
  - Where'd You go Bernadette? By Maria Semple
  - The Sea of Monsters by Rick Riordan
  - Various stories by Edgar Allen Poe
  - Various poems selected by students
- Maintained and updated Spinecracker's bulletin board
- Discussed film & fan culture surrounding books.

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

We had a young and social group this year. They are developing the skills of discussing literature and sharing ideas for pleasure rather than a grade. They took a strong role in making our selections, including incorporating poetry this year.

4. Goals for Next Year:

- Increase membership across the grades
- Incorporate bulletin board materials into Library web page

Comments

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

Building: PVC	**Name of Club:** **Club Dirt**	**Advisor(s): Jenny Barth and Jocelyn Fontana**
Frequency and Duration of Meetings: **Fall and Spring - 1 hr per week**		**Number of Students in Core Group:** **8**

1. Description/Purpose/Goal of This Club:

Club Dirt provides students with the opportunity to work in the PVC school garden, learn about plants, soil, compost and design of gardens. We plant seeds, create raised beds, transplant plants and maintain the garden with watering, mulching and weeding.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Planted bulbs in the fall for spring color**
- **Weeded the garden beds**
- **Watered flowers/vegetables**
- **Made scarecrow decorations for the fall**
- **Harvested the crops**
- **Planted garlic/onions before the winter**

Comments:

A new fence was installed to help keep intruders out of the garden.

Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2014

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:** 10 – 20 students

1. **Description/Purpose/Goal:**

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:

- Well attended.
- An mixture of boys and girls participated.
- A mixture of general education and special education students

2. **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.

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.

Daniel Large
PVC
Drama Club Advisor

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

Building: PVC	**Name of Club: Literary Magazine**	**Advisor(s): Jenny Barth and Marisa Gendron**
Frequency and Duration of Meetings: Ongoing throughout the year		**Number of Students in Core Group: All students in grades 5-8**

1. Description/Purpose/Goal of This Club:

PVC's literary magazine provides students with an opportunity to have their writing published. The magazine is produced in the spring and consists of a collection of texts written by students from all grade levels. Writing pieces can be generated as part of class assignments or may be independently written. All students are invited to submit their writing. Students are also invited to submit artwork that can be incorporated into the magazine.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Students selected exemplary writing and submitted it to the magazine**
- **Magazine is in the process of being formatted and published**
- **Student artwork has been submitted and incorporated into the literary magazine**
- **Editing, formatting, revising, and previewing final copies of work**

Comments:

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

Building: **Pierre Van Cortlandt M.S.**	**Name of Club: PVC Yearbook Club**	**Advisor(s):** **Linda Jamison** **Matthew Zinman**
Frequency and Duration of Meetings: 1 time per week 40 minutes to 1 hour Club begins in September and runs through the end of April Club meets again in June to organize and distribute yearbooks		**Number of Students in Core Group:** **Ranges from 20 to 35 students.**

1. **Description/Purpose/Goal of This Club:**

The students work together to create their school yearbook. Students take the photographs, design layout and then create pages that make up the yearbook. A major aspect of the club is that the students learn to work as a group. They vote on titles for pages, and topic/sections to be included in the book. They assist with creating the ballots for 8th grade Favorites and Superlative selections. The culmination is the when they gather together to view their final product and organize the books for distribution to their peers.

2. **Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:**
    - We had the largest number of students work on the yearbook this year than we have had in the last several years
    - We created a yearbook that contained at least 2 photos for almost every student at PVC
    - All of the students participated in distribution and tally process for the 8th grade Favorites and Superlatives
    - Students created their own flyers and advertising that were posted school-wide
    - We had almost every participant in the yearbook submit photos and/or complete a page either independently or with a partner

Comments: This year the yearbook was supported by an unprecedented number of fifth and sixth graders. Without the support of the younger grades, this yearbook would not have experienced the success that we did. These youngsters should be highly commended. Our sole eighth grader, Kathy Rykowski, has been a member of the Yearbook Club since she arrived at PVC and was a strong leader and role model to the younger students. She took her job of Student

Editor very seriously and at times spent extra time working on pages with the teachers to ensure that deadlines were met. She was joined by an outstanding seventh grader, Jaylin Gary, who also dedicated a great deal of her personal time to the yearbook.

All of the students received training on the Jostens yearbook software at least once this year. This training enabled them to create/design pages using photos, background designs and text. The creation of the yearbook also lends itself to helping students learn valuable communication and time management skills. Students learned beneficial lessons in regards to scheduling appointments and managing/budgeting their time; skills which they will continue to develop as they move through school and life.

As their advisors, we feel grateful for having worked with such a devoted group of students this year.

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

Building: PVC	**Name of Club: Art Club**	**Advisor(s): Maria D'Amato**
Frequency and Duration of Meetings: **Two 12-week Sessions, one hour per week**		**Number of Students in Core Group:** **Session 1 – 18** **Session 2 - 11**

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 Bookmarks
- Construction Paper Mosaics
- Drawing 3D Shapes
- Spooky Trees
- Magnets
- Snowflakes
- Photo bookmarks and drawings
- Tissue Paper Mosaics
- Swedish Braided Hearts
- Mardi Gras Masks
- Foreign Language Week Backdrop
- Paper Flowers
- Pop Up Cards

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:

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

Building: PVC	**Name of Club:** Chess Club	**Advisor(s):** Matt Zinman
Frequency and Duration of Meetings: Weekly: every Tuesday from 3-4		**Number of Students in Core Group:** 10

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 "Losers 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. Finally, students across grades 5-8 have the chance to interact with one another in a new 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.
- Chess instructor and volunteer, Peter Barkman, visited the club to help out and provide the students with some pointers.

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.
- 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.

4. Goals for Next Year:
A visit 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:

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

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 – 120 7/8 chorus - 60**

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 4 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
Co-Curricular Year End Report Form

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: 139**

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
- 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
- Donate services to CHEF auction

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 six PVC students make the All-County Bands this year.

Comments:

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

Building: PVC	**Name of Club:** Dance Club	**Advisor(s):** Lauren Scollins
Frequency and Duration of Meetings: Weekly during 5/6th grade lunch!		**Number of Students in Core Group:** 9

1. Description/Purpose/Goal of This Club:
The goals of this club are to allow all students to experience a variety of dance styles. Students learn various styles of dance, and the 'secret' behind choreography. Another goal is to strengthen all students comfort level with dance as they tryout and participate in the PVC musical and PVC Cabaret.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:
This club takes on many different purposes. It is a place for all students to learn to be comfortable as dancers and performers! Students are supported in all they do, from auditions for the musical to auditions for the cabaret. All students check in with me and look for support and feedback.
This year students learned and rehearsed their dance audition for the musical during dance club. This allowed students to be much more comfortable with their skills and really encouraged many more students to audition.
Students of all experience level are welcome and challenged. They learn team work and become familiar with all types of dancing.

Comments:

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

Building: PVC	**Name of Club:** Fall Drama Production	**Advisor(s):** Stephen Cook
Frequency and Duration of Meetings: Monday-Thursday 3-4pm, 3-5pm or 3-7pm		**Number of Students in Core Group:** 31

1. Description/Purpose/Goal of This Club:

The purpose of this club is to provide students of all ages with a positive and rewarding personal experience through dramatic theater. Students audition to be a part of the show and then are cast in selected roles. They rehearse for the better part of two months and then perform for two nights in December. For the first six weeks, practice is held from 3-4pm. As the show gets closer, practice intensifies to 3-5pm and finally 3-7pm the week of the show. The students are always extremely excited to perform for their family. They learn about the theater process while performing thought-provoking material. Performing helps develop self-esteem and confidence in all students.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

This year, the Fall Drama was a Night of One-Acts, a collection of comedic stories. The students did a magnificent job and performed to two sold out crowds of over 125 people per night. It was held at PVC on the stage adjacent to the new gym. Not only did the PVC students have a rewarding experience, but I was thrilled to have students from the High School come down and help out with the show. They ran the lights and sound, acted as stage crew during the performances and chaperoned the younger students. Their efforts were critical in the success of the show. The performers got to shine in the spotlight in front of their families and peers and make friends in the process.

Comments:

I have a particular fondness for this club/activity because I not only direct the production but I write most of the material as well. As a life-long stage performer, it gives me a chance to pass on the knowledge and experience that I have gained to a new generation of extremely talented students. I cherish every opportunity I get to run this program.

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

Building: PVC	**Name of Club:** **International Club**	**Advisor(s):** **Maria D'Amato** **Charlene Sirlin**
Frequency and Duration of Meetings: **Monthly for 1 hour (or on occasion a lunch period)**		**Number of Students in Core Group:** **5**

1. Description/Purpose/Goal of This Club:

- To foster the exploration, discovery, and appreciation of countries, cultures, and languages around the world.
- Club activities are focused on the interests of our participants who are primarily 5th and 6th graders.

2. 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.

Comments:
This club is open to all grades (but draws mostly 5th and 6th graders). Scheduling was difficult this year (due to the weather and other clubs/activities). Perhaps a calendar strictly for clubs and activities might be helpful.

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

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: 39**
1. Description/Purpose/Goal of This Club: To rehearse and perform 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 at CET • 8th grade performance at graduation • Rehearsals after school throughout the school year • Prep time (music selection, music preparation, etc.) Students learned how to play as a small ensemble focusing of the genre of Jazz. Rhythms and notes are typically more complicated than Concert Band music.		
Comments:		

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

Building: PVC	**Name of Club:** Math Olympiads	**Advisor(s):** Eric Schmidt
Frequency and Duration of Meetings: 3-4pm most Mondays October - April		**Number of Students in Core Group:** 6

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.
    - This year MOEMS had some issues at the end of the year (as of 5/20/14) we have not received our certificates and prizes which we normally receive in mid-Mid for an end of year awards ceremony in late May. MOEMS expects to have the awards sent out by early June.
- 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.
- It was a pleasure to see many of the students step up and understand the algebraic solutions to complex math problems that were normally solved by them using an arithmetic computation, as opposed to algebraic.
- Next year we will try to increase participation in this club. Unfortunately, as students move into 7th and 8th grade, many of the students' schedules have conflicts with sports.

Comments:

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

Building: PVC	**Name of Club:** PVC Newspaper	**Advisor(s):** Johanna Mustacchi
Frequency and Duration of Meetings: Once a week; 1 hour each meeting.		**Number of Students in Core Group:** Approximately 4 - 6

1. Description/Purpose/Goal of This Club:

The PVC Newspaper gives students an opportunity to have a voice in their school community. Active club members become reporters, illustrators, editors and columnists and learn about newspaper layouts, topics and journalistic techniques. The "Newspaper" is a dynamic media product, existing online only, with new media added throughout the school year. Newspaper staff have an eye and ear to all that is newsworthy in the school community and are encouraged to submit hard news stories and feature articles, cartoons, comics, reviews and opinion pieces.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- I provided instruction in journalistic writing and journalistic genres.
- I placed many “how-to” files at a private-to-logged-in-users web page just for the club members, which they could access from school or home.
- Students explored different online layouts at Weebly.com
- Students pitched ideas for stories and features

Comments:
It was my intention to advise students in the production of an online newspaper for PVC, unlike the paper newspaper my 6th grade students create each trimester in Media and Communications class. While the club was open to all grade levels, only a few 5th grade students, and one or two 6th grade students attended at first. I attempted many levels of “marketing” around the school, as well as alternate meeting times. While there was some initial interest, after the December break, students expressed the existence of too many conflicts. At this point, Dr. Ulm and I decided to dissolve the club.

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

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 at CET

This year I saw tremendous growth from the select chorus. By the end of the year we were performing "Royals" in 4 different parts.

Comments:

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

Building: PVC	**Name of Club:** Social Action Club	**Advisor(s):** Dawn Giordano
Frequency and Duration of Meetings: Every Tuesday: either after school or during lunch		**Number of Students in Core Group:** 10-15

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 and local community and in our global community as well. 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 ordered "Trick-or-Treat boxes" from UNICEF and handed them out to every homeroom, grades 5-8. We also held a bake sale during the week of Halloween to assist with raising money for UNICEF. We raised $522.00 between trick-or-treat boxes and the bake sale! Students rolled coins from every trick-or-treat box. We had $156.00 in coins! Students recognized the hard work (set up, organization) that goes into setting up fundraisers (bake sales). They also took part in many discussions about profit vs. revenue when deciding on worthwhile fundraisers.

- November/December: We spent a few sessions creating 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 created an abundance of hand-made Valentine's Day cards to send to local children's hospitals. We also PLANNED to have a Valentine's Day Candy Gram sale. We created five different Valentine's Day cards on the computer to sell to PVC students before school and during lunch periods. Unfortunately, school was canceled for 2 days that week due to a big snowstorm. We weren't able to sell these cards, but we did send our handmade cards to local children's hospitals.

- March: We researched and focused our efforts on learning about current events and catastrophes around the world. As we researched, we tried to narrow our focus to the next most important organization or event that we wanted to raise awareness about. We fostered great discussion about how to help people, animals, and the environment.

- April-May: We created 5 different Mother's Day cards to sell to students. We sold these cards for Mother's Day on Wednesday, May 7th, before school and during lunch periods. Our proceeds totaled $80.50 and this donation went to St. Jude's Children's Research Hospital. Our donation will provide support to finding cures for cancer and other diseases and most importantly, saving children. Similar to our October experience, we worked closely with Susan Cerrato, as we learned about treasurer responsibilities.

- May: We spent a few meetings discussing mental health awareness, as we were approached by Jennifer Kooney, SEPTA Co-President, to take part in the ribbon campaign. We learned about NAMI and hung ribbons outside PVC to raise awareness. We hope to do more with this organization next year.

Comments:

This year was my second year being an advisor for Social Action Club. I really love being a part of this after school club. The excitement shown on the children's faces is extremely contagious. I'm excited to take on this adventure again next year!

Some of the goals that we have for next year are:
- help causes that may be found here in our school
- help more causes for our local community and global community
- educate others and create awareness about worthwhile causes

2014 Croton-Harmon Union Free School District
Co-Curricular Year End Report Form 2014

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 in 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 Lou Nardone and his high school staff to ensure another quality production.

Seussical Cast List

Grade 8

Maddie Barnes

Aidan Baker

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

Building: PVC	**Name of Club:** Student Council	**Advisor(s):** Sarah Wellman, Carrie Bishop
Frequency and Duration of Meetings: 1x/week- 45 minutes 7:15 am meetings before school)		**Number of Students in Core Group:** 24

1. Description/Purpose/Goal:

- **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
- Ran school store every Wednesday morning before school
- Planned and held school-wide Winter Dance
- Raised money through various fundraisers for Cortlandt Food Bank
- Met with District Administrators to discuss proposed PVC vestibule
- Welcomed and met with Chinese exchange students to give them an idea of a "day in the life" of a PVC student
- Worked with PVC PTA to incorporate possible new food options for lunch
- 7th grade members served as "welcome ambassadors" during 5th grade Orientation
- Considered and provided student input about school policies and programs- Advisory, Code of Conduct, cell phone/internet policy, dress code, PBIS (PAWS raffle), building use, etc.
- Planned annual Cabaret show to benefit Jambo Jipya school in Kenya
- Planned school wide Field Day

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 the quality of student life in general. Students were elected to leadership positions (President, Vice President, Treasurer, and Secretary) by way of school wide elections. Student Council members interacted and interfaced not only with their peers, but with teachers, administrators and parent representatives throughout the school year. They learned how to establish group rules, plan special events, fundraise, and most importantly, to think critically.

4. Goals for Next Year:

Student Council members look forward to offering and expanding more leadership opportunities for PVC students next year. Students may consider restructuring to allow for greater representation (individual grade level representatives).

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

Building: PVC	**Name of Club:** Video Production Club	**Advisor(s):** Stephen Cook
Frequency and Duration of Meetings: Every Monday 3-4pm		**Number of Students in Core Group:** 3

1. Description/Purpose/Goal of This Club:

Video Production Club is a hands-on, multimedia learning experience for students of all grades at PVC that are interested in the film making process. Students brainstorm ideas, write their own scripts and scout locations in which to film. They storyboard their films to organize scenes and use school equipment, (cameras, tri-pods, lighting, etc.) to film their scripts. After uploading all of the footage to PCs, students then learn how to edit their films into a finished product.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

Two 5th grade students worked hard on a script that they developed from scratch. They then held auditions to cast the actors in their film. Because of their involvement in the Spring Musical, the project had to be put on hold**,** but they hope to make significant progress by the end of the year and continue it next year.

Comments:

I always enjoy mentoring this club because I love being a part of the creative process. The students never disappoint with their ideas and I enjoy helping develop them while instructing them on the technical aspects of the film making process.

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

Building: C.E.T	**Name of Club:** Math Olympiad	**Advisor(s):** Kristine Robinson
Frequency and Duration of Meetings: Tuesday Mornings from 7:30-8:00 October 22, 2013 - March 11, 2014		**Number of Students in Core Group:** 16

1. Description/Purpose/Goal of This Club:

Math Olympiads is an enrichment math program for fourth grade students. Club members explore topics and strategies in depth using creative problem solving skills. They also practice for the contests, using non-routine problems from Math Olympiad Contest Problems for Elementary Students.

Through Math Olympiads students:

- Develop an understanding of multiple ways to solve mathematic equations
- Build collaborative working skills
- Solve challenging mathematic problems by using problem solving strategies taught

Through Math Olympiads the instructor will:

- Teach strategies for problem solving in the area of mathematics
- Encourage a greater love for Mathematics
- Introduce important Mathematical concepts and tools for decoding math problems

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- Through the course of the program students participated in five math contests.
- Once the results are submitted by the instructor they are compared to schools and students nationally.
- At the end of the program students receive completion certificates.
- MOEMS sends a trophy to the highest scorer from the team.

To conclude the program a breakfast is held to congratulate students on all their hard work in Math Olympiads. Parents are invited to recognize student achievement. Math Olympiads is a challenging program for students who are interested in accelerated math. Throughout Math Olympiads students problem solve, collaborate, and use critical thinking, to solve problems. Students work in small groups when solving problems. Through collaborative work students teach each other and learn from each other. This year there was a very wide range of ability levels within the group. The students enjoyed working with their peers and felt successful when they solved problems.

Comments:

This year's program was a success. Students were eager to participate and enjoyed the challenging math. Many of the students were disappointed when the program was over.

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

Building: CET/CHHS	**Name of Club:** **Tiger TV** **Videography**	**Advisor(s): Gregory Cavalieri** **Marlena Peters**
Frequency and Duration of Meetings: As Needed for Equipment Pickup/Drop Off & Team Meetings 7:30-7:45am OR 2:30-3:00pm		**Number of Students in Core Group:** **3**

1. Description/Purpose/Goal of This Club:
Mentor High School students to work as a videography team. Students develop skills in the area of film, editing, team work, and event scheduling/planning. As coordinators we teach & deploy videography students to document various district events. This includes: updating the broadcast schedule, mentoring the team, deploying equipment, coordinating events to be recorded, data managing video files, editing, and maintaining an operational cable station for the district.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:
-Broadway Kids, Perez-A-Palooza, Chorus/Band Concerts, Musicals, Grade Level Performances, School Plays, and district ceremonies (Graduations, Panel Discussions & Important Assemblies).
Students learn a variety of multi-media skills in the area of videography.
-Collaboration/Communication as a videography team
-Event Scheduling and Preparation
-Equipment Deployment and use: HD Cameras/Tripods/AudioRecording/Headsets
-Importing/Exporting and Editing of District Events/DvD Authoring/ Multi-Cam Editing Techniques
-Maintain a digital archive of recorded events
-Learn Videography Director techniques for event camera set up/blind spots/ additional audio recordings/ and overall coordination.

Comments: After losing 3 Senior Videographers last graduation, we certainly had some shoes to fill for Tiger TV. This year's new students rose to the occasion and performed beyond expectations. We are proud of our new team and all that they have learned and accomplished this past year!

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

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: 70

1. Description/Purpose/Goal of This Club:

Rehearsal and performances of Choral literature.

2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience:

- **Read choral music**
- **Work as a team**
- **Build an Ensemble**
- **Perform in two concerts-one in the winter, one in the spring(2 school concerts 2 for parents, 1 evening)**
- **4 students were selected for Westchester All County**
- **Performed at CHHS Basketball game**

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.

Comments:

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

Building: CET	**Name of Club: CET-Annual Report-Co-Curriculum_Before & After School Strings**	**Advisor(s): Jane Parkhouse**
Frequency and Duration of Meetings: **Tuesday- Friday:7:40-8:20AM** **Monday- Friday :2:30-3:15PM**		**Number of Students in Core Group: 53**
1. Description/Purpose/Goal of This Club: **To teach children to play a string instrument in a small group setting. Sara O'Brien has her own classes.**		
2. Bulletin point list of achievements, highlights, events & activities. Include a brief narrative about student learning, skills and experience: • **53 students in small groups of 4-9** • **18 students attended the NYSSMA festival** • **All string students participated in the CET winter & spring concerts** **The school year began with 31 new students from 1st and 2nd grade. They have learned the fundamentals of string playing. The returning string students have refined and developed their skills with many of them attending the NYSSMA festival at level1 and 2.**		
Comments:		

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

Building: CET	**Name of Club:** Morning Math Enrichment	**Advisor(s):** Debbie Liebert
Frequency and Duration of Meetings: Once a week Tuesday mornings for 30 minutes		**Number of Students in Core Group:** 20

1. Description/Purpose/Goal:
Morning Math Enrichment is designed to challenge third grade students who are already proficient in math. The program focuses on allowing students to use their higher level of thinking to solve challenging math problems.

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

- Students worked together on solving: challenging math problems or created strategies playing math games.
- Students developed a sense of pride towards their work.
- Students were offered a variety of challenges to choose from.

3. Please write a narrative about student learning, skills & experience:
Throughout the school year students engaged in various activities which challenged their knowledge of math. Students were encouraged to solve the problems on their own and explain their strategies. The purpose of the program was to have students develop higher level thinking skills and to become better independent problem solvers.
The following common core standards were incorporated into the morning math enrichment program.

- Operations and Algebraic Thinking
- Measurement and Data
- Geometry and Number Operations
- Logic and Reasoning

4. Goals for Next Year:

- Integrate more technology
- Have students work in pairs to solve more multi- step word problems.

Comments:
In the beginning of the session, there was a tremendous interest in the Morning Math Program. About sixty students attended the program for the first two weeks. After the first two weeks I divided the students into two groups based on skill level. In the end there were about twenty consistent students who attended on a regular basis. Next year before dividing the students into two groups I will wait a few weeks to see if enrollment declines.

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

Building: CET	**Name of Club:** Broadway Kids (Enrichment Program)	**Advisor(s):** Marlena Peters Brienne Johannes
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 (145 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: Annie, The Lion King, The Little Mermaid, Tarzan, Aladdin, and Matilda.

3. Please write a 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.



4. Goals for Next Year:

The students will build ownership of the production by continuing to be part of the entire process of putting a show together from beginning to end.

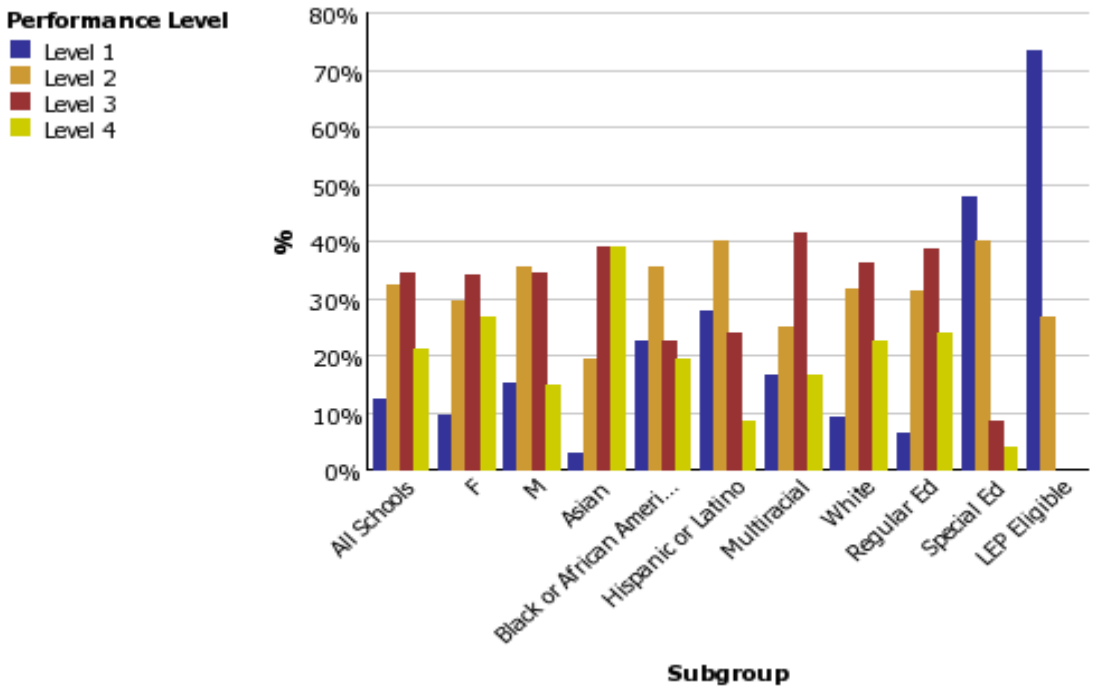
Comments: Broadway Kids is always a wonderful opportunity for students to truly understand how to work collaboratively towards the ultimate goal of presenting a performance in a very positive way.



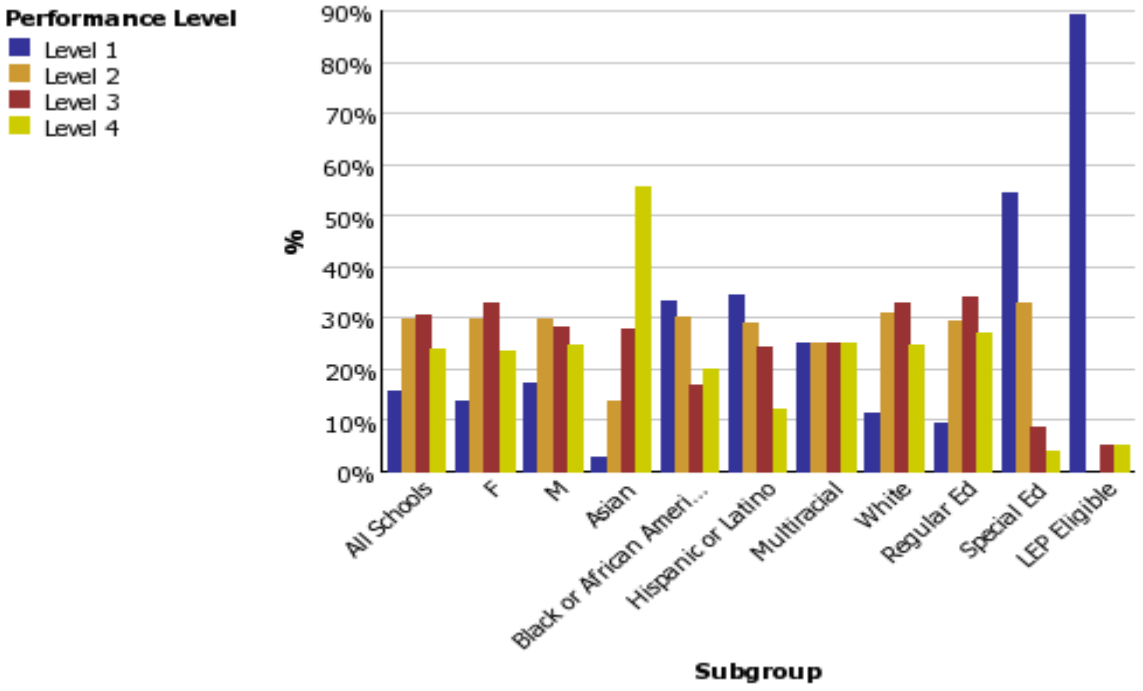
CROTON-HARMON

Union Free School District

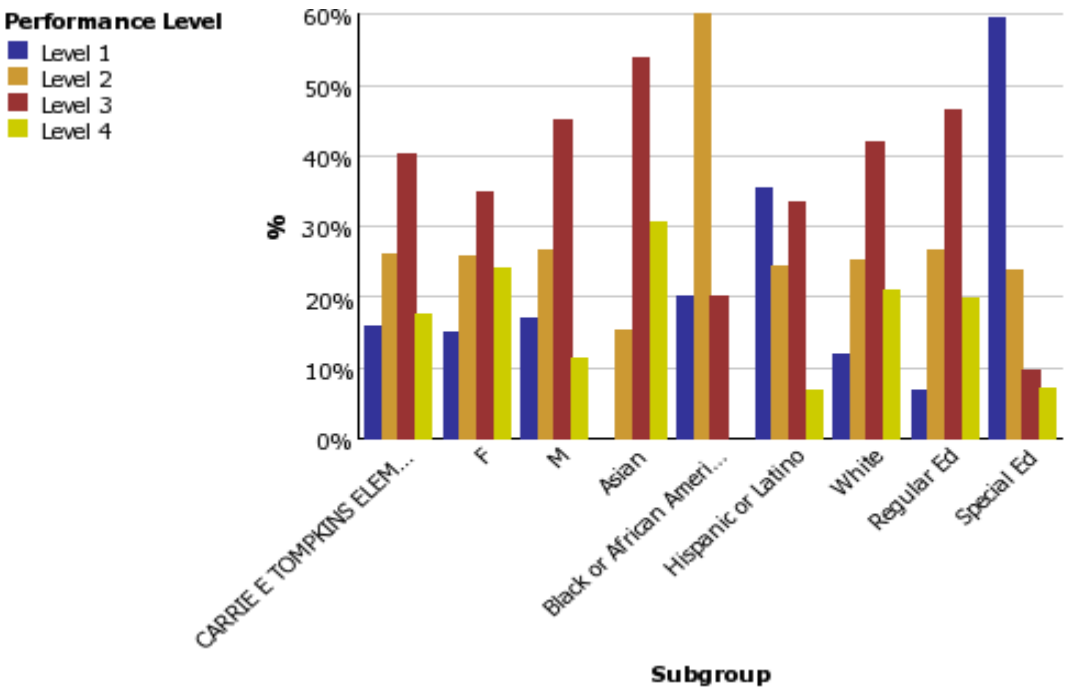
Data Review: 2013-2014



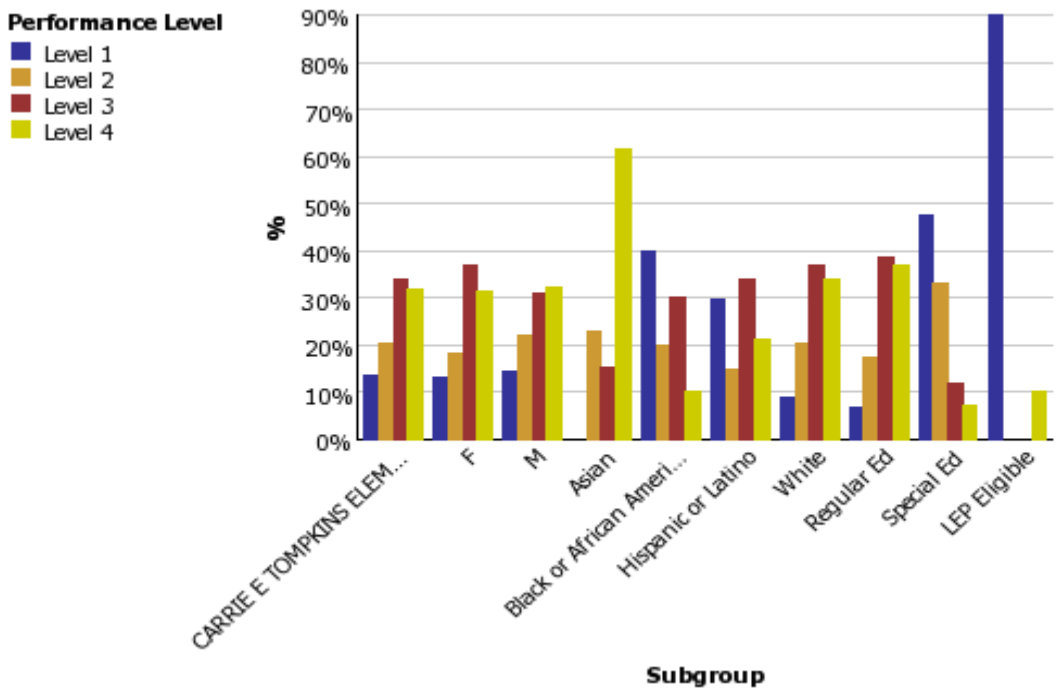
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**92**	**12%**	**245**	**32%**	**259**	**34%**	**159**	**21%**	**755**
F	37	9%	117	30%	135	34%	106	27%	395
M	55	15%	128	36%	124	34%	53	15%	360
American Indian or Alaska Native					1	100%			1
Asian	1	3%	7	19%	14	39%	14	39%	36
Black or African American	7	23%	11	35%	7	23%	6	19%	31
Hispanic or Latino	29	28%	42	40%	25	24%	9	9%	105
Multiracial	2	17%	3	25%	5	42%	2	17%	12
Native Hawaiian/Other Pacific Islander			1	100%					1
White	53	9%	181	32%	207	36%	128	22%	569
Regular Ed	41	6%	202	31%	250	39%	155	24%	648
Special Ed	51	48%	43	40%	9	8%	4	4%	107
LEP Eligible	11	73%	4	27%					15



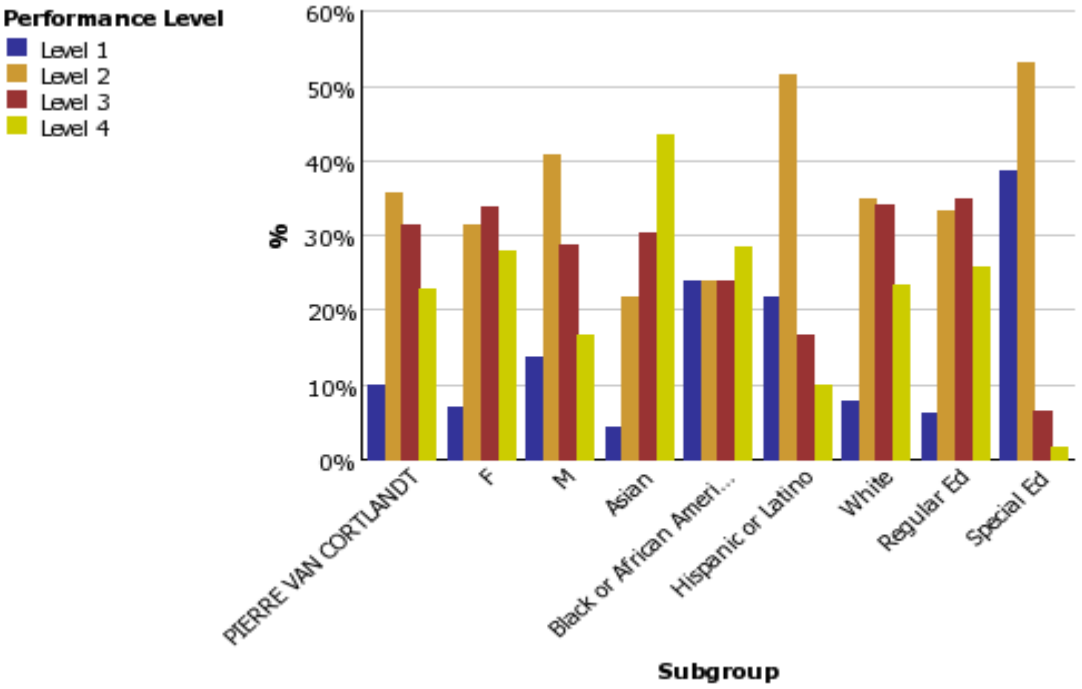
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
All Schools	**116**	**15%**	**223**	**30%**	**230**	**31%**	**180**	**24%**	**749**
F	55	14%	118	30%	130	33%	93	23%	396
M	61	17%	105	30%	100	28%	87	25%	353
American Indian or Alaska Native			1	100%					1
Asian	1	3%	5	14%	10	28%	20	56%	36
Black or African American	10	33%	9	30%	5	17%	6	20%	30
Hispanic or Latino	37	35%	31	29%	26	24%	13	12%	107
Multiracial	3	25%	3	25%	3	25%	3	25%	12
Native Hawaiian/Other Pacific Islander			1	100%					1
White	65	12%	173	31%	186	33%	138	25%	562
Regular Ed	60	9%	189	29%	221	34%	176	27%	646
Special Ed	56	54%	34	33%	9	9%	4	4%	103
LEP Eligible	17	89%			1	5%	1	5%	19



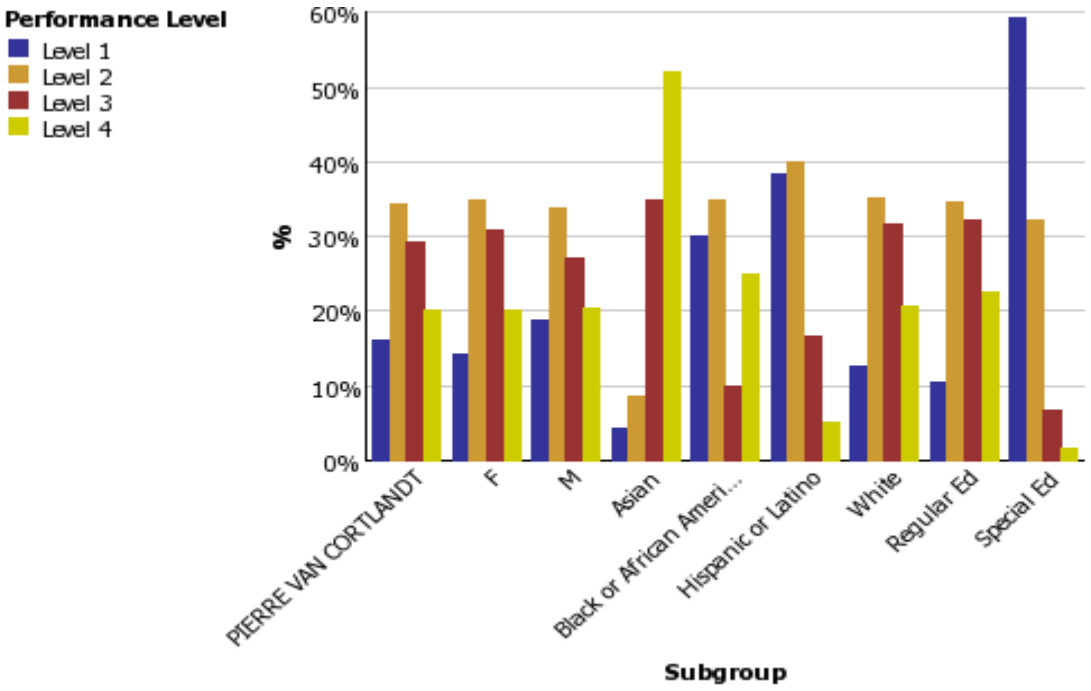
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	39	16%	64	26%	98	40%	43	18%	244
F	18	15%	31	26%	42	35%	29	24%	120
M	21	17%	33	27%	56	45%	14	11%	124
American Indian or Alaska Native					1	100%			1
Asian			2	15%	7	54%	4	31%	13
Black or African American	2	20%	6	60%	2	20%			10
Hispanic or Latino	16	36%	11	24%	15	33%	3	7%	45
Multiracial	1	12%	3	38%	3	38%	1	12%	8
White	20	12%	42	25%	70	42%	35	21%	167
Regular Ed	14	7%	54	27%	94	47%	40	20%	202
Special Ed	25	60%	10	24%	4	10%	3	7%	42
LEP Eligible	7	88%	1	12%					8



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
CARRIE E TOMPKINS ELEM SC	34	14%	50	20%	84	34%	79	32%	247
F	16	13%	22	18%	45	37%	38	31%	121
M	18	14%	28	22%	39	31%	41	33%	126
American Indian or Alaska Native			1	100%					1
Asian			3	23%	2	15%	8	62%	13
Black or African American	4	40%	2	20%	3	30%	1	10%	10
Hispanic or Latino	14	30%	7	15%	16	34%	10	21%	47
Multiracial	1	12%	3	38%	1	12%	3	38%	8
White	15	9%	34	20%	62	37%	57	34%	168
Regular Ed	14	7%	36	18%	79	39%	76	37%	205
Special Ed	20	48%	14	33%	5	12%	3	7%	42
LEP Eligible	9	90%					1	10%	10



	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	51	10%	181	36%	160	31%	116	23%	508
F	19	7%	86	31%	93	34%	77	28%	275
M	32	14%	95	41%	67	29%	39	17%	233
Asian	1	4%	5	22%	7	30%	10	43%	23
Black or African American	5	24%	5	24%	5	24%	6	29%	21
Hispanic or Latino	13	22%	31	52%	10	17%	6	10%	60
Multiracial	1	25%			2	50%	1	25%	4
Native Hawaiian/Other Pacific Islander			1	100%					1
White	31	8%	139	35%	136	34%	93	23%	399
Regular Ed	27	6%	148	33%	156	35%	115	26%	446
Special Ed	24	39%	33	53%	4	6%	1	2%	62
LEP Eligible	4	57%	3	43%					7

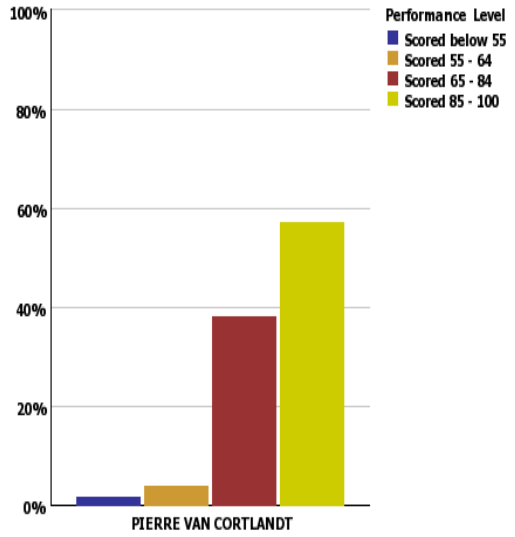


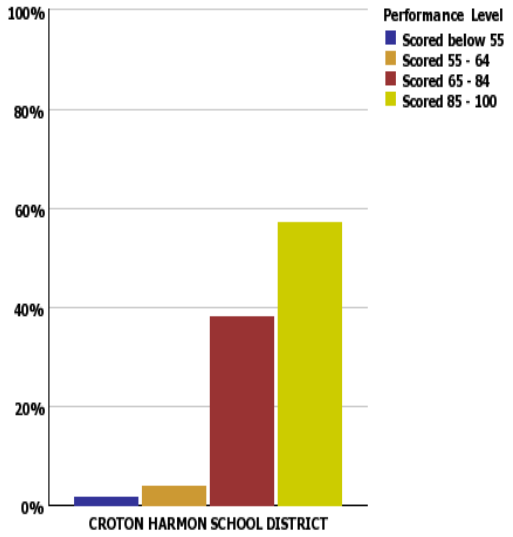
	Level 1		Level 2		Level 3		Level 4		All Levels
	#	%	#	%	#	%	#	%	Total#
PIERRE VAN CORTLANDT	81	16%	172	34%	146	29%	101	20%	500
F	39	14%	96	35%	85	31%	55	20%	275
M	42	19%	76	34%	61	27%	46	20%	225
Asian	1	4%	2	9%	8	35%	12	52%	23
Black or African American	6	30%	7	35%	2	10%	5	25%	20
Hispanic or Latino	23	38%	24	40%	10	17%	3	5%	60
Multiracial	2	50%			2	50%			4
Native Hawaiian/Other Pacific Islander			1	100%					1
White	49	12%	138	35%	124	32%	81	21%	392
Regular Ed	46	10%	153	35%	142	32%	100	23%	441
Special Ed	35	59%	19	32%	4	7%	1	2%	59
LEP Eligible	8	89%			1	11%			9

Living Enviroment – Pierre Van Cortlandt Middle School

Performance Level	Building Count	Building Percent
Scored below 55	2	1.43%
Scored 55 - 64	5	3.57%
Scored 65 - 84	53	37.86%
Scored 85 - 100	80	57.14%

Performance Level	District Count	District Percent
Scored below 55	2	1.43%
Scored 55 - 64	5	3.57%
Scored 65 - 84	53	37.86%
Scored 85 - 100	80	57.14%

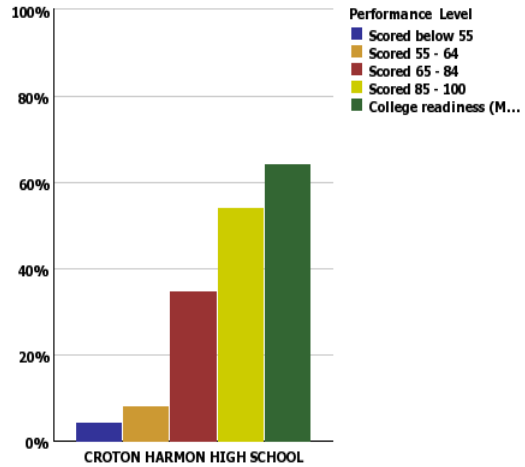


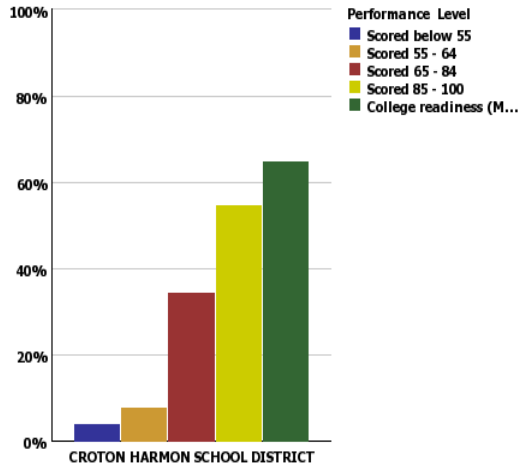


Algebra 2/Trigonometry

Scored below 55	3	3.85%
Scored 55 - 64	6	7.69%
Scored 65 - 84	27	34.62%
Scored 85 - 100	42	53.85%
College readiness (Math: Scored 80 or above)	50	64.10%

Scored below 55	3	3.80%
Scored 55 - 64	6	7.59%
Scored 65 - 84	27	34.18%
Scored 85 - 100	43	54.43%
College readiness (Math: Scored 80 or above)	51	64.56%

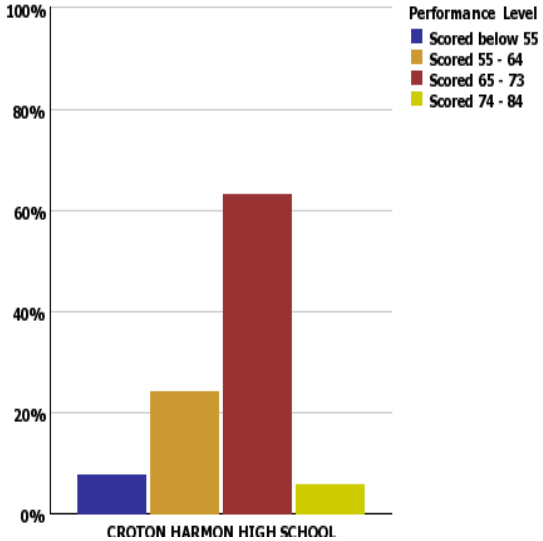


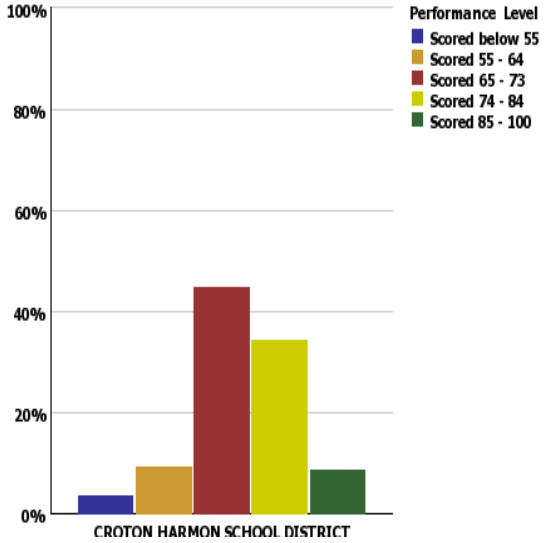


Common Core Algebra

Scored below 55	4	7.41%
Scored 55 - 64	13	24.07%
Scored 65 - 73	34	62.96%
Scored 74 - 84	3	5.56%

Scored below 55	5	3.50%
Scored 55 - 64	13	9.09%
Scored 65 - 73	64	44.76%
Scored 74 - 84	49	34.27%
Scored 85 - 100	12	8.39%

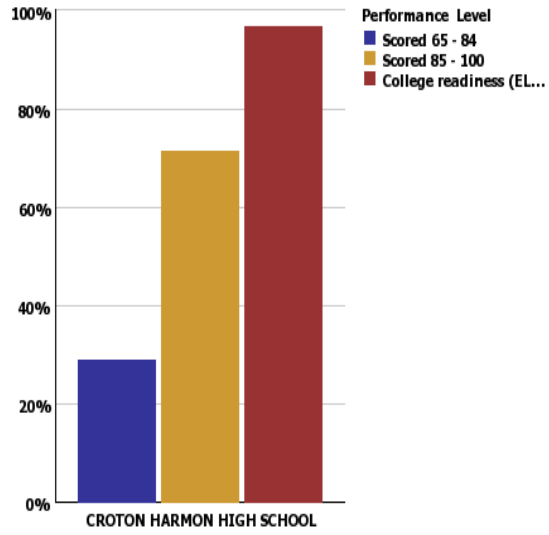


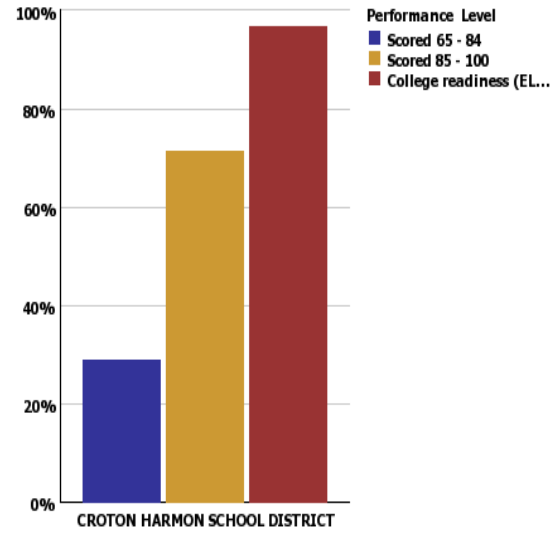


English

Performance Level	Building Count	Building Percent
Scored 65 - 84	35	28.69%
Scored 85 - 100	87	71.31%
College readiness (ELA: Scored 75 or above)	118	96.72%

Performance Level	District Count	District Percent
Scored 65 - 84	35	28.69%
Scored 85 - 100	87	71.31%
College readiness (ELA: Scored 75 or above)	118	96.72%

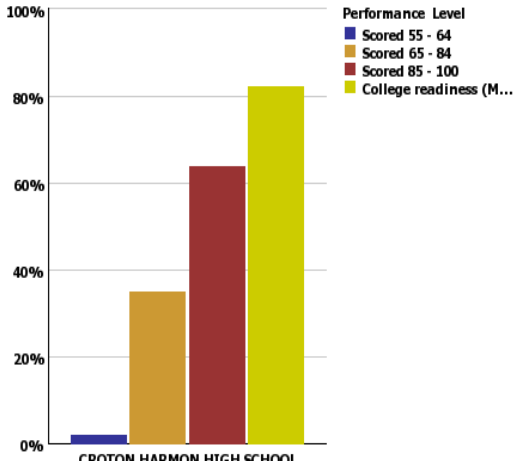


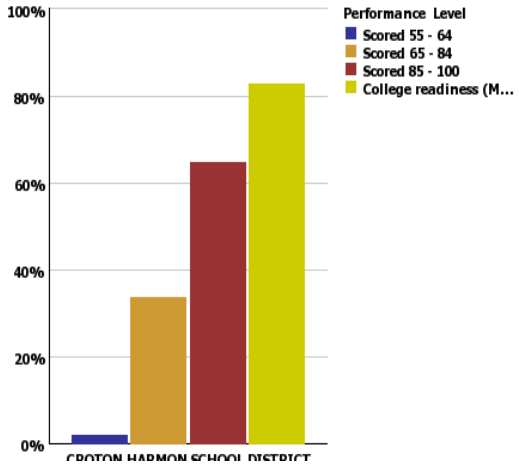


Geometry

Performance Level	Building Count	Building Percent
Scored 55 - 64	2	1.69%
Scored 65 - 84	41	34.75%
Scored 85 - 100	75	63.56%
College readiness (Math: Scored 80 or above)	97	82.20%

Performance Level	District Count	District Percent
Scored 55 - 64	2	1.64%
Scored 65 - 84	41	33.61%
Scored 85 - 100	79	64.75%
College readiness (Math: Scored 80 or above)	101	82.79%

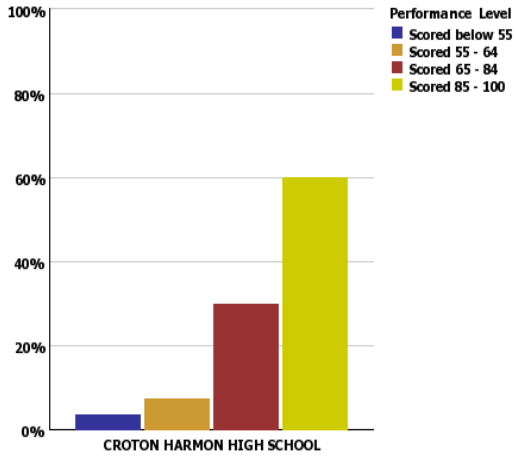


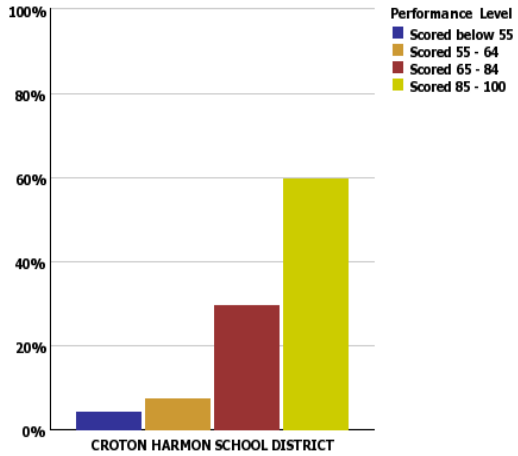


Global

Performance Level	Building Count	Building Percent
Scored below 55	4	3.20%
Scored 55 - 64	9	7.20%
Scored 65 - 84	37	29.60%
Scored 85 - 100	75	60.00%

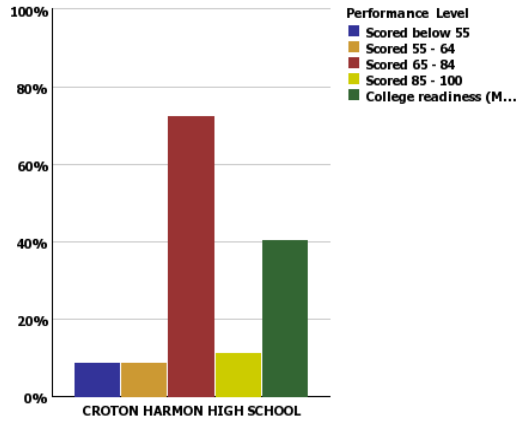
Performance Level	District Count	District Percent
Scored below 55	5	3.97%
Scored 55 - 64	9	7.14%
Scored 65 - 84	37	29.37%
Scored 85 - 100	75	59.52%



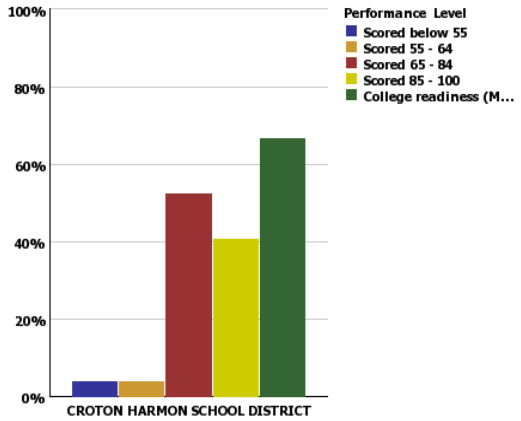


Integrated Algebra

Scored below 55	6	8.33%
Scored 55 - 64	6	8.33%
Scored 65 - 84	52	72.22%
Scored 85 - 100	8	11.11%
College readiness (Math: Scored 80 or above)	29	40.28%

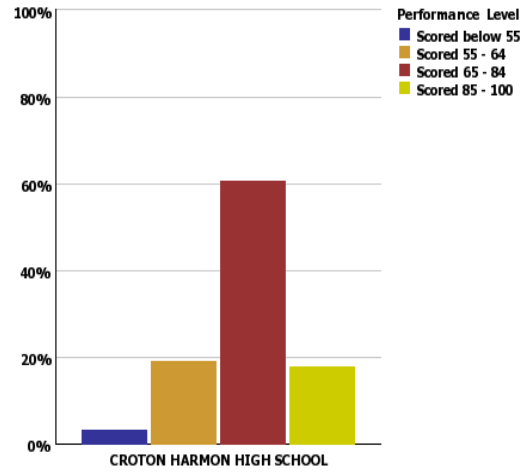


Scored below 55	6	3.73%
Scored 55 - 64	6	3.73%
Scored 65 - 84	84	52.17%
Scored 85 - 100	65	40.37%
College readiness (Math: Scored 80 or above)	107	66.46%

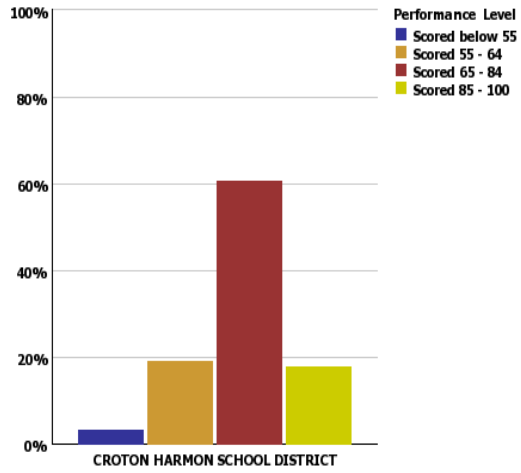


Chemistry

Performance Level	Building Count	Building Percent
Scored below 55	3	3.12%
Scored 55 - 64	18	18.75%
Scored 65 - 84	58	60.42%
Scored 85 - 100	17	17.71%



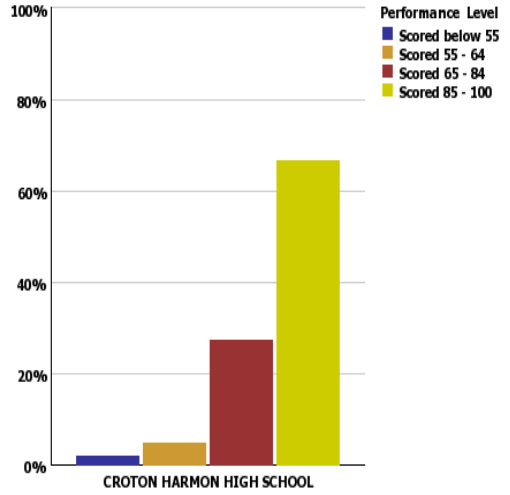
Performance Level	District Count	District Percent
Scored below 55	3	3.12%
Scored 55 - 64	18	18.75%
Scored 65 - 84	58	60.42%
Scored 85 - 100	17	17.71%

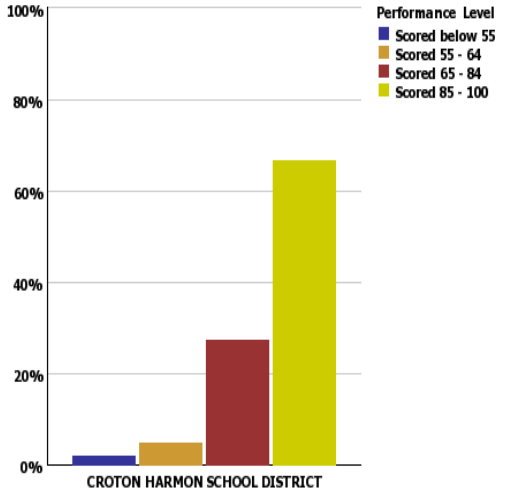


Earth Science

Performance Level	Building Count	Building Percent
Scored below 55	2	1.87%
Scored 55 - 64	5	4.67%
Scored 65 - 84	29	27.10%
Scored 85 - 100	71	66.36%

Performance Level	District Count	District Percent
Scored below 55	2	1.87%
Scored 55 - 64	5	4.67%
Scored 65 - 84	29	27.10%
Scored 85 - 100	71	66.36%

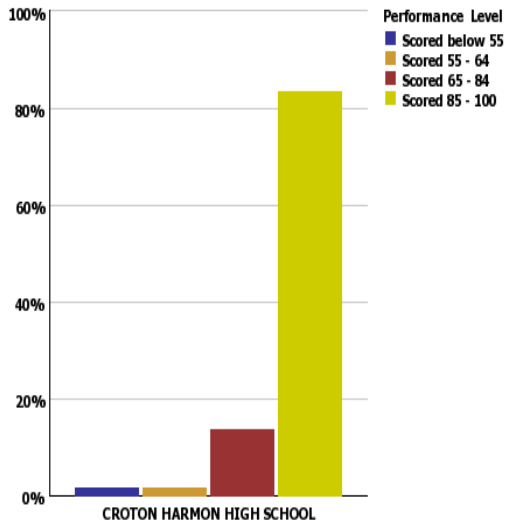


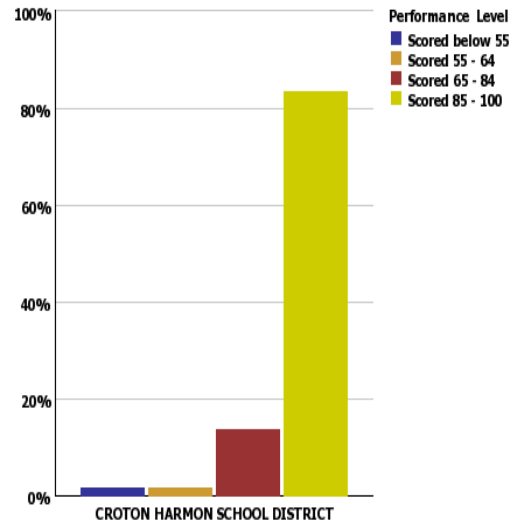


US History & Government

Performance Level	Building Count	Building Percent
Scored below 55	2	1.57%
Scored 55 - 64	2	1.57%
Scored 65 - 84	17	13.39%
Scored 85 - 100	106	83.46%

Performance Level	District Count	District Percent
Scored below 55	2	1.57%
Scored 55 - 64	2	1.57%
Scored 65 - 84	17	13.39%
Scored 85 - 100	106	83.46%





CHHS Regents Results - June 2014

Regents Algebra2/Trigonometry - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students: 78)**

Performance Level	Building Count	Building Percent
Scored below 55	3	3.85%
Scored 55 - 64	6	7.69%
Scored 65 - 84	27	34.62%
Scored 85 - 100	42	53.85%
College readiness (Math: Scored 80 or above)	50	64.10%

Regents Common Core Algebra I

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 54)

Performance Level	Building Count	Building Percent
Scored below 55	4	7.41%
Scored 55 - 64	13	24.07%
Scored 65 - 73	34	62.96%
Scored 74 - 84	3	5.56%
Scored 85 - 100	0	0.00%

Regents ELA - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students: 122)**

Performance Level	Building Count	Building Percent
Scored 65 - 84	35	28.69%
Scored 85 - 100	87	71.31%
College readiness (ELA: Scored 75 or above)	118	96.72%

Regents Geometry - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 118**)**

Performance Level	Building Count	Building Percent
Scored 55 - 64	2	1.69%
Scored 65 - 84	41	34.75%
Scored 85 - 100	75	63.56%
College readiness (Math: Scored 80 or above)	97	82.20%

Regents Global History - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 125**)**

Performance Level	Building Count	Building Percent
Scored below 55	4	3.20%
Scored 55 - 64	9	7.20%
Scored 65 - 84	37	29.60%
Scored 85 - 100	75	60.00%

Regents Integrated Algebra - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students: 72)**

Performance Level	Building Count	Building Percent
Scored below 55	6	8.33%
Scored 55 - 64	6	8.33%
Scored 65 - 84	52	72.22%
Scored 85 - 100	8	11.11%
College readiness (Math: Scored 80 or above)	29	40.28%

Regents Living Environment - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students: 0)**

Performance Level	Building Count	Building Percent
Scored below 55 (01)	0	0%
Scored 55 - 64 (02)	0	0%
Scored 65 - 84 (03)	0	0%
Scored 85 - 100 (04)	0	0%

Regents Chemistry - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students: 96)**

Performance Level	Building Count	Building Percent
Scored below 55	3	3.13%
Scored 55 - 64	18	18.75%
Scored 65 - 84	58	60.42%
Scored 85 - 100	17	17.71%

Regents Earth Science - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 107**)**

Performance Level	Building Count	Building Percent
Scored below 55	2	1.87%
Scored 55 - 64	5	4.67%
Scored 65 - 84	29	27.10%
Scored 85 - 100	71	66.36%

Regents Physics - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students: 0)**

Performance Level	Building Count	Building Percent
Scored below 55 (01)	0	0%
Scored 55 - 64 (02)	0	0%
Scored 65 - 84 (03)	0	0%
Scored 85 - 100 (04)	0	0%

Regents US History & Government - June 2014

CROTON HARMON HIGH SCHOOL **(# of Tested Building Students:** 127**)**

Performance Level	Building Count	Building Percent
Scored below 55	2	1.57%
Scored 55 - 64	2	1.57%
Scored 65 - 84	17	13.39%
Scored 85 - 100	106	83.46%

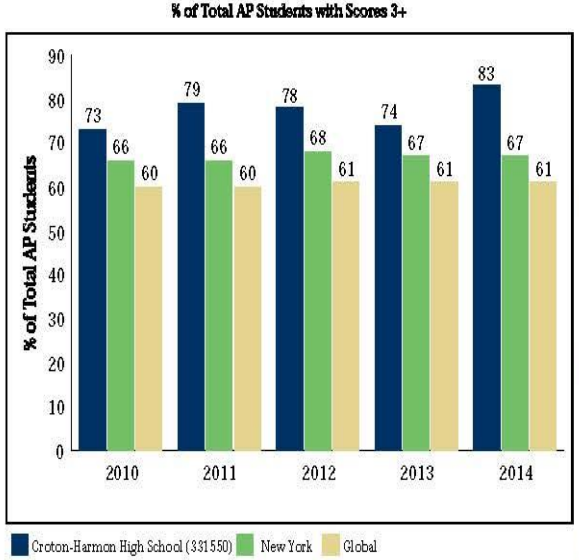
AP Five-Year School Score Summary (2014)

Print / Download Options

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 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)



	2010	2011	2012	2013	2014
Croton-Harmon High School (331550)					
Total AP Students	145	227	226	249	238
Number of Exams	263	378	386	422	413
AP Students with Scores 3+	106	179	177	184	197
% of Total AP Students with Scores 3+	73.1	78.9	78.3	73.9	82.8
New York					
Total AP Students	129,742	134,597	139,048	142,866	148,988
Number of Exams	221,450	229,510	238,728	246,688	258,073
AP Students with Scores 3+	85,519	88,816	93,970	96,052	99,953
% of Total AP Students with Scores 3+	65.9	66.0	67.6	67.2	67.1
Global					
Total AP Students	1,855,310	1,982,133	2,106,843	2,225,625	2,351,529
Number of Exams	3,236,335	3,475,395	3,714,079	3,955,410	4,198,353
AP Students with Scores 3+	1,116,959	1,193,662	1,295,051	1,354,800	1,441,602
% of Total AP Students with Scores 3+	60.2	60.2	61.5	60.9	61.3

"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.

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Art History	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5					1	166	119	170	130	170	2,702	2,724	2,828	2,699	2,810
4						296	231	256	210	189	4,967	4,853	5,105	4,883	4,716
3						324	308	283	273	239	5,667	5,958	5,733	6,245	6,325
2						263	236	236	212	178	4,044	4,268	4,243	4,363	4,355
1						229	223	253	311	319	4,343	4,660	4,867	4,621	5,049
Total Exams					1	1,278	1,117	1,198	1,136	1,095	21,723	22,463	22,776	22,811	23,255
Mean Score					5.00	2.93	2.81	2.88	2.68	2.74	2.89	2.85	2.86	2.85	2.82

Biology	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	4	1	8			3,500	3,600	4,190	1,013	1,118	32,361	34,934	37,875	11,188	14,163
4	3	3	4	6	10	2,694	3,072	3,277	4,167	4,215	26,206	30,627	32,512	44,035	47,983
3	3	4	3	9	6	2,675	2,774	2,509	6,723	6,702	26,607	28,139	27,513	73,865	75,303
2	2	3	2	1	4	2,278	2,544	2,468	4,287	4,391	24,426	27,018	27,896	59,665	58,039
1	1	1	1			4,215	4,481	4,119	653	955	63,297	64,536	66,153	15,149	18,769
Total Exams	13	12	18	16	20	15,362	16,471	16,563	16,843	17,381	172,897	185,254	191,949	203,902	214,257
Mean Score	3.54	3.00	3.89	3.31	3.30	2.93	2.93	3.06	3.04	3.01	2.65	2.70	2.73	2.88	2.91

Calculus AB	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	15	14	16	6	9	3,793	3,957	4,759	4,898	4,828	52,336	54,880	67,630	67,783	72,504
4	2	10	2	2	4	3,053	3,006	3,149	3,649	3,429	40,591	42,049	45,705	51,440	48,978
3	1	3		1	1	3,236	3,207	3,093	3,201	3,503	44,582	47,378	46,711	49,101	52,070
2	1	1	1		1	1,908	1,742	1,714	1,891	1,884	27,682	27,354	27,309	31,833	31,376
1					1	4,705	4,621	4,355	3,974	4,700	81,669	84,843	80,731	83,261	89,791
Total Exams	19	28	19	9	16	16,695	16,533	17,070	17,613	18,344	246,860	256,504	268,086	283,418	294,719
Mean Score	4.63	4.32	4.74	4.56	4.19	2.96	3.00	3.13	3.20	3.10	2.81	2.82	2.97	2.96	2.94

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

Calculus BC	Croton-Harmon High School (331550)					New York					Global				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5				7	6	2,620	2,601	3,031	3,069	3,242	39,252	40,656	47,708	47,972	54,334
4					4	850	872	873	1,008	1,063	12,248	13,601	15,287	16,896	18,525
3				2	2	946	886	825	1,005	988	14,290	14,301	15,004	18,762	18,204
2					4	304	257	275	303	318	4,579	5,038	5,080	5,950	5,979
1						594	642	626	757	749	9,058	11,781	11,570	15,018	15,283
Total Exams				9	16	5,314	5,258	5,630	6,142	6,360	79,427	85,377	94,649	104,598	112,325
Mean Score				4.56	3.75	3.87	3.86	3.96	3.87	3.90	3.86	3.78	3.87	3.73	3.81

Calculus BC: AB Subscore	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5				7	8	2,657	2,969	3,464	3,638	3,674	40,578	47,108	56,165	58,790	61,850
4				2	6	1,078	976	927	1,177	1,095	15,387	15,304	15,964	20,792	18,833
3					2	758	688	508	633	769	11,231	11,290	9,179	11,725	14,449
2						316	212	279	314	344	4,531	4,162	5,492	5,640	7,053
1						505	412	452	380	478	7,697	7,505	7,843	7,645	10,135
Total Exams				9	16	5,314	5,257	5,630	6,142	6,360	79,424	85,369	94,643	104,592	112,320
Mean Score				4.78	4.38	3.95	4.12	4.19	4.20	4.12	3.96	4.06	4.13	4.12	4.03

Chemistry	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5	2	2	1	1	2	1,584	1,486	1,728	2,064	1,006	19,806	21,026	21,735	26,535	15,045
4	4	6	5	4	2	1,773	1,639	1,962	2,230	1,849	21,391	22,712	25,674	30,081	25,147
3	11	10	7	9	10	1,677	1,707	1,898	1,740	2,680	22,350	24,033	26,714	26,318	38,534
2	8	10	7	5	13	1,028	1,163	1,194	1,169	2,146	14,662	17,948	19,874	20,841	38,399
1	8	9	2	5	2	1,619	1,686	1,646	1,506	1,123	37,237	37,334	38,786	36,403	31,955
Total Exams	33	37	22	24	29	7,681	7,681	8,428	8,709	8,804	115,446	123,053	132,783	140,178	149,080
Mean Score	2.52	2.51	2.82	2.63	2.62	3.09	3.01	3.11	3.25	2.94	2.76	2.77	2.79	2.93	2.68

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Comparative Government and Politics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5				14	8	192	172	203	208	206	3,075	2,999	3,571	3,847	4,018
4				4	6	242	257	323	267	255	3,447	3,757	4,411	4,315	4,842
3				7	6	261	275	252	206	185	3,567	3,490	3,424	4,011	3,826
2				2	3	243	302	248	264	220	3,794	3,661	3,828	4,648	4,509
1						126	184	169	136	125	3,032	3,240	3,224	3,550	3,306
Total Exams				27	23	1,064	1,190	1,195	1,081	991	16,915	17,147	18,458	20,371	20,501
Mean Score				4.11	3.83	3.12	2.94	3.12	3.14	3.20	2.98	2.98	3.07	3.01	3.09

Computer Science A	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5						394	332	468	536	647	5,331	5,552	6,220	8,285	8,393
4				1		392	370	483	499	592	4,991	5,533	6,396	8,295	9,119
3						202	171	265	242	438	2,823	3,162	4,099	4,353	6,593
2						128	100	131	114	190	1,588	1,740	2,005	2,160	3,018
1						357	364	497	466	878	5,467	6,240	7,497	8,042	12,231
Total Exams				1		1,473	1,337	1,844	1,857	2,745	20,200	22,227	26,217	31,135	39,354
Mean Score				4.00		3.23	3.15	3.16	3.28	2.98	3.16	3.11	3.07	3.21	2.96

English Language and Composition	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	9	17	11	9	12	2,745	3,208	3,170	3,091	2,994	40,476	45,833	48,795	48,927	48,472
4	17	19	22	20	21	4,964	5,304	5,628	4,557	5,260	78,184	82,701	90,100	77,548	90,506
3	14	5	5	12	17	6,084	6,765	6,991	7,429	7,639	110,266	124,294	128,834	136,438	143,821
2	5		1	7	4	4,313	4,546	5,058	6,376	6,669	104,106	113,742	124,286	142,270	152,537
1						1,250	1,249	1,344	2,262	2,109	44,064	46,833	53,157	72,552	71,692
Total Exams	45	41	39	48	54	19,356	21,072	22,191	23,715	24,671	377,096	413,403	445,172	477,735	507,028
Mean Score	3.67	4.29	4.10	3.65	3.76	3.19	3.22	3.19	2.99	3.01	2.91	2.92	2.90	2.77	2.79

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
English Literature and Composition	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	3	4	2	3	2,032	2,098	2,167	1,911	2,044	28,740	31,094	31,628	29,387	30,523
4	9	4	13	3	13	4,927	4,630	4,710	4,857	4,653	67,921	65,822	68,478	72,663	70,792
3	4	9	6	3	9	7,724	8,238	7,855	8,093	7,685	107,316	114,464	115,711	121,601	118,072
2	2			2	5	8,140	8,198	8,231	7,923	8,465	116,436	118,592	122,977	122,374	131,562
1		1				2,046	2,136	2,112	2,379	2,520	35,758	39,858	42,279	40,506	47,724
Total Exams	17	17	23	10	30	24,869	25,300	25,075	25,163	25,367	356,171	369,830	381,073	386,531	398,673
Mean Score	3.65	3.47	3.91	3.50	3.47	2.87	2.86	2.86	2.84	2.81	2.82	2.81	2.80	2.81	2.76

Environmental Science	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	2	4	2	7		652	659	654	601	669	9,056	8,884	9,726	9,456	10,881
4	3	8	12	19	13	1,501	1,645	1,801	1,620	1,882	19,619	24,715	27,139	27,715	30,917
3	3	6	9	16	6	1,103	991	1,089	1,169	1,141	14,772	15,507	18,073	19,934	20,076
2	6	11	13	16	9	928	1,421	1,454	1,581	1,824	15,692	24,715	26,416	30,016	33,384
1	1	2	9	12	8	1,438	1,180	1,097	1,293	1,760	27,772	25,699	27,600	31,362	35,555
Total Exams	15	31	45	70	36	5,622	5,896	6,095	6,264	7,276	86,911	99,520	108,954	118,483	130,813
Mean Score	2.93	3.03	2.67	2.90	2.67	2.82	2.86	2.91	2.79	2.71	2.61	2.66	2.68	2.61	2.60

French Language and Culture *	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	1	1	2	12		241	249	284	290	324	2,559	2,833	3,811	4,141	4,017
4	3	1	5	4	2	249	260	397	419	444	3,371	3,414	5,546	5,580	5,754
3	7	6	4	2	2	498	516	530	588	632	6,323	6,152	6,773	6,997	7,425
2	2	2				423	393	271	305	315	4,689	4,352	3,573	3,775	3,861
1		1				451	419	73	72	97	5,344	4,689	1,130	1,051	1,153
Total Exams	13	11	11	18	4	1,862	1,837	1,555	1,674	1,812	22,286	21,440	20,833	21,544	22,210
Mean Score	3.23	2.91	3.82	4.56	3.50	2.68	2.74	3.35	3.33	3.32	2.69	2.78	3.35	3.37	3.34

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Macroeconomics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	6	6	2	1	3	955	910	1,185	1,317	1,646	12,022	11,884	13,927	15,878	18,891
4	3	11	2	2	7	1,945	1,871	2,140	2,094	2,292	21,342	21,664	23,954	25,298	27,330
3	4	12	9	7	26	1,091	1,301	1,578	1,421	1,808	12,706	15,074	17,974	18,072	21,763
2	2	2	9	8	5	1,212	1,278	1,370	1,449	1,454	13,830	16,409	17,815	20,745	20,523
1	1	9	9	8	4	1,225	1,184	1,262	1,241	1,316	23,473	25,369	26,358	28,919	29,049
Total Exams	16	40	31	26	45	6,428	6,544	7,535	7,522	8,516	83,373	90,400	100,028	108,912	117,556
Mean Score	3.69	3.08	2.32	2.23	3.00	3.03	3.01	3.08	3.11	3.18	2.82	2.76	2.81	2.80	2.89

Music Theory	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5						336	333	349	336	311	3,436	3,207	3,556	3,469	3,541
4						278	325	285	242	267	3,067	3,225	3,216	3,068	3,141
3						327	367	383	394	343	4,175	4,456	4,584	4,709	4,574
2					1	363	326	375	347	315	4,630	4,943	4,624	4,605	4,344
1						112	173	156	134	138	2,344	2,648	2,476	2,578	2,379
Total Exams					1	1,416	1,524	1,548	1,453	1,374	17,652	18,479	18,456	18,429	17,979
Mean Score					2.00	3.26	3.21	3.19	3.21	3.22	3.04	2.97	3.04	3.01	3.06

Music Aural Subscore	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5						347	303	335	329	333	3,469	3,128	3,498	3,429	3,613
4						267	332	287	240	237	3,106	3,250	3,346	2,974	3,038
3						312	361	380	392	361	4,110	4,489	4,538	5,035	4,715
2					1	363	315	348	324	279	4,634	4,703	4,387	4,296	4,358
1						127	197	195	168	164	2,321	2,714	2,598	2,692	2,255
Total Exams					1	1,416	1,508	1,545	1,453	1,374	17,640	18,284	18,367	18,426	17,979
Mean Score					2.00	3.24	3.15	3.14	3.16	3.22	3.04	2.97	3.04	3.01	3.08

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Music Non-Aural Subscore	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5						343	331	326	338	292	3,557	3,101	3,446	3,466	3,407
4						262	321	303	244	276	3,089	3,328	3,271	2,884	3,261
3						339	347	399	381	355	4,146	4,368	4,552	4,704	4,643
2					1	344	353	376	360	333	4,496	4,932	4,615	4,704	4,366
1						128	172	144	130	118	2,360	2,754	2,564	2,668	2,302
Total Exams					1	1,416	1,524	1,548	1,453	1,374	17,648	18,483	18,448	18,426	17,979
Mean Score					2.00	3.25	3.19	3.19	3.21	3.21	3.06	2.95	3.02	2.99	3.06

Physics B	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	6			1		1,272	1,584	1,577	1,749	1,594	10,068	12,424	13,129	14,830	14,827
4	5			1		1,712	1,802	1,759	2,200	2,069	12,528	14,563	15,612	17,781	17,361
3	1					2,375	2,229	2,511	2,626	2,819	17,681	19,654	21,316	23,358	24,826
2						1,501	1,298	1,335	1,309	1,511	12,604	13,087	13,512	14,524	15,931
1						1,070	1,031	940	944	1,281	14,838	16,124	17,161	18,881	20,950
Total Exams	12			2		7,930	7,944	8,122	8,828	9,274	67,719	75,852	80,730	89,374	93,895
Mean Score	4.42			4.50		3.08	3.20	3.21	3.28	3.13	2.86	2.92	2.93	2.95	2.88

Physics C: Mechanics	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5		6	3	3	4	557	670	865	823	924	8,650	9,363	12,524	12,230	15,294
4		5	7	5	4	544	554	654	697	713	8,098	8,569	10,199	11,145	12,057
3		3	5	5	9	388	503	446	502	491	6,649	7,809	7,200	8,648	8,788
2		1	4		2	285	303	257	289	281	4,678	4,982	4,843	6,081	5,971
1		1			1	188	223	201	173	202	3,995	4,485	3,879	4,793	5,008
Total Exams		16	19	13	20	1,962	2,253	2,423	2,484	2,611	32,070	35,208	38,645	42,897	47,118
Mean Score		3.88	3.47	3.85	3.40	3.51	3.51	3.71	3.69	3.72	3.40	3.38	3.59	3.46	3.57

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

Psychology	Croton-Harmon High School (331550)					New York					Global				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5				1		1,933	2,089	2,209	2,383	2,071	35,037	39,992	45,811	50,833	48,764
4					1	2,560	2,417	2,743	2,916	2,969	47,453	52,226	57,351	63,606	69,933
3						1,755	1,853	1,977	2,056	2,211	35,736	39,330	42,944	46,778	51,952
2						1,074	1,116	1,381	1,324	1,542	22,687	25,645	29,832	31,026	35,209
1						1,582	1,800	1,984	1,893	2,210	37,674	41,502	44,942	47,277	54,596
Total Exams				1	1	8,904	9,275	10,294	10,572	11,003	178,587	198,695	220,880	239,520	260,454
Mean Score				5.00	4.00	3.25	3.20	3.18	3.24	3.10	3.11	3.12	3.13	3.17	3.09

Spanish Language and Culture *	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5	3	6	1	1	4	1,892	1,547	1,777	1,814	1,769	33,077	28,278	33,232	34,686	34,183
4	3	4	3	2	4	2,028	1,885	2,027	1,946	2,661	34,074	32,796	35,106	35,573	48,512
3	3	1	3		1	1,415	1,604	1,737	1,588	2,311	21,536	27,236	28,791	27,617	42,039
2	5	4	3	1		1,180	1,366	1,285	1,356	691	17,785	20,877	20,133	22,818	13,228
1	1	1	3			1,346	1,352	1,192	1,070	137	17,761	19,797	17,170	19,014	2,346
Total Exams	15	16	13	4	9	7,861	7,754	8,018	7,774	7,569	124,233	128,984	134,432	139,708	140,308
Mean Score	3.13	3.63	2.69	3.75	4.33	3.25	3.12	3.24	3.27	3.69	3.38	3.22	3.35	3.32	3.71

Statistics	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
5	1	1	3	3	2	929	1,035	1,079	1,217	1,456	16,773	17,821	19,293	21,678	26,332
4	1	4	17	17	4	1,576	1,799	1,708	1,801	1,905	29,235	30,683	32,574	34,573	38,612
3	6	8	15	18	3	1,651	2,108	1,887	2,152	2,277	30,609	35,880	39,402	42,148	45,140
2	6	6	5	15	2	1,320	1,410	1,323	1,619	1,514	23,725	25,238	27,701	31,879	32,802
1	10	4	3	6		1,465	1,519	1,278	1,717	1,629	30,279	33,860	35,182	39,757	41,748
Total Exams	24	23	43	59	11	6,941	7,871	7,275	8,506	8,781	130,621	143,482	154,152	170,035	184,634
Mean Score	2.04	2.65	3.28	2.93	3.55	2.88	2.93	3.00	2.90	3.01	2.84	2.81	2.83	2.80	2.86

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
Studio Art: 2-D Design Portfolio	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5				2	1	225	266	323	311	296	2,359	2,657	3,391	3,411	3,795
4					1	525	535	585	603	645	5,500	5,633	6,776	7,931	8,052
3			2		2	610	592	563	553	623	6,844	7,618	7,681	8,757	9,637
2						440	357	302	292	267	5,363	5,246	5,134	4,553	5,018
1						59	40	36	50	71	943	995	1,062	893	942
Total Exams			2	2	4	1,859	1,790	1,809	1,809	1,902	21,009	22,149	24,044	25,545	27,444
Mean Score			3.00	5.00	3.75	3.22	3.35	3.47	3.46	3.44	3.14	3.17	3.26	3.33	3.32

Studio Art: Drawing Portfolio	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	1	3	1	3	1	231	214	221	270	199	2,189	2,071	2,277	2,576	2,748
4	3	3	5	1	4	283	281	346	313	308	2,926	2,871	3,412	3,451	3,608
3	1	3	5	6	5	529	636	558	666	587	5,909	6,812	6,313	7,242	7,001
2	3	3	1	2	2	266	311	272	229	239	3,532	3,837	3,663	3,226	3,312
1						36	43	37	20	38	690	904	788	518	659
Total Exams	8	12	12	12	12	1,345	1,485	1,434	1,498	1,371	15,246	16,495	16,453	17,013	17,328
Mean Score	3.25	3.50	3.50	3.42	3.33	3.30	3.21	3.31	3.39	3.29	3.16	3.08	3.17	3.26	3.26

United States History	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5	10	8	9	5	3	4,528	4,806	5,394	5,074	5,163	42,896	45,030	50,106	47,306	50,968
4	7	13	10	10	11	7,526	8,515	8,950	9,268	9,628	73,305	84,795	91,098	95,758	98,907
3	13	15	7	2	9	8,149	7,627	8,093	8,396	8,192	88,809	85,415	92,766	96,020	93,545
2	3	5	6	1	6	7,705	7,883	7,925	8,531	9,770	100,578	108,420	114,111	120,095	130,166
1		2				4,467	4,035	3,587	3,728	4,176	84,274	83,632	80,636	85,449	91,376
Total Exams	33	43	32	18	29	32,375	32,866	33,949	34,997	36,929	389,862	407,292	428,717	444,628	464,962
Mean Score	3.73	3.47	3.69	4.06	3.38	3.00	3.07	3.14	3.10	3.05	2.72	2.75	2.80	2.77	2.76

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Five-Year School Score Summary (2014)

Print / Download Options

Data Updated Jul 28, 2014, Report Run Sep 5, 2014

Croton-Harmon High School (331550)

	Croton-Harmon High School (331550)					New York					Global				
World History	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**	**2010**	**2011**	**2012**	**2013**	**2014**
5		9	9	1	4	1,968	2,143	1,565	1,644	1,764	16,468	17,923	14,596	13,506	16,425
4		19	20	10	17	3,223	3,532	3,826	3,610	4,344	26,042	30,185	33,269	31,504	39,487
3		14	19	28	24	4,315	4,531	6,688	6,603	7,850	40,036	43,487	64,469	67,735	78,617
2		8	9	14	7	3,298	3,713	4,290	4,673	4,814	40,657	48,212	62,239	69,756	68,636
1		1				1,841	1,821	1,272	1,756	1,466	44,959	49,263	37,055	48,159	43,733
Total Exams		51	57	53	52	14,645	15,740	17,641	18,286	20,238	168,162	189,070	211,628	230,660	246,898
Mean Score		3.53	3.51	2.96	3.35	3.01	3.03	3.01	2.93	3.01	2.57	2.57	2.65	2.53	2.66

* 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.

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

Print / Download Options

AP Current Year Score Summary (2014)

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 28, 2014, Report Run Sep 5, 2014

Disciplines : All Disciplines

Croton-Harmon High School (331550)

Total AP Students in Your School: **238**

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	**63**	**128**	**138**	**66**	**16**	**413**
Percentage of Total Exams	**15**	**31**	**33**	**16**	**4**	**100**
Number of AP Students	**50**	**100**	**120**	**64**	**16**	

Subject Totals	5	4	3	2	1	Total Exams
Art History	1					1
Music Theory				1		1
Studio Art: 2-D Design Portfolio	1	1	2			4
Studio Art: Drawing Portfolio	1	4	5	2		12
English Language and Composition	12	21	17	4		54
English Literature and Composition	3	13	9	5		30
Comparative Government and Politics	8	6	6	3		23
Macroeconomics	3	7	26	5	4	45
Psychology		1				1
United States History	3	11	9	6		29
World History	4	17	24	7		52

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

NOT

Print / Download Options

AP Current Year Score Summary (2014)

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 28, 2014, Report Run Sep 5, 2014

Disciplines : All Disciplines

Croton-Harmon High School (331550)

Subject Totals	5	4	3	2	1	Total Exams
Calculus AB	9	4	1	1	1	16
Calculus BC	6	4	2	4		16
Statistics	2	4	3	2		11
Biology		10	6	4		20
Chemistry	2	2	10	13	2	29
Environmental Science		13	6	9	8	36
Physics C: Mechanics	4	4	9	2	1	20
French Language and Culture		2	2			4
Spanish Language and Culture	4	4	1			9

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

AP Equity and Excellence (2014)

Print / Download Options

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 2014.

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 28, 2014, Report Run Sep 9, 2014

Croton-Harmon High School (331550)

Group	Percentage	How is this calculated?
Graduating Class Summary	60.3	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	51.0	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	51.1	
10th Grade	39.7	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.

CollegeBoard

© 2014 The College Board. College Board, AP, Advanced Placement, Advanced Placement Program, and the acorn logo are registered trademarks of the College Board.

ACT®

College Readiness Letter for:
CROTON-HARMON HIGH SCHOOL

August 20, 2014
Code: 331550

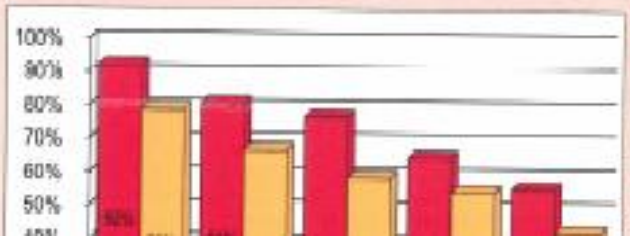
PRINCIPAL
CROTON-HARMON HIGH SCHOOL
36 OLD POST RD S
CROTON ON HUDSON, NY 10520

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now 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
2010	54	50,262	23.1	22.7	23.9	23.6	23.5	23.3	22.7	23.1	23.4	23.3
2011	69	52,255	26.8	22.7	26.6	23.8	25.4	23.5	24.8	23.0	26.3	23.4
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

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

Class of 2014 College Matriculation

Albany College of Pharmacy	**Maryland Institute College of Art**	The George Washington University
Amherst College	**MCPHS - Massachusetts College of Pharmacy & Health Sciences**	The Ohio State University
Boston College	**Mercy College**	The University of Alabama
Boston College	**Michigan State University**	The University of Texas, Austin
Champlain College	**Mitchell College**	The University of the Arts
Clarkson University	**New College of Florida**	Tulane University
College of Charleston	**New York University**	University at Buffalo The State University of New York
College of Staten Island	**Northeastern University**	University of California at Santa Cruz
Columbia University	**Pennsylvania State University, University Park**	University of Colorado at Boulder
Cornell University	**Purchase College State University of New York**	University of Connecticut
CUNY-Macaulay Honors College	**Quinnipiac University**	University of Delaware
Dutchess Community College	**Rhode Island School of Design**	University of Hartford
Earlham College	**Salisbury University**	University of Maine
East Stroudsburg University of Pennsylvania	**St. John's University - Staten Island Campus**	University of Maryland, College Park
Eastern Connecticut State University	**State University of New York - Plattsburgh**	University of Massachusetts, Amherst
Elon University	**State University of New York at Albany**	University of Miami
Fashion Institute of Technology	**State University of New York at New Paltz**	University of Michigan
Goucher College	**Stony Brook University**	University of Nebraska at Lincoln
Hofstra University	**SUNY Alfred**	University of North Carolina at Wilmington
Indiana University of Pennsylvania	**SUNY College at Brockport**	University of Oregon University of Pennsylvania
Ithaca College	**SUNY College at Cortland**	University of Rhode Island
James Madison University	**SUNY College at Geneseo**	University of Rochester
Juniata College	**SUNY College at Potsdam**	University of Vermont
Kean University	**SUNY College of Environmental Science and Forestry**	University of Wisconsin, Madison Washington University in St. Louis
Keene State College	**SUNY Fredonia**	Webb Institute
Lehigh University	**SUNY Oswego**	Westchester Community College
Loyola University Maryland	**Syracuse University** **Temple University**	Western New England University
Marist College	**The College of Saint Rose**	Wheaton College MA
	The Cooper Union for the Advancement of Science & Art	York College of Pennsylvania



CROTON-HARMON

Union Free School District

Professional Development

2013-2014

Professional Development

Alamprese, Melissa	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Alamprese, Melissa	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Alamprese, Melissa	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Alamprese, Melissa	Exercise, Fitness and Science-Based Trends in Physical Education for Grades 5-	LHRIC
Alamprese, Melissa	Quality Assessment Design in Physical Education	PNW BOCES
Alamprese, Melissa	RTI - Jim Wright	CHUFSD
Allberry-Lynch,	CET iPad User Teacher training	CHUFSD
Allberry-Lynch,	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Allberry-Lynch,	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Allberry-Lynch,	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Allberry-Lynch,	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Allberry-Lynch,	Curriculum Coordinator Meeting	CHUFSD
Allberry-Lynch, Patricia	Curriculum Coordinator/Administrator - Conversation about Metacognition with Allison Zmuda (Author)	CHUFSD
Allberry-Lynch,	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Allberry-Lynch,	Grade 1 Curriculum Planning Day	CHUFSD
Allberry-Lynch,	Newest Curriculum Modules for Mathematics for Grades K-2 from EngageNY	PNW BOCES
Ardolino, Susan	Reading Across the Curriculum-EDU 661110 - Section 1	NYSUT
Ardolino, Susan	Bullying: Preventing the Problem-EDU 661100-Section 1	NYSUT
Ardolino, Susan	Curricular Assessment and Behavior Management for Students with Disabilities	NYSUT
Ardolino, Susan	Teaching Through Learning Channels - UNY 825 - Section I	NYSUT
Ardolino, Susan	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Armstrong, Wendy	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Armstrong, Wendy	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Armstrong, Wendy	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Armstrong, Wendy	RTI - Jim Wright	CHUFSD
Arturi, Theresa	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Arturi, Theresa	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Arturi, Theresa	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Arturi, Theresa	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Arturi, Theresa	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Arturi, Theresa	Curriculum Coordinator Meeting	CHUFSD
Arturi, Theresa	Curriculum Coordinator Meeting (Choice #1)	CHUFSD
Arturi, Theresa	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Arturi, Theresa	Data Analysis Training with Kathy Tuttle	CHUFSD
Arturi, Theresa	Data Analysis Training with Kathy Tuttle	CHUFSD
August, Deborah	5th grade team meeting	CHUFSD
August, Deborah	5th grade team meeting	CHUFSD
August, Deborah	Cross Building Curriculum	CHUFSD
August, Deborah	Croton Tech Expo	CHUFSD
August, Deborah	Edmodo: Online Collaborative Classroom	LHRIC
August, Deborah	Edutek	CHUFSD
August, Deborah	Edutek	CHUFSD
August, Deborah	Edutek	CHUFSD
August, Deborah	Edutek infrastructure	CHUFSD
August, Deborah	Edutek infrastructure	CHUFSD
August, Deborah	Edutek Quarterly Meeting	CHUFSD
August, Deborah	Google for All: User Group Meeting for Newbies...	LHRIC
August, Deborah	Instructional Technology Fall Festival: Day 1 AM (APPR/Online Assessment)	LHRIC
August, Deborah	Instructional Technology Fall Festival	LHRIC
August, Deborah	Instructional Technology Fall Festival: Day 3 (Your District's Online Presence)	LHRIC
August, Deborah	Lab Aide Meeting	CHUFSD
August, Deborah	Lab Aide Meeting	CHUFSD
August, Deborah	Lab Aide Meeting	CHUFSD
August, Deborah	MAKER FAIRE MEETING	CHUFSD
August, Deborah	Pixie training	CHUFSD
August, Deborah	Pixie Training PD	CHUFSD
August, Deborah	Principal's Meeting	CHUFSD
August, Deborah	Principal's Meeting	CHUFSD
August, Deborah	Principal's Meeting	CHUFSD
August, Deborah	TECH EXPO 2014	LHRIC
August, Deborah	TLI - Tech Forum	LHRIC
August, Deborah	TLI - TECH Summit 2013	LHRIC
August, Deborah	Wireless upgrade	CHUFSD
Baker-Gasparri,	Consultant Victor Jaccarino w/Gr. 2 Teachers	CHUFSD
Baker-Gasparri,	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD

Baker-Gasparri,	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Baker-Gasparri,	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Baker-Gasparri,	Grade 2 Curriculum Planning Day	CHUFSD
Baker-Gasparri,	Teaching Through Learning Channels	NYSUT
Banas, Kelly	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Barkan, Eve	A Closer Look at Close Reading with Notice and Note- Grades 2-5	LHRIC
Barkan, Eve	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Barkan, Eve	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Barkan, Eve	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Barkan, Eve	Let's Talk Common Core in Writing - Grades 4-5	LHRIC
Barkan, Eve	Let's Talk Common Core in Writing - Grades 4-5	LHRIC
Barnes, Sally	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Barnes, Sally	Brain Compatible Learning	NYSUT
Barnes, Sally	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Barnes, Sally	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Barnes, Sally	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Barnes, Sally	Effective Practices for Languages Other Than English (LOTE) K-12	PNW BOCES
Barnes, Sally	Inside the Learner-Active, Technology Infused classroom	CHUFSD
Barnes, Sally	PVC S.E.R.T. Training with Altaris	CHUFSD
Barnes, Sally	RTI - Jim Wright	CHUFSD
Barnes, Sally	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Barnes, Sally	Teaching Through Learning Channels	NYSUT
Barnes, Sally	Teaching Through Learning Channels	NYSUT
Barnes, Sally	Tri-State Report Review for World Languages Teachers	CHUFSD
Barnes, Sally	World Language Teacher Meeting	CHUFSD
Barnes, Sally	World Lanugages & the Data Inquiry Process	CHUFSD
Barth, Jennifer	6th grade co-teaching and curriculum work	CHUFSD
Barth, Jennifer	6th Grade Differentiated Math Program	CHUFSD
Barth, Jennifer	6th Grade Math	CHUFSD
Barth, Jennifer	Brain Compatible Learning	NYSUT
Barth, Jennifer	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Barth, Jennifer	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Barth, Jennifer	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Barth, Jennifer	Math at Your Own Pace - 5th and 6th Grade Math Curriculum	CHUFSD
Barth, Jennifer	Newest Curriculum Modules for Mathematics for Grades 6-8 from EngageNY	PNW BOCES
Barth, Jennifer	Online Session I - Reading Across the Curriculum-EDU 661110 - Section 1	NYSUT
Barth, Jennifer	Reflect, Re-evaluate, Re-design Future City Unit	CHUFSD
Barth, Jennifer	RTI - Jim Wright	CHUFSD
Barth, Jennifer	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Beja, Carrie	A Walk in Someone Else's Shoes	PNW BOCES
Beja, Carrie	CHHS Olweus Training	CHUFSD
Beja, Carrie	Classroom Management: Orchestrating a Community of Learners	NYSUT
Beja, Carrie	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Beja, Carrie	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Beja, Carrie	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Beja, Carrie	Drive Achievement through Resiliency	PNW BOCES
Beja, Carrie	Five Classroom Interventions to Support the Developing Self	PNW BOCES
Beja, Carrie	OLWEUS Training	CHUFSD
Beja, Carrie	PVC S.E.R.T. Training with Altaris	CHUFSD
Beja, Carrie	Healthy School Communities: A Vision in Action	PNW BOCES
Bernfeld, Maryann	CET iPad User Teacher training	CHUFSD
Bernfeld, Maryann	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Bernfeld, Maryann	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Bernfeld, Maryann	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Bernfeld, Maryann	Kindergarten Curriculum Planning	CHUFSD
Bernfeld, Maryann	Kindergarten Math Planning Day	CHUFSD
Bernfeld, Maryann	Renaissance Star PD on reports	CHUFSD
Bernfeld, Maryann	Technology Scope & Sequence K-4	CHUFSD
Besana, Joanna	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Besana, Joanna	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Besana, Joanna	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Besana, Joanna	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Besana, Joanna	Grade 1 Curriculum Planning Day	CHUFSD
Bianchi, Kerri	Administrative Council Meetings 2013-2014	CHUFSD
Bianchi, Kerri	Administrator Professional Development - Student Suspensions	CHUFSD

Professional Development

Bianchi, Kerri	Administrators Professional Development - Employee Discipline	CHUFSD
Bianchi, Kerri	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Bianchi, Kerri	CET SERT Training	CHUFSD
Bianchi, Kerri	CET SERT Training	CHUFSD
Bianchi, Kerri	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Bianchi, Kerri	Dignity for All Students Act Training	PNW BOCES
Bianchi, Kerri	Embracing Diversity through Cultural Competence	PNW BOCES
Birdsall, Amanda	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Birdsall, Amanda	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Birdsall, Amanda	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Bowden, Brett	CHHS OLWEUS Training	CHUFSD
Bowden, Brett	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Bowden, Brett	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Bowden, Brett	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Bowden, Brett	Curriculum Coordinator Meeting	CHUFSD
Bowden, Brett	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Bowden, Brett	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Bradley, Gregory	CHHS OLWEUS Training	CHUFSD
Bradley, Gregory	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Bradley, Gregory	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Bradley, Gregory	Curriculum Coordinator Meeting	CHUFSD
Bradley, Gregory	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Bradley, Gregory	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Bradley, Gregory	Meetings for Mathematics Chairs/Directors/Coordinators 2013- 2014	PNW BOCES
Bradley, Gregory	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Bree, Susan M.	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Bree, Susan M.	CHHS OLWEUS Training	CHUFSD
Bree, Susan M.	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Bree, Susan M.	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Bree, Susan M.	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Bree, Susan M.	Curriculum Coordinator Meeting	CHUFSD
Bree, Susan M.	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Bree, Susan M.	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Bree, Susan M.	Introduction to Google Drive	CHUFSD
Bree, Susan M.	Meetings for Foreign Language Chairs/Directors/Coordinators/Lead Teachers	PNW BOCES
Bree, Susan M.	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Bree, Susan M.	Tri-State Report Review for World Languages Teachers	CHUFSD
Bree, Susan M.	World Language Teacher Meeting	CHUFSD
Bree, Susan M.	World Lanugages & the Data Inquiry Process	CHUFSD
Brennan, Catherine	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Brennan, Catherine	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Brennan, Catherine	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Brennan, Catherine	Engineering Practices For Next Generation Science Students	PNW BOCES
Brennan, Catherine	Math at Your Own Pace - 5th and 6th Grade Math Curriculum	CHUFSD
Brennan, Catherine	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Burger, Jodi	CHHS OLWEUS Training	CHUFSD
Burger, Jodi	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Burger, Jodi	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Burger, Jodi	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Burger, Jodi	Help your Students Collaborate using Instructional Technology	CHUFSD
Burger, Jodi	Questioning as a Practice	PNW BOCES
Burke, Gwendolyn	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Butts, Jessica	Barely Legal: Dangerous Substances under the Regulatory Radar <B>Open to PE/HE Consortium Members Only</B>	LHRIC
Butts, Jessica	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Butts, Jessica	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Butts, Jessica	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Butts, Jessica	Health Curriculum Mapping/Aligning with NYS Guidance Document	CHUFSD
Butts, Jessica	RTI - Jim Wright	CHUFSD
Butts, Jessica	Supporting Quality Assessment Design in Health Education <B>Open to PE/HE Consortium Members Only</B>	LHRIC
Callahan, Ryan	Achieve 3000 Training	CHUFSD
Callahan, Ryan	CHHS OLWEUS Training	CHUFSD

Callahan, Ryan	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Callahan, Ryan	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Callahan, Ryan	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Callahan, Ryan	Introduction to Google Drive	CHUFSD
Callahan, Ryan	Job Coaching - Helping Students Succeed in the Workplace - PNW BOCES	PNW BOCES
Callahan, Ryan	New Teacher/Professional Orientation - Follow Up Meetings	CHUFSD
Callahan, Ryan	NYSAA Full-Day Training for New York State Alternate Assessment	PNW BOCES
Callahan, Ryan	Teaching Job Readiness - SW BOCES	PNW BOCES
Callahan, Ryan	Teaching Job Readiness RESCHEDULED DAY 2 - SW BOCES	PNW BOCES
Camilo, Erica	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Camilo, Erica	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Camilo, Erica	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Camilo, Erica	Math at Your Own Pace - 5th and 6th Grade Math Curriculum	CHUFSD
Camilo, Erica	RTI - Jim Wright	CHUFSD
Camilo, Erica	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Campanaro, Craig	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Campanaro, Craig	CET iPad User Teacher training	CHUFSD
Campanaro, Craig	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
Campanaro, Craig	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Campanaro, Craig	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Campanaro, Craig	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Campanaro, Craig	Data Analysis Training with Kathy Tuttle	CHUFSD
Campanaro, Craig	Data Analysis Training with Kathy Tuttle	CHUFSD
Campanaro, Craig	The Part to Whole Relationship and Becoming a Fraction Expert!	PNW BOCES
Cao, Xuchu	Aligning LOTE with Student Learning Objectives (SLOs)	PNW BOCES
Cao, Xuchu	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Cao, Xuchu	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Cao, Xuchu	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Cao, Xuchu	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Cao, Xuchu	Effective Practices for Languages Other Than English (LOTE) K-12	PNW BOCES
Cao, Xuchu	Tri-State Report Review for World Languages Teachers	CHUFSD
Cao, Xuchu	World Language Teacher Meeting	CHUFSD
Cao, Xuchu	World Lanugages & the Data Inquiry Process	CHUFSD
Capasso, Alan	Administrative Council Meetings 2013-2014	CHUFSD
Capasso, Alan	Administrator Professional Development - Student Suspensions	CHUFSD
Capasso, Alan	Administrators Professional Development - Employee Discipline	CHUFSD
Capasso, Alan	CHHS OLWEUS Training	CHUFSD
Capasso, Alan	Curriculum Coordinator/Administrator - Conversation about Metacognition with Allison Zmuda (Author)	CHUFSD
Capasso, Alan	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Capasso, Alan	Data Team Training	CHUFSD
Capasso, Alan	Questioning as a Practice	PNW BOCES
Capasso, Alan	Sustaining and Supporting Instructional Leadership (NYSCOSS)	PNW BOCES
Capasso, Alan	TECH EXPO 2014	LHRIC
Capasso, Alan	TLI - TECH Summit 2013	LHRIC
Cardellichio, Laurel	CHHS OLWEUS Training	CHUFSD
Cardellichio, Laurel	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Cardellichio, Laurel	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Cardellichio, Laurel	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Cardellichio, Laurel	Introduction to Google Drive	CHUFSD
Carlucci, Tara	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Carlucci, Tara	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Carlucci, Tara	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Carlucci, Tara	Kindergarten Curriculum Planning	CHUFSD
Carlucci, Tara	Kindergarten Math Planning Day	CHUFSD
Carlucci, Tara	Renaissance Star PD on reports	CHUFSD
Carlucci, Tara	Report Card Revisions for CET	CHUFSD
Carlucci, Tara	Technology Scope & Sequence K-4	CHUFSD
Carr, Phyllis	Consultant Victor Jaccarino w/Gr. 2 Teachers	CHUFSD
Carr, Phyllis	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Carr, Phyllis	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Carr, Phyllis	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Carr, Phyllis	Grade 2 Curriculum Planning Day	CHUFSD
Carr, Phyllis	Teaching Through Learning Channels	NYSUT
Carrington, Ivelaw	CHHS OLWEUS Training	CHUFSD
Carrington, Ivelaw	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD

Professional Development

Carrington, Ivelaw	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Carrington, Ivelaw	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Carullo, Mary Ellen	CET SERT Training	CHUFSD
Carullo, Mary Ellen	CET SERT Training	CHUFSD
Casey, Richard	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Casey, Richard	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Casey, Richard	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Casey, Richard	RTI - Jim Wright	CHUFSD
Castelli, George	CHHS OLWEUS Training	CHUFSD
Castelli, George	CHHS OLWEUS Training	CHUFSD
Castelli, George	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Castelli, George	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Castelli, George	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Castelli, George	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Castelli, George	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Castelli, George	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Castelli, George	Functional Fitness	LHRIC
Castelli, George	Functional Fitness	LHRIC
Chimileski, Michael	CHHS OLWEUS Training	CHUFSD
Chimileski, Michael	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Chimileski, Michael	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Chimileski, Michael	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Chimileski, Michael	Questioning as a Practice	PNW BOCES
Chousa, Joann	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Chousa, Joann	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Chousa, Joann	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Chousa, Joann	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Chousa, Joann	Grade 1 Curriculum Planning Day	CHUFSD
Chousa, Joann	Marilyn Pesetzky - CET	CHUFSD
Cobb, Phyllis	CHHS Olweus Training	CHUFSD
Cobb, Phyllis	CHHS OLWEUS Training	CHUFSD
Cobb, Phyllis	OLWEUS Training	CHUFSD
Cohen, Judy	CET SERT Training	CHUFSD
Cohen, Judy	CET SERT Training	CHUFSD
Cohen, Judy	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Cohen, Judy	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Cohen, Judy	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Cook, Janet	Achieve 3000 Training	CHUFSD
Cook, Janet	Achieve 3000 Training	CHUFSD
Cook, Janet	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Cook, Janet	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Cook, Janet	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Cook, Janet	Progress Monitoring of IEP Goals - P/NW BOCES	PNW BOCES
Cook, Janet	RTI - Jim Wright	CHUFSD
Cooke, Robin	CET SERT Training	CHUFSD
Cooke, Robin	CET SERT Training	CHUFSD
Cooke, Robin	CET Tourette's Syndrome Workshop	CHUFSD
Cooke, Robin	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Cooke, Robin	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Cooke, Robin	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Cueto, Janet	CET SERT Training	CHUFSD
Cueto, Janet	CET SERT Training	CHUFSD
Cueto, Janet	Consultant Victor Jaccarino w/Support Staff PM Session	CHUFSD
Cueto, Janet	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Cueto, Janet	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Cueto, Janet	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Cummins, Judy	CHHS OLWEUS Training	CHUFSD
D'Amato, Maria	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
D'Amato, Maria	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
D'Amato, Maria	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
D'Amato, Maria	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
D'Amato, Maria	Curriculum Coordinator Meeting	CHUFSD
D'Amato, Maria	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
D'Amato, Maria	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
D'Amato, Maria	Meetings for Foreign Language Chairs/Directors/Coordinators/Lead Teachers	PNW BOCES
D'Amato, Maria	RTI - Jim Wright	CHUFSD

D'Amato, Maria	Stony Brook University - Interactive Multimedia Curriculum Design and Development	PNW BOCES
D'Amato, Maria	Stony Brook University - Interactive Multimedia Curriculum Design and Development Online EST 573	PNW BOCES
D'Amato, Maria	Tri-State Report Review for World Languages Teachers	CHUFSD
D'Amato, Maria	World Language Teacher Meeting	CHUFSD
D'Amato, Maria	World Lanugages & the Data Inquiry Process	CHUFSD
Daubney-Morrison, Pamela	CHHS OLWEUS Training	CHUFSD
Daubney-Morrison, Pamela	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Daubney-Morrison, Pamela	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Daubney-Morrison, Pamela	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Daubney-Morrison, Pamela	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Daubney-Morrison, Pamela	Mandarin User Group Meeting	LHRIC
Daubney-Morrison, Pamela	School Libraries: Innovative and Engaged Learning	PNW BOCES
Daubney-Morrison, Pamela	Secondary Library Meeting	PNW BOCES
Daubney-Morrison, Pamela	Secondary Library Meeting	PNW BOCES
Daubney-Morrison, Pamela	SLS Opening Network Meeting	PNW BOCES
Dayton, Judith	CHHS OLWEUS Training	CHUFSD
Dayton, Judith	Critical Friends	CHUFSD
Dayton, Judith	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Dayton, Judith	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Dayton, Judith	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Dayton, Judith	New Teacher/Professional Orientation - Follow Up Meetings	CHUFSD
Dayton, Judith	Rethinking STEM-D Education: Innovative Practices from the Field	LHRIC
Deacy, Eileen	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Deacy, Eileen	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Deacy, Eileen	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Deacy, Eileen	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Deacy, Eileen	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Deacy, Eileen	Data Analysis Training with Kathy Tuttle	CHUFSD
Deak, Jonna	Achieve 3000 Training	CHUFSD
Deak, Jonna	Achieve 3000 Training	CHUFSD
Deak, Jonna	CHHS Olweus Training	CHUFSD
Deak, Jonna	CHHS OLWEUS Training	CHUFSD
Deak, Jonna	Croton Tech Expo-Session 1-Senteo Clickers	CHUFSD
Deak, Jonna	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Deak, Jonna	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Deak, Jonna	OLWEUS Training	CHUFSD
Delaney, Daniel	CHHS OLWEUS Training	CHUFSD
Delaney, Daniel	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Delaney, Daniel	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Delaney, Daniel	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Diamond, Dara	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Diamond, Dara	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Diamond, Dara	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Diamond, Dara	RTI - Jim Wright	CHUFSD
Dillon, Maureen	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Dillon, Maureen	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Dillon, Maureen	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Dillon, Maureen	Engineering Practices For Next Generation Science Students	PNW BOCES
Dillon, Maureen	Help your Students Collaborate using Instructional Technology	CHUFSD
Dillon, Maureen	Math at Your Own Pace - 5th and 6th Grade Math Curriculum	CHUFSD
Dillon, Maureen	MATH SCORER TRAINING	PNW BOCES
Dillon, Maureen	RTI - Jim Wright	CHUFSD
Dinis, Nicole	Achieve 3000 Training	CHUFSD
Dinis, Nicole	Achieve 3000 Training	CHUFSD
Dinis, Nicole	Achieve 3000 Training	CHUFSD

Dinis, Nicole	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Dinis, Nicole	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Dinis, Nicole	RTI - Jim Wright	CHUFSD
Dinis, Nicole	RTI - Jim Wright	CHUFSD
Dinis, Nicole	RTI - Jim Wright	CHUFSD
Dinis, Nicole	Teaching Job Readiness - SW BOCES	PNW BOCES
Dinis, Nicole	Teaching Job Readiness - SW BOCES	PNW BOCES
Dinis, Nicole	Teaching Job Readiness - SW BOCES	PNW BOCES
Dinis, Nicole	Teaching Job Readiness RESCHEDULED DAY 2 - SW BOCES	PNW BOCES
Dinis, Nicole	Teaching Job Readiness RESCHEDULED DAY 2 - SW BOCES	PNW BOCES
Dinis, Nicole	Teaching Job Readiness RESCHEDULED DAY 2 - SW BOCES	PNW BOCES
Dudman, Susan	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Dudman, Susan	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Dudman, Susan	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Dudman, Susan	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Dullea, Susan	CHHS Olweus Training	CHUFSD
Dullea, Susan	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Dullea, Susan	OLWEUS Training	CHUFSD
Ernau, Katherine	6th grade co-teaching and curriculum work	CHUFSD
Ernau, Katherine	Brain Compatible Learning	PNW BOCES
Ernau, Katherine	Brain Compatible Learning	NYSUT
Ernau, Katherine	Brain Compatible Learning (NYSUT)	PNW BOCES
Ernau, Katherine	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Ernau, Katherine	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Ernau, Katherine	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Ernau, Katherine	Online Session I - Reading Across the Curriculum-EDU 661110 - Section 1	NYSUT
Ernau, Katherine	reading across the curriculum	NYSUT
Ernau, Katherine	Reflect, Re-evaluate, Re-design Future City Unit	CHUFSD
Ernau, Katherine	RTI - Jim Wright	CHUFSD
Ernau, Katherine	Selecting Texts to Meet the Common Core Standards	PNW BOCES
Fallon, Eileen	CET iPad User Teacher training	CHUFSD
Fallon, Eileen	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Fallon, Eileen	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Fallon, Eileen	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Fallon, Eileen	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Fallon, Eileen	Curriculum Coordinator Meeting	CHUFSD
Fallon, Eileen	Curriculum Coordinator Meeting (Choice #1)	CHUFSD
Fallon, Eileen	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Fallon, Eileen	Grade 1 Curriculum Planning Day	CHUFSD
Fallon, Eileen	Newest Curriculum Modules for English Language Arts for Grades K-2 from EngageNY	PNW BOCES
Fallon, Eileen	Newest Curriculum Modules for English Language Arts for Grades K-2 from EngageNY	PNW BOCES
Fallon, Eileen	Report Card Revisions for CET	CHUFSD
Ferrara, Raymond	CHHS OLWEUS Training	CHUFSD
Ferrara, Raymond	Critical Friends	CHUFSD
Ferrara, Raymond	Croton Tech Expo-Session 1-Senteo Clickers	CHUFSD
Ferrara, Raymond	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Ferrara, Raymond	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Ferrara, Raymond	Data Team Training	CHUFSD
Ferrara, Raymond	Differentiation of Earth Science	CHUFSD
Ferrara, Raymond	Ecology: Project Based Learning	CHUFSD
Ferrara, Raymond	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Finan, Tracey	CCLS Algebra II Analysis	PNW BOCES
Finan, Tracey	CHHS OLWEUS Training	CHUFSD
Finan, Tracey	Critical Friends	CHUFSD
Finan, Tracey	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Finan, Tracey	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD

Finan, Tracey	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Finan, Tracey	Data Team Training	CHUFSD
Fiorini, Erica	CHHS OLWEUS Training	CHUFSD
Fiorini, Erica	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Fiorini, Erica	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Fiorini, Erica	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Fiorini, Erica	Newest Curriculum Modules for English Language Arts for Grades 9-12 from EngageNY	PNW BOCES
Fiorini, Erica	Questioning as a Practice	PNW BOCES
Fiorini, Erica	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Fischer, Lauren	CET SERT Training	CHUFSD
Fischer, Lauren	CET Tourette's Syndrome Workshop	CHUFSD
Fischer, Lauren	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Fischer, Lauren	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Fischer, Lauren	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Fischer, Lauren	Dignity for All Students Act Training	PNW BOCES
Fischer, Lauren	Marilyn Pesetzky - CET	CHUFSD
Fischer, Lauren	New Teacher/Professional Orientation - Follow Up Meetings	CHUFSD
Fischer, Lauren	Renaissance Star PD on reports	CHUFSD
Fischer, Lauren	The Common Core and RTI: Quality Audit for School Leaders	PNW BOCES
Fisher, Jennifer	CHHS OLWEUS Training	CHUFSD
Fisher, Jennifer	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Fisher, Jennifer	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Fisher, Jennifer	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Fisher, Jennifer	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Flynn, Kevin	CET Tourette's Syndrome Workshop	CHUFSD
Flynn, Kevin	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Flynn, Kevin	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Flynn, Kevin	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Flynn, Kevin	Literacy Instructional Strategies to Meet the Shifts in the Common Core Grades K-5 For PE/HE Consortium Members Only	LHRIC
Flynn, Kevin	Motivating and Managing Hard-to-Reach, Uninterested and Disruptive Students in the Physical Education Setting PE/HE Consortium Members Only</B>	LHRIC
Flynn, Kevin	Supporting Quality Assessment Design in Health Education <B>Open to PE/HE Consortium Members Only</B>	LHRIC
Flynn, Lisa	CET iPad User Teacher training	CHUFSD
Flynn, Lisa	CET Tourette's Syndrome Workshop	CHUFSD
Flynn, Lisa	Consultant Victor Jaccarino w/Support Staff PM Session	CHUFSD
Flynn, Lisa	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Flynn, Lisa	Neuropsychology of Reading: Implications for Instruction and Intervention	PNW BOCES
Fontana, Jocelyn	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Fontana, Jocelyn	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Fontana, Jocelyn	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Fontana, Jocelyn	RTI - Jim Wright	CHUFSD
Frey, Lisa Marie	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
Frey, Lisa Marie	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Frey, Lisa Marie	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Frey, Lisa Marie	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Frey, Lisa Marie	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Frey, Lisa Marie	Data Analysis Training with Kathy Tuttle	CHUFSD
Frey, Lisa Marie	Data Analysis Training with Kathy Tuttle	CHUFSD
Frey, Lisa Marie	Kindergarten Math Planning Day	CHUFSD
Fuerst, Linda	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Fuerst, Linda	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Fuerst, Linda	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Fuerst, Linda	Curriculum Coordinator/Administrator - Conversation about Metacognition with Allison Zmuda (Author)	CHUFSD
Fuerst, Linda	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Fuerst, Linda	Mandarin User Group Meeting	LHRIC
Fuerst, Linda	RTI - Jim Wright	CHUFSD
Fuerst, Linda	School Libraries: Innovative and Engaged Learning	PNW BOCES
Fuerst, Linda	SLS Opening Network Meeting	PNW BOCES
Fuhrman, Edward	Administrator Professional Development - Student Suspensions	CHUFSD
Fuhrman, Edward	Administrators Professional Development - Employee Discipline	CHUFSD

Professional Development

Fuhrman, Edward	Curriculum Coordinator/Administrator - Conversation about Metacognition with Allison Zmuda (Author)	CHUFSD
Fuhrman, Edward	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Fuhrman, Edward	New York State Recertification of Lead Evaluators of Principals	PNW BOCES
Fuhrman, Edward	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Fuhrman, Edward	Sustaining and Supporting Instructional Leadership (NYSCOSS)	PNW BOCES
Fuhrman, Edward	TECH EXPO 2014	LHRIC
Fuhrman, Edward	TLI - TECH Summit 2013	LHRIC
Gagliano, Debra	Consultant Victor Jaccarino w/Support Staff PM Session	CHUFSD
Gagliano, Debra	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Gagliano, Debra	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Gagliano, Debra	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Gallagher, Noah	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Gallagher, Noah	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Gallagher, Noah	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Gallagher, Noah	Marilyn Pesetzky - CET	CHUFSD
Gallagher, Noah	New Teacher/Professional Orientation - Follow Up Meetings	CHUFSD
Gallagher, Noah	RTI - Jim Wright	CHUFSD
Gatto, Karen	CPSE Colloquium - 1 of 4 - SW BOCES	PNW BOCES
Gatto, Karen	CPSE Colloquium - 2 of 4 - SW BOCES	PNW BOCES
Gatto, Karen	CPSE Colloquium - 4 of 4 - SW BOCES	PNW BOCES
Gatto, Karen	CSE Roundtable - 1 of 4	PNW BOCES
Gatto, Karen	CSE Roundtable - 2 of 4	PNW BOCES
Gatto, Karen	CSE Roundtable - 3 of 4 at SWB **CANCELLED**	PNW BOCES
Gatto, Karen	CSE Roundtable - 4 of 4 - P/NWB	PNW BOCES
Gatto, Karen	CSE Roundtable - 4 of 4 - P/NWB - CANCELLED - SEE APRIL 7, 2014 DATE	PNW BOCES
Gatto, Karen	Embracing Diversity through Cultural Competence	PNW BOCES
Gatto, Karen	Embracing Diversity through Cultural Competence Achievement for All	PNW BOCES
Gatto, Karen	Medicaid - SSHSP Random Moment Time Study (RMTS) Training - 1PM Session	LHRIC
Gatto, Karen	Promoting Success for Students with Special Needs in General Education Classrooms: Grades 3-12	PNW BOCES
Gatto, Karen	SSHSP - Medicaid in Education Updates 2013	Nassau BOCES
Gaynor, Kim	Achieve 3000 Training	CHUFSD
Gaynor, Kim	Achieve 3000 Training	CHUFSD
Gaynor, Kim	Career Development and Occupational Studies (CDOS) Commencement Credential at PNW BOCES	PNW BOCES
Gaynor, Kim	CHHS OLWEUS Training	CHUFSD
Gaynor, Kim	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Gaynor, Kim	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Gaynor, Kim	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Gaynor, Kim	CSE Roundtable - 4 of 4 - P/NWB	PNW BOCES
Gaynor, Kim	Curriculum Coordinator Meeting	CHUFSD
Gaynor, Kim	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Gaynor, Kim	New CPSE Chairperson Training - WIHD	PNW BOCES
Gaynor, Kim	New CPSE/CSE Chairperson Training - Putnam/Northern Westchester BOCES	PNW BOCES
Gaynor, Kim	New CSE Member Training-Part 2 at Putnam/Northern Westchester BOCES	PNW BOCES
Gaynor, Kim	Research-Based Comprehension Strategies for Struggling Students - SW	PNW BOCES
Gaynor, Kim	Skills and Achievement Commencement Credential - Putnam/Northern Westchester BOCES	PNW BOCES
Gecaj, Martina	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Gecaj, Martina	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Gecaj, Martina	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Gecaj, Martina	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Gendron, Marisa	6th grade co-teaching and curriculum work	CHUFSD
Gendron, Marisa	6th Grade Differentiated Math Program	CHUFSD
Gendron, Marisa	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Gendron, Marisa	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Gendron, Marisa	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Gendron, Marisa	Curriculum Coordinator Meeting	CHUFSD
Gendron, Marisa	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Gendron, Marisa	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Gendron, Marisa	Online Session II - Applied Behavior Analysis - Section 1	NYSUT
Gendron, Marisa	RTI - Jim Wright	CHUFSD
Giordano, Dawn	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Giordano, Dawn	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Giordano, Dawn	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD

Giordano, Dawn	Mentor Meeting	CHUFSD
Giordano, Dawn	Reflect, Re-evaluate, Re-design Future City Unit	CHUFSD
Giordano, Dawn	RTI - Jim Wright	CHUFSD
Glazenburg, Zhanna	CHHS OLWEUS Training	CHUFSD
Glazenburg, Zhanna	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Glazenburg, Zhanna	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Glazenburg, Zhanna	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Glazenburg, Zhanna	Curriculum Coordinator Meeting	CHUFSD
Glazenburg, Zhanna	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Glazenburg, Zhanna	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Glazenburg, Zhanna	Mentor Meeting	CHUFSD
Glynn, Gina	CET Tourette's Syndrome Workshop	CHUFSD
Glynn, Gina	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Glynn, Gina	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Glynn, Gina	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Glynn, Gina	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Glynn, Gina	Grade 1 Curriculum Planning Day	CHUFSD
Glynn, Gina	Teaching Through Learning Channels	NYSUT
Gonzales, Lauren	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Gonzales, Lauren	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Gonzales, Lauren	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Gonzales, Lauren	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Gonzales, Lauren	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Gonzales, Lauren	Data Analysis Training with Kathy Tuttle	CHUFSD
Gonzales, Lauren	Data Analysis Training with Kathy Tuttle	CHUFSD
Gonzales, Lauren	Just Words®	PNW BOCES
Gonzales, Lauren	Marilyn Pesetzky - CET	CHUFSD
Gonzales, Lauren	WRS Level I Certification: Practicum	PNW BOCES
Hackett, Ellen	CHHS OLWEUS Training	CHUFSD
Hackett, Ellen	CHHS OLWEUS Training	CHUFSD
Hackett, Ellen	OLWEUS Training	CHUFSD
Hackett, Ellen	OLWEUS Training	CHUFSD
Hager, Debbie	Consultant Victor Jaccarino w/Support Staff PM Session	CHUFSD
Hager, Debbie	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Hager, Debbie	Neuropsychology of Reading: Implications for Instruction and Intervention	PNW BOCES
Hamilton, Jenna	Consultant Victor Jaccarino w/Gr. 2 Teachers	CHUFSD
Hamilton, Jenna	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Hamilton, Jenna	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Hamilton, Jenna	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Hamilton, Jenna	Grade 2 Curriculum Planning Day	CHUFSD
Hamilton, Jenna	Marilyn Pesetzky - CET	CHUFSD
Hamilton, Jenna	Teaching Through Learning Channels	NYSUT
Heckler, Melissa	CET iPad User Teacher training	CHUFSD
Heckler, Melissa	Consultant Victor Jaccarino w/Support Staff PM Session	CHUFSD
Heckler, Melissa	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Heckler, Melissa	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Heckler, Melissa	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Heckler, Melissa	Curriculum Coordinator Meeting	CHUFSD
Heckler, Melissa	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Heckler, Melissa	Curriculum Coordinator/Administrator - Conversation about Metacognition with Allison Zmuda (Author)	CHUFSD
Heckler, Melissa	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Heckler, Melissa	Elementary Library Meeting	PNW BOCES
Heckler, Melissa	Elementary Network Meeting	PNW BOCES
Heckler, Melissa	SLS Opening Network Meeting	PNW BOCES
Herbert, Kira	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Herbert, Kira	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Herbert, Kira	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Herbert, Kira	Help your Students Collaborate using Instructional Technology	CHUFSD
Herbert, Kira	RTI - Jim Wright	CHUFSD
Hoffman, Carol	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Hoffman, Carol	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Hoffman, Carol	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Hubbard, Erica	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Hubbard, Erica	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
Hubbard, Erica	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Hubbard, Erica	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD

Hubbard, Erica	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Hubbard, Erica	Curriculum Coordinator Meeting	CHUFSD
Hubbard, Erica	Curriculum Coordinator Meeting (Choice #1)	CHUFSD
Hubbard, Erica	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Hubbard, Erica	Data Analysis Training with Kathy Tuttle	CHUFSD
Hubbard, Erica	Introduction to Google Drive	CHUFSD
Hubbard, Erica	Newest Curriculum Modules for English Language Arts from Grades 3-5 from EngageNY	PNW BOCES
Hubbard, Erica	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Ingraham-Friedman, Kelly	Academic Vocabulary	PNW BOCES
Ingraham-Friedman, Kelly	Achieve 3000 Training	CHUFSD
Ingraham-Friedman, Kelly	CHHS OLWEUS Training	CHUFSD
Ingraham-Friedman, Kelly	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Ingraham-Friedman, Kelly	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Ingraham-Friedman, Kelly	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Ingraham-Friedman, Kelly	Curriculum Coordinator Meeting	CHUFSD
Ingraham-Friedman, Kelly	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Ingraham-Friedman, Kelly	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Ingraham-Friedman, Kelly	Data Team Training	CHUFSD
Ingraham-Friedman, Kelly	Differentiation of Earth Science	CHUFSD
Ingraham-Friedman, Kelly	Ecology: Project Based Learning	CHUFSD
Ingraham-Friedman, Kelly	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Isabella, Jeanine	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Isabella, Jeanine	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Isabella, Jeanine	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Jamison, Linda	6th grade co-teaching and curriculum work	CHUFSD
Jamison, Linda	Achieve 3000 Training	CHUFSD
Jamison, Linda	Achieve 3000 Training	CHUFSD
Jamison, Linda	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Jamison, Linda	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Jamison, Linda	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Jamison, Linda	Introduction to Google Drive	CHUFSD
Jamison, Linda	Newest Curriculum Modules for Mathematics for Grades 6-8 from EngageNY	PNW BOCES
Jamison, Linda	RTI - Jim Wright	CHUFSD
Johannes, Brienne	CET iPad User Teacher training	CHUFSD
Johannes, Brienne	CET Tourette's Syndrome Workshop	CHUFSD
Johannes, Brienne	Croton Tech Expo - 1. Edmodo and Kids 2. Access Your Files from Anywhere, 3. Weebly and the Parent Connection, 4. Curriculum Meeting	CHUFSD
Johannes, Brienne	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Johannes, Brienne	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Johannes, Brienne	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Johannes, Brienne	Curriculum Meeting	CHUFSD
Johannes, Brienne	Curriculum Meeting	CHUFSD
Johannes, Brienne	Introduction to Google Drive	CHUFSD
Johannes, Brienne	Pixie Training	CHUFSD
Johannes, Brienne	Special Area Meeting with Administration	CHUFSD
Johannes, Brienne	Superintendent's Conference Day	CHUFSD
Johannes, Brienne	Superintendent's Conference Day	CHUFSD
Johannes, Brienne	Tourette's Syndrome Workshop	CHUFSD
Johnson, Jacquline	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Johnson, Jacquline	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Johnson, Jacquline	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Johnson, Jacquline	New Teacher/Professional Orientation - Follow Up Meetings	CHUFSD

Johnson, Jacquline	RTI - Jim Wright	CHUFSD
Jordan, Nora	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Jordan, Nora	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Jordan, Nora	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Jordan, Nora	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Jordan, Nora	Tri-State Report Review for World Languages Teachers	CHUFSD
Jordan, Nora	World Language Teacher Meeting	CHUFSD
Jordan, Nora	World Lanugages & the Data Inquiry Process	CHUFSD
Katzman, Michael	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Katzman, Michael	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Katzman, Michael	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Keidong, Gina	CHHS OLWEUS Training	CHUFSD
Keidong, Gina	CHHS OLWEUS Training	CHUFSD
Keidong, Gina	Collaboration of Photography I Curriculum	CHUFSD
Keidong, Gina	Collaboration of Photography I Curriculum	CHUFSD
Keidong, Gina	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Keidong, Gina	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Keidong, Gina	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Keidong, Gina	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Keidong, Gina	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Keidong, Gina	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Keidong, Gina	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Keidong, Gina	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
King, Linda	Career Development and Occupational Studies (CDOS) Commencement Credential at PNW BOCES	PNW BOCES
King, Linda	CHHS Olweus Training	CHUFSD
King, Linda	CHHS OLWEUS Training	CHUFSD
King, Linda	College Clinic	PNW BOCES
King, Linda	Director of Guidance Meetings	PNW BOCES
King, Linda	Drive Achievement through Resiliency	PNW BOCES
King, Linda	Embracing Change through Resilience--The 5 Mental Skills to Survive Life's Tough Times	PNW BOCES
King, Linda	Healthy School Communities Planning Committee	PNW BOCES
King, Linda	Helping Students at Risk for Suicide	PNW BOCES
King, Linda	OC21 ORIENTATION	PNW BOCES
King, Linda	OLWEUS Training	CHUFSD
King, Linda	Regional Crisis Team	PNW BOCES
King, Linda	Healthy School Communities: A Vision in Action	PNW BOCES
Klugherz, Glenn	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Klugherz, Glenn	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Klugherz, Glenn	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Klugherz, Glenn	Renaissance Star PD on reports	CHUFSD
Klugherz, Glenn	RTI - Jim Wright	CHUFSD
Kooney, Kathy	CET SERT Training	CHUFSD
Kooney, Kathy	CET SERT Training	CHUFSD
Lang, Rachel	Croton Tech Expo-Session 1-eSchoolData Gradebook	CHUFSD
Lang, Rachel	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Lang, Rachel	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Lang, Rachel	RTI - Jim Wright	CHUFSD
Large, Daniel	Behavioral, Academic, and Social Interventions for the Classroom (BASIC)	NYSUT
Large, Daniel	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Large, Daniel	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Large, Daniel	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Large, Daniel	Curricular Assessment and Behavior Management for Students with Disabilities	NYSUT
Large, Daniel	Introduction to Google Drive	CHUFSD
Large, Daniel	Math Behind the Modules - Fractions for Grades 5-6: Transitioning Between the Story of Units and the Story of Ratios	LHRIC
Large, Daniel	PVC S.E.R.T. Training with Altaris	CHUFSD
Large, Daniel	Successful Teaching for the Acceptance of Responsibility (STAR)	NYSUT
Large, Daniel	The 21st Century Classroom: How Problem-Based Learning with Technology can Transform Student Learning in the Digital Age (EDU 661109)	NYSUT
Levins, Lorraine	CHHS OLWEUS Training	CHUFSD
Lewis, Suzanne	Achieve 3000 Training	CHUFSD
Lewis, Suzanne	Achieve 3000 Training	CHUFSD

	C.M.S.V./CEGE 592-R01/Effective Teaching: Improving Classroom Instruction to	
Lewis, Suzanne	Improve Student Performance	RTC
Lewis, Suzanne	CHHS OLWEUS Training	CHUFSD
Lewis, Suzanne	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Lewis, Suzanne	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Lewis, Suzanne	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Lewis, Suzanne	Effective Teaching: Improving Classroom Instruction to Improve Student Performance	RTC
Lewis, Suzanne	Questioning as a Practice	PNW BOCES
Lewis, Suzanne	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Lewis, Suzanne	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Liebert, Debbie	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Liebert, Debbie	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Liebert, Debbie	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Liebert, Debbie	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Liebert, Debbie	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Liebert, Debbie	Data Analysis Training with Kathy Tuttle	CHUFSD
Liebert, Debbie	Data Analysis Training with Kathy Tuttle	CHUFSD
Liebert, Debbie	Marilyn Pesetzky - CET	CHUFSD
Light-Donovan, Donna	CHHS Olweus Training	CHUFSD
Light-Donovan, Donna	CHHS OLWEUS Training	CHUFSD
Light-Donovan, Donna	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Light-Donovan, Donna	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Light-Donovan, Donna	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Light-Donovan, Donna	OLWEUS Training	CHUFSD
Light-Donovan, Donna	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Lim, Soyoung	CHHS OLWEUS Training	CHUFSD
Lim, Soyoung	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Lim, Soyoung	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Lim, Soyoung	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Lindner, Kurt	CHHS OLWEUS Training	CHUFSD
Lindner, Kurt	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Lindner, Kurt	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Lindner, Kurt	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Lindner, Kurt	Questioning as a Practice	PNW BOCES
Liss, Stefanie	Grade 1 Curriculum Planning Day	CHUFSD
Maiolo, Lauren	CHHS OLWEUS Training	CHUFSD
Maiolo, Lauren	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Maiolo, Lauren	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Maiolo, Lauren	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Maiolo, Lauren	Help your Students Collaborate using Instructional Technology	CHUFSD
Maloney, Kelly Ann	Administrator Professional Development - Student Suspensions	CHUFSD
Maloney, Kelly Ann	Administrators Professional Development - Employee Discipline	CHUFSD
Maloney, Kelly Ann	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Maloney, Kelly Ann	CET SERT Training	CHUFSD
Maloney, Kelly Ann	CET SERT Training	CHUFSD
Maloney, Kelly Ann	CET Tourette's Syndrome Workshop	CHUFSD
Maloney, Kelly Ann	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Maloney, Kelly Ann	Sustaining and Supporting Instructional Leadership (NYSCOSS)	PNW BOCES
Marnell, Amy	6th Grade Math	CHUFSD
Marnell, Amy	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Martucci, Ben	Barely Legal: Dangerous Substances under the Regulatory Radar <B>Open to PE/HE Consortium Members Only</B>	LHRIC
Martucci, Ben	CHHS OLWEUS Training	CHUFSD
Martucci, Ben	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Martucci, Ben	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Martucci, Ben	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Martucci, Ben	Curriculum Coordinator Meeting	CHUFSD
Martucci, Ben	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Martucci, Ben	Curriculum Coordinator/Administrator - Conversation about Metacognition with Allison Zmuda (Author)	CHUFSD
Martucci, Ben	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Martucci, Ben	Exercise, Fitness and Science-Based Trends in Physical Education for Grades 5-	LHRIC

Martucci, Ben	Literacy Instructional Strategies to Meet the Shifts in the Common Core Grades 6-12 for PE/HE Consortium Members ONLY	LHRIC
Martucci, Ben	Supporting Quality Assessment Design in Physical Education <B>Open to PE/HE Consortium Members Only</B>	LHRIC
Maxam, Mark	CHHS Olweus Training	CHUFSD
Maxam, Mark	CHHS OLWEUS Training	CHUFSD
Maxam, Mark	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Maxam, Mark	Data Team Training	CHUFSD
Maxam, Mark	Embracing Diversity through Cultural Competence	PNW BOCES
Maxam, Mark	OLWEUS Training	CHUFSD
McManus, Renoir	2nd Grade Math Curriculum Supplemental Resource Binder	CHUFSD
McManus, Renoir	Consultant Victor Jaccarino w/Gr. 2 Teachers	CHUFSD
McManus, Renoir	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
McManus, Renoir	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
McManus, Renoir	Grade 2 Curriculum Planning Day	CHUFSD
McManus, Renoir	Grade 2, "B" Unit Workshops (3 Sessions)	PNW BOCES
McManus, Renoir	Second Grade Fundations Curriculum Instructional Binder	CHUFSD
Merriam, Joseph K.	CHHS OLWEUS Training	CHUFSD
Merriam, Joseph K.	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Merriam, Joseph K.	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Merriam, Joseph K.	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Merriam, Joseph K.	Discovering Evidence for the Danielson Rubric	CHUFSD
Merriam, Joseph K.	Newest Curriculum Modules for English Language Arts for Grades 9-12 from EngageNY	PNW BOCES
Merriam, Joseph K.	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Moll, Travis	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Moll, Travis	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
Moll, Travis	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Moll, Travis	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Moll, Travis	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Moll, Travis	Data Analysis Training with Kathy Tuttle	CHUFSD
Moll, Travis	Data Analysis Training with Kathy Tuttle	CHUFSD
Moll, Travis	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Moll, Travis	Technology Scope & Sequence K-4	CHUFSD
Moore, Annemarie	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Moore, Annemarie	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Moore, Annemarie	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Moore, Annemarie	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Moore, Annemarie	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Moore, Annemarie	Data Analysis Training with Kathy Tuttle	CHUFSD
Moore, Annemarie	Data Analysis Training with Kathy Tuttle	CHUFSD
Moore, Annemarie	Technology Scope & Sequence K-4	CHUFSD
Moore, Jennifer	CHHS OLWEUS Training	CHUFSD
Moore, Jennifer	Collaboration of Photography I Curriculum	CHUFSD
Moore, Jennifer	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Moore, Jennifer	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Moore, Jennifer	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Moore, Jennifer	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Moore, Jennifer	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Moore, Jennifer	Discovering Evidence for the Danielson Rubric	CHUFSD
More, Jo-Ann	CET iPad User Teacher training	CHUFSD
More, Jo-Ann	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
More, Jo-Ann	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
More, Jo-Ann	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
More, Jo-Ann	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
More, Jo-Ann	Data Analysis Training with Kathy Tuttle	CHUFSD
More, Jo-Ann	Newest Curriculum Modules for English Language Arts from Grades 3-5 from EngageNY	PNW BOCES
More, Jo-Ann	The Part to Whole Relationship and Becoming a Fraction Expert!	PNW BOCES
Mustacchi, Johanna	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Mustacchi, Johanna	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Mustacchi, Johanna	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Mustacchi, Johanna	Instant Feedback: Response Systems for Everyone (Not just clickers)	LHRIC
Mustacchi, Johanna	Long Island Tech Summit 2013 - EACH DISTRICT SHOULD REGISTER WITH THEIR OWN BOCES	PNW BOCES
Mustacchi, Johanna	RTI - Jim Wright	CHUFSD

Naughton, Thomas	CHHS OLWEUS Training	CHUFSD
Naughton, Thomas	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Naughton, Thomas	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Naughton, Thomas	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
O'Brien, Sara	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Occhipinti, Sam	CDOS Commencement Credential - Developing Program Options - PNW	PNW BOCES
Occhipinti, Sam	CHHS OLWEUS Training	CHUFSD
Occhipinti, Sam	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Occhipinti, Sam	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Occhipinti, Sam	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Occhipinti, Sam	Mentor Meeting	CHUFSD
O'Connell, Deborah	Annual Spring Law Update	PNW BOCES
O'Connell, Deborah	Demystifying State Growth Scores	PNW BOCES
O'Connell, Deborah	District Data Administrator/Chief Information Officer Online Program	PNW BOCES
O'Connell, Deborah	Embracing Diversity through Cultural Competence	PNW BOCES
O'Connell, Deborah	Embracing Diversity through Cultural Competence Achievement for All	PNW BOCES
O'Connell, Deborah	NYS Enhanced Growth Model: What's Different from 2011 - 2012	PNW BOCES
O'Connell, Deborah	Sustaining and Supporting Instructional Leadership (NYSCOSS)	PNW BOCES
O'Connell, Deborah	TECH EXPO 2014	LHRIC
O'Connell, Deborah	Workplace Harassment Prevention and Title IX Refresher Training - FREE	PNW BOCES
O'Connor, Christopher	Academic Vocabulary	PNW BOCES
O'Connor, Christopher	CHHS OLWEUS Training	CHUFSD
O'Connor, Christopher	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
O'Connor, Christopher	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
O'Connor, Christopher	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
O'Connor, Christopher	Data Team Training	CHUFSD
O'Connor, Christopher	Designing Instructional Units for the new Advanced Placement United States History Course, 2014-2015	PNW BOCES
Palencsar, Stephen	Achieve 3000 Training	CHUFSD
Palencsar, Stephen	Achieve 3000 Training	CHUFSD
Palencsar, Stephen	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Palencsar, Stephen	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Palencsar, Stephen	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Palencsar, Stephen	Curriculum Coordinator Meeting	CHUFSD
Palencsar, Stephen	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Palencsar, Stephen	Developing Quality Annual and Transition IEP Goals - P/NW BOCES	PNW BOCES
Palencsar, Stephen	Progress Monitoring of IEP Goals - P/NW BOCES	PNW BOCES
Palencsar, Stephen	PVC S.E.R.T. Training with Altaris	CHUFSD
Palencsar, Stephen	RTI - Jim Wright	CHUFSD
Palmietto, Denise	CET Tourette's Syndrome Workshop	CHUFSD
Payne, Laurie	PVC S.E.R.T. Training with Altaris	CHUFSD
Pegna, Christina	CET Tourette's Syndrome Workshop	CHUFSD
Pegna, Christina	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Pegna, Christina	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Pegna, Christina	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Pegna, Christina	Renaissance Star PD on reports	CHUFSD
Perrone, Dorothy	CET iPad User Teacher training	CHUFSD
Perrone, Dorothy	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Perrone, Dorothy	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Perrone, Dorothy	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Perrone, Dorothy	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Perrone, Dorothy	Grade 1 Curriculum Planning Day	CHUFSD
Perrone, Dorothy	Renaissance Star PD on reports	CHUFSD
Pike, Eileen	CHHS OLWEUS Training	CHUFSD
Pike, Eileen	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Pike, Eileen	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Pike, Eileen	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Plotkin, Michael	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Plotkin, Michael	Embracing Diversity through Cultural Competence Achievement for All	PNW BOCES

Plotkin, Michael	PVC S.E.R.T. Training with Altaris	CHUFSD
Ranieri, Philip	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Ranieri, Philip	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Ranieri, Philip	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Ranieri, Philip	Help your Students Collaborate using Instructional Technology	CHUFSD
Ranieri, Philip	RTI - Jim Wright	CHUFSD
Ranieri, Philip	Working with the CCLS Algebra	PNW BOCES
Reich, Linda	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Reich, Linda	CET iPad User Teacher training	CHUFSD
Reich, Linda	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
Reich, Linda	Croton Tech Expo-Session 1-Senteo Clickers	CHUFSD
Reich, Linda	Croton Tech Expo-Session 2-Senteo Clickers	CHUFSD
Reich, Linda	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Reich, Linda	Data Analysis Training with Kathy Tuttle	CHUFSD
Reich, Linda	Data Analysis Training with Kathy Tuttle	CHUFSD
Reich, Linda	Introduction to Google Drive	CHUFSD
Rhoades, Alison Louise	CHHS OLWEUS Training	CHUFSD
Rhoades, Alison Louise	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Rhoades, Alison Louise	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Rhoades, Alison Louise	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Rhoades, Alison Louise	Tri-State Report Review for World Languages Teachers	CHUFSD
Rhoades, Alison Louise	World Language Teacher Meeting	CHUFSD
Rhoades, Alison Louise	World Lanugages & the Data Inquiry Process	CHUFSD
Rimoli, Nancy	CET Tourette's Syndrome Workshop	CHUFSD
Rimoli, Nancy	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Rimoli, Nancy	Marilyn Pesetzky - CET	CHUFSD
Rizzo, Brian	CET SERT Training	CHUFSD
Rizzo, Brian	CET SERT Training	CHUFSD
Roberts, Marlena	CET Tourette's Syndrome Workshop	CHUFSD
Roberts, Marlena	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Roberts, Marlena	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Roberts, Marlena	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Robinson, Kristine	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Robinson, Kristine	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Robinson, Kristine	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Robinson, Kristine	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Robinson, Kristine	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Robinson, Kristine	Data Analysis Training with Kathy Tuttle	CHUFSD
Robinson, Kristine	Data Analysis Training with Kathy Tuttle	CHUFSD
Robinson, Kristine	Marilyn Pesetzky - CET	CHUFSD
Rooney, Jamie	CHHS OLWEUS Training	CHUFSD
Rooney, Jamie	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Rooney, Jamie	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Rooney, Jamie	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Rooney, Jamie	Differentiation of Earth Science	CHUFSD
Rooney, Jamie	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom - Science & MathTeachers	CHUFSD
Rosen, Eric	CANCELLED: Skills and Achievement Commencement Credential - RBOCES	PNW BOCES
Rosen, Eric	Career Development and Occupational Studies (CDOS) Commencement Credential at Rockland BOCES	PNW BOCES
Rosen, Eric	CHHS Olweus Training	CHUFSD
Rosen, Eric	CHHS OLWEUS Training	CHUFSD
Rosen, Eric	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Rosen, Eric	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Rosen, Eric	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Rosen, Eric	OLWEUS Training	CHUFSD
Rosen, Eric	Teaching Job Readiness - SW BOCES	PNW BOCES
Rosen, Eric	Transition Boot Camp - SW BOCES	PNW BOCES
Rossini, Theresa	CET SERT Training	CHUFSD
Rossini, Theresa	CET SERT Training	CHUFSD

Rupp, Rebekah	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Rupp, Rebekah	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Rupp, Rebekah	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Rupp, Rebekah	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Sable, Lisa	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Sable, Lisa	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Sable, Lisa	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Sable, Lisa	RTI - Jim Wright	CHUFSD
Saladino, Nancy	Croton Tech Expo-Session 1-Smart Notebook Tips & Tricks	CHUFSD
Saladino, Nancy	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Saladino, Nancy	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Saladino, Nancy	Developing Quality Annual and Transition IEP Goals - P/NW BOCES	PNW BOCES
Saladino, Nancy	Newest Curriculum Modules for Mathematics for Grades 6-8 from EngageNY	PNW BOCES
Saladino, Nancy	RTI - Jim Wright	CHUFSD
Sanchez, Madeline	Achieve 3000 Training	CHUFSD
Sanchez, Madeline	Achieve 3000 Training	CHUFSD
Sanchez, Madeline	Achieve 3000 Training	CHUFSD
Sanchez, Madeline	Achieve 3000 Training	CHUFSD
Sanchez, Madeline	CHHS OLWEUS Training	CHUFSD
Sanchez, Madeline	CHHS OLWEUS Training	CHUFSD
Sanchez, Madeline	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Sanchez, Madeline	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Sanchez, Madeline	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Sanchez, Madeline	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Sanchez, Madeline	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Sanchez, Madeline	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Sanchez, Madeline	Neuropsychology of Reading: Implications for Instruction and Intervention	PNW BOCES
Sanchez, Madeline	Neuropsychology of Reading: Implications for Instruction and Intervention	PNW BOCES
Sanchez, Madeline	RTI - Jim Wright	CHUFSD
Sanchez, Madeline	RTI - Jim Wright	CHUFSD
Schmidt, Eric	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Schmidt, Eric	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Schmidt, Eric	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Schmidt, Eric	Curriculum Coordinator Meeting	CHUFSD
Schmidt, Eric	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Schmidt, Eric	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Schmidt, Eric	Interactive Multimedia Curriculum Design and Development Online	PNW BOCES
Schmidt, Eric	Math Curriculum Analysis - Grade 7 and Grade 8	CHUFSD
Schmidt, Eric	Meetings for Mathematics Chairs/Directors/Coordinators 2013- 2014	PNW BOCES
Schmidt, Eric	Newest Curriculum Modules for Mathematics for Grades 6-8 from EngageNY	PNW BOCES
Schmidt, Eric	Stony Brook University - Interactive Multimedia Curriculum Design and Development Online EST 573	PNW BOCES
Schmidt, Eric	The 21st Century Classroom: How Problem-Based Learning with Technology can Transform Student Learning in the Digital Age (EDU 661109)	NYSUT
Schoenleber-Fontan, Kristin Noel	CHHS OLWEUS Training	CHUFSD
Schoenleber-Fontan, Kristin Noel	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Schoenleber-Fontan, Kristin Noel	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Schoenleber-Fontan, Kristin Noel	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Schoenleber-Fontan, Kristin Noel	Curriculum Coordinator Meeting (Choice #2)	CHUFSD
Schoenleber-Fontan, Kristin Noel	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Schoenleber-Fontan, Kristin Noel	English Language Arts Chairs' Meeting	PNW BOCES
Schoenleber-Fontan, Kristin Noel	Newest Curriculum Modules for English Language Arts for Grades 9-12 from EngageNY	PNW BOCES
Schoenleber-Fontan, Kristin Noel	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Scollins, Lauren	6th Grade Math	CHUFSD
Scollins, Lauren	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Scollins, Lauren	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Scollins, Lauren	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Scollins, Lauren	Curriculum Coordinator Meeting	CHUFSD

Scollins, Lauren	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Scollins, Lauren	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Scollins, Lauren	Engineering Practices For Next Generation Science Students	PNW BOCES
Scollins, Lauren	Math at Your Own Pace - 5th and 6th Grade Math Curriculum	CHUFSD
Scollins, Lauren	PVC - Math at Your Own Pace	CHUFSD
Scollins, Lauren	Reflect, Re-evaluate, Re-design Future City Unit	CHUFSD
Scollins, Lauren	RTI - Jim Wright	CHUFSD
Shapiro, Jill	Consultant Victor Jaccarino w/Gr. 2 Teachers	CHUFSD
Shapiro, Jill	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Shapiro, Jill	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Shapiro, Jill	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Shapiro, Jill	Grade 2 Curriculum Planning Day	CHUFSD
Shapiro, Jill	Renaissance Star PD on reports	CHUFSD
Shapiro, Jill	Teaching Through Learning Channels	NYSUT
Sirlin, Charlene	Aligning LOTE with Student Learning Objectives	PNW BOCES
Sirlin, Charlene	Aligning LOTE with Student Learning Objectives (SLOs)	PNW BOCES
Sirlin, Charlene	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Sirlin, Charlene	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Sirlin, Charlene	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Sirlin, Charlene	Discovering Evidence for the Danielson Rubric	CHUFSD
Sirlin, Charlene	Google Apps for Education Certified Trainer: the Impact of Mobile Devices and Cloud Based Systems in Education	MHTC
Sirlin, Charlene	NYSUT - The 21st Century Classroom: How Problem-Based Learning with Technology can Transform Student Learning in the Digital Age	PNW BOCES
Sirlin, Charlene	RTI - Jim Wright	CHUFSD
Sirlin, Charlene	Stony Brook University - Google Apps for Education Certified Trainer : Curriculum Integration #EST526 Online	PNW BOCES
Sirlin, Charlene	Stony Brook University - Google Apps for Education Certified Trainer: Foundations EST525 Online	PNW BOCES
Sirlin, Charlene	Stony Brook University - Google Apps for Education Certified Trainer: The Impact of Mobile Devices and Cloud Based Systems in Education #EST527 Online	PNW BOCES
Sirlin, Charlene	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Sirlin, Charlene	Teaching Students to be Peacemakers	NYSUT
Sirlin, Charlene	Teaching Students to be Peacemakers (NYSUT)	NYSUT
Sirlin, Charlene	Teaching Students to Be Peacemakers (NYSUT)	PNW BOCES
Sirlin, Charlene	The 21st Century Classroom: How Problem-Based Learning with Technology can Transform Student Learning in the Digital Age (EDU 661109)	NYSUT
Sirlin, Charlene	Tri-State Report Review for World Languages Teachers	CHUFSD
Sirlin, Charlene	World Language Teacher Meeting	CHUFSD
Sirlin, Charlene	World Lanugages & the Data Inquiry Process	CHUFSD
Skrelja, Susan	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Spalding, Michael	CHHS OLWEUS Training	CHUFSD
Spalding, Michael	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Spalding, Michael	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Spalding, Michael	Croton Tech Expo-Session 3-Access your Desktop from Anywhere!	CHUFSD
Stark, Eileen	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Stark, Eileen	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Stark, Eileen	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Stark, Eileen	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Stark, Eileen	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Stark, Eileen	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Stark, Eileen	Introduction to Google Drive	CHUFSD
Stark, Eileen	Introduction to Google Drive	CHUFSD
Stark, Eileen	Teaching Job Readiness - SW BOCES	PNW BOCES
Stark, Eileen	Teaching Job Readiness - SW BOCES	PNW BOCES
Stark, Eileen	Teaching Job Readiness RESCHEDULED DAY 2 - SW BOCES	PNW BOCES
Stark, Eileen	Teaching Job Readiness RESCHEDULED DAY 2 - SW BOCES	PNW BOCES
Stouber, Dafna	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Stouber, Dafna	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Stouber, Dafna	Croton Tech Expo-Session 3-Adobe InDesign for Classroom Projects	CHUFSD
Stouber, Dafna	Curricular Assessment and Behavior Management for Students with Disabilities	NYSUT
Stouber, Dafna	Kindergarten Curriculum Planning	CHUFSD
Stouber, Dafna	Kindergarten Math Planning Day	CHUFSD
Stouber, Dafna	Newest Curriculum Modules for English Language Arts for Grades K-2 from EngageNY	PNW BOCES
Stouber, Dafna	Successful Teaching for the Acceptance of Responsibility (STAR)	NYSUT

Stouber, Dafna	Teaching Through Learning Channels	NYSUT
Strattner, Ana Maria	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Strattner, Ana Maria	Consultant Victor Jaccarino w/Gr. 4 Teachers	CHUFSD
Strattner, Ana Maria	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Strattner, Ana Maria	Croton Tech Expo-Session 2-Adobe InDesign for Classroom Projects	CHUFSD
Strattner, Ana Maria	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Strattner, Ana Maria	Data Analysis Training with Kathy Tuttle	CHUFSD
Strattner, Ana Maria	Data Analysis Training with Kathy Tuttle	CHUFSD
Streany, Jr., Joseph P.	Critical Thinking and Questioning Techniques	PNW BOCES
Streany, Jr., Joseph P.	Critical Thinking and Questioning Techniques	PNW BOCES
Streany, Jr., Joseph P.	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Streany, Jr., Joseph P.	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Streany, Jr., Joseph P.	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Sullivan, Marie	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Sullivan, Marie	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Sullivan, Marie	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Sullivan, Marie	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Sullivan, Marie	Integrating the Teaching of Reading and Writing in the Foreign Language Class	PNW BOCES
Sullivan, Marie	RTI - Jim Wright	CHUFSD
Sullivan, Marie	Tri-State Report Review for World Languages Teachers	CHUFSD
Sullivan, Marie	World Language Teacher Meeting	CHUFSD
Sullivan, Marie	World Lanugages & the Data Inquiry Process	CHUFSD
Sullivan, Ruth	CET Data Analysis Training with Kathy Tuttle	CHUFSD
Sullivan, Ruth	CET IPad User Teacher training	CHUFSD
Sullivan, Ruth	Consultant Victor Jaccarino w/Gr. 3 Teachers AM Session	CHUFSD
Sullivan, Ruth	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Sullivan, Ruth	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Sullivan, Ruth	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Sullivan, Ruth	Data Analysis Training with Kathy Tuttle	CHUFSD
Sullivan, Ruth	Data Analysis Training with Kathy Tuttle	CHUFSD
Szymanski, Jaclyn	CHHS OLWEUS Training	CHUFSD
Szymanski, Jaclyn	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Szymanski, Jaclyn	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Szymanski, Jaclyn	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Szymanski, Jaclyn	Data Team Training	CHUFSD
Tanner, Renee	CET SERT Training	CHUFSD
Tanner, Renee	CET SERT Training	CHUFSD
Tanner, Renee	CET SERT Training	CHUFSD
Tanner, Renee	CET SERT Training	CHUFSD
Tanner, Renee	CET SERT Training	CHUFSD
Tanner, Renee	CET SERT Training	CHUFSD
Tanner, Renee	CET Tourette's Syndrome Workshop	CHUFSD
Tanner, Renee	CET Tourette's Syndrome Workshop	CHUFSD
Tanner, Renee	CET Tourette's Syndrome Workshop	CHUFSD
Tanner, Renee	CHHS OLWEUS Training	CHUFSD
Tanner, Renee	CHHS OLWEUS Training	CHUFSD
Tanner, Renee	CHHS OLWEUS Training	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Tanner, Renee	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Tanner, Renee	Teaching Job Readiness - SW BOCES	PNW BOCES
Tanner, Renee	Teaching Job Readiness - SW BOCES	PNW BOCES
Tanner, Renee	Teaching Job Readiness - SW BOCES	PNW BOCES
Thibideau, Tanya	CHHS Olweus Training	CHUFSD
Thibideau, Tanya	CHHS OLWEUS Training	CHUFSD
Thibideau, Tanya	OLWEUS Training	CHUFSD
Thom, William	CHHS Olweus Training	CHUFSD
Thom, William	CHHS OLWEUS Training	CHUFSD
Thom, William	Croton Tech Expo-Session 1-Senteo Clickers	CHUFSD
Thom, William	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Thom, William	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD

Professional Development

Thom, William	OLWEUS Training	CHUFSD
Timpano, Kym	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Timpano, Kym	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Timpano, Kym	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Timpano, Kym	Newest Curriculum Modules for Mathematics for Grades 6-8 from EngageNY	PNW BOCES
Tracy, Kerri	Barely Legal: Dangerous Substances under the Regulatory Radar <B>Open to PE/HE Consortium Members Only</B>	LHRIC
Tracy, Kerri	CHHS Olweus Training	CHUFSD
Tracy, Kerri	CHHS OLWEUS Training	CHUFSD
Tracy, Kerri	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Tracy, Kerri	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Tracy, Kerri	Croton Tech Expo-Session 3-eSchoolData Gradebook	CHUFSD
Tracy, Kerri	Discovering Evidence for the Danielson Rubric	CHUFSD
Tracy, Kerri	OLWEUS Training	CHUFSD
Tracy, Kerri	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Troise, Leslie	Career Development and Occupational Studies (CDOS) Commencement Credential at PNW BOCES	PNW BOCES
Troise, Leslie	CHHS Olweus Training	CHUFSD
Troise, Leslie	CHHS OLWEUS Training	CHUFSD
Troise, Leslie	Classroom Management: Orchestrating a Community of Learners	NYSUT
Troise, Leslie	Classroom Management: Orchestrating a Community of Learners	PNW BOCES
Troise, Leslie	Classroom Management: Orchestrating a Community of Learners (NYSUT)	PNW BOCES
Troise, Leslie	College Clinic	PNW BOCES
Troise, Leslie	Critical Friends	CHUFSD
Troise, Leslie	Olweus Training	MLP Academy
Troise, Leslie	OLWEUS Training	CHUFSD
Ulm, Barbara	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Ulm, Barbara	Engineering Practices For Next Generation Science Students	PNW BOCES
Ulm, Barbara	PVC S.E.R.T. Training with Altaris	CHUFSD
Ulm, Barbara	Sustaining and Supporting Instructional Leadership (NYSCOSS)	PNW BOCES
Valentine, Ashley	CHHS OLWEUS Training	CHUFSD
Valentine, Ashley	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Valentine, Ashley	Croton Tech Expo-Session 2-Cell Phones in the Classroom	CHUFSD
Valentine, Ashley	Croton Tech Expo-Session 3-Cell Phones in the Classroom	CHUFSD
Valentine, Ashley	Discovering Evidence for the Danielson Rubric	CHUFSD
Valentine, Ashley	Help your Students Collaborate using Instructional Technology	CHUFSD
Valentine, Ashley	Review of SED's Common Core Aligned Regents Exam Draft	CHUFSD
Valentine, Ashley	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Valentine, Ashley	TECH EXPO 2014	LHRIC
Valentine, Leslie	CHHS OLWEUS Training	CHUFSD
Valentino, Jessica	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Valentino, Jessica	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Valentino, Jessica	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Valentino, Jessica	Grade 2 Curriculum Planning Day	CHUFSD
Van Asselt, Jeannie	CHHS OLWEUS Training	CHUFSD
Van Asselt, Jeannie	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Van Asselt, Jeannie	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Van Asselt, Jeannie	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Van Asselt, Jeannie	Help your Students Collaborate using Instructional Technology	CHUFSD
Van Asselt, Jeannie	Tri-State Report Review for World Languages Teachers	CHUFSD
Van Asselt, Jeannie	World Language Teacher Meeting	CHUFSD
Van Asselt, Jeannie	World Lanugages & the Data Inquiry Process	CHUFSD
Vlad, Lisa	Croton Tech Expo-Session 1-Pinterest, Prezi & Glogster	CHUFSD
Vlad, Lisa	Croton Tech Expo-Session 2-Access your Desktop from Anywhere!	CHUFSD
Vlad, Lisa	Croton Tech Expo-Session 3-Weebly & The Parent Connection	CHUFSD
Vlad, Lisa	Kindergarten Curriculum Planning	CHUFSD
Vlad, Lisa	Kindergarten Math Planning Day	CHUFSD
Wallace, Christina	Medicaid 101 Training	LHRIC
Walter, Kaitlin	Consultant Victor Jaccarino w/Gr. 1 Teachers	CHUFSD
Walter, Kaitlin	Croton Tech Expo-Session 1-Discovery Streaming and Data Bases	CHUFSD
Walter, Kaitlin	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Walter, Kaitlin	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Walter, Kaitlin	Grade 1 Curriculum Planning Day	CHUFSD
Walter, Kaitlin	Newest Curriculum Modules for English Language Arts for Grades K-2 from EngageNY	PNW BOCES

Wang-Paolicelli, Sophie	American Council on the Teaching of Foreign Language - ACTFL Workshop	MHTC
Wang-Paolicelli, Sophie	CHHS OLWEUS Training	CHUFSD
Wang-Paolicelli, Sophie	Croton Tech Expo-Session 1-Edmodo & Kids	CHUFSD
Wang-Paolicelli, Sophie	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Wang-Paolicelli, Sophie	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Wang-Paolicelli, Sophie	Introduction to Google Drive	CHUFSD
Wang-Paolicelli, Sophie	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Wang-Paolicelli, Sophie	Tri-State Report Review for World Languages Teachers	CHUFSD
Wang-Paolicelli, Sophie	World Language Teacher Meeting	CHUFSD
Wang-Paolicelli, Sophie	World Lanugages & the Data Inquiry Process	CHUFSD
Weinstein, Michael	Alison Zmuda Tele-Conference	CHUFSD
Weinstein, Michael	CHHS OLWEUS Training	CHUFSD
Weinstein, Michael	CHHS Television Studio Meeting	CHUFSD
Weinstein, Michael	CHHS TV Studio Meeting with EduTek	CHUFSD
Weinstein, Michael	Cross-Building Music And Art Staff Meeting	CHUFSD
Weinstein, Michael	Croton Tech Expo-Session 1-Senteo Clickers	CHUFSD
Weinstein, Michael	Croton Tech Expo-Session 2-Smart Notebook Tips & Tricks	CHUFSD
Weinstein, Michael	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Weinstein, Michael	Curr Coord Mtng	CHUFSD
Weinstein, Michael	Curriculum Coordinator Meeting	CHUFSD
Weinstein, Michael	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Weinstein, Michael	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Weinstein, Michael	Meeting	CHUFSD
Weinstein, Michael	Meeting with B and H Photo in NYC for TC Studio Quote	CHUFSD
Weinstein, Michael	NYSSMA Majors Planning Meeting	CHUFSD
Weinstein, Michael	Tv Studio Concept Meeting	CHUFSD
Weiss, Megan	CET SERT Training	CHUFSD
Weiss, Megan	CET SERT Training	CHUFSD
Weiss, Megan	Croton Tech Expo-Session 1-10 Free Apps & Websites	CHUFSD
Weiss, Megan	Croton Tech Expo-Session 2-Pinterest, Prezi & Glogster	CHUFSD
Weiss, Megan	Croton Tech Expo-Session 3-Senteo Clickers	CHUFSD
Weiss, Megan	Grade K, "A" Unit Workshops (2 Sessions)	PNW BOCES
Weiss, Megan	Kindergarten Curriculum Planning	CHUFSD
Weiss, Megan	Kindergarten Math Planning Day	CHUFSD
Weiss, Megan	Newest Curriculum Modules for English Language Arts for Grades K-2 from EngageNY	PNW BOCES
Wellman, Sarah	Critical thinking and questioning techniques	PNW BOCES
Wellman, Sarah	Critical Thinking and Questioning Techniques	PNW BOCES
Wellman, Sarah	Croton Tech Expo-Session 1-Cell Phones in the Classroom	CHUFSD
Wellman, Sarah	Croton Tech Expo-Session 2-Discovery Streaming and Data Bases	CHUFSD
Wellman, Sarah	Croton Tech Expo-Session 3-Smart Notebook Tips & Tricks	CHUFSD
Wellman, Sarah	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Wellman, Sarah	Curriculum Coordinator/Administrator - Metacognition	CHUFSD
Wellman, Sarah	RTI - Jim Wright	CHUFSD
Wellman, Sarah	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Wellman, Sarah	Teaching Through Learning Channels	NYSUT
Wichman, Stacy	PVC S.E.R.T. Training with Altaris	CHUFSD
Zabbia, Maryann	Achieve 3000 Training	CHUFSD
Zabbia, Maryann	Achieve 3000 Training	CHUFSD
Zabbia, Maryann	Croton Tech Expo-Session 1-Adobe InDesign for Classroom Projects	CHUFSD
Zabbia, Maryann	Croton Tech Expo-Session 2-Weebly & The Parent Connection	CHUFSD
Zabbia, Maryann	Croton Tech Expo-Session 3-10 Free Apps & Websites	CHUFSD
Zabbia, Maryann	Curriculum Coordinator Meeting	CHUFSD
Zabbia, Maryann	Curriculum Coordinator Meeting (Choice #3)	CHUFSD
Zabbia, Maryann	Curriculum Coordinator/Administrator - Metacognition	CHUFSD

2013-2014

Professional Development

Zabbia, Maryann	Newest Curriculum Modules for English Language Arts for Grades 6-8 from EngageNY	PNW BOCES
Zabbia, Maryann	Reflect, Re-evaluate, Re-design Future City Unit	CHUFSD
Zabbia, Maryann	RTI - Jim Wright	CHUFSD
Zabbia, Maryann	Students Taking Charge, Inside the Learner-Active, Technology Infused Classroom: Grades 3 - 12 Teachers	CHUFSD
Zamperlin, Patricia	Croton Tech Expo-Session 1-Access your Desktop from Anywhere!	CHUFSD
Zamperlin, Patricia	Croton Tech Expo-Session 2-10 Free Apps & Websites	CHUFSD
Zamperlin, Patricia	Croton Tech Expo-Session 3-Pinterest, Prezi & Glogster	CHUFSD
Zamperlin, Patricia	Kindergarten Curriculum Planning	CHUFSD
Zamperlin, Patricia	Kindergarten Math Planning Day	CHUFSD
Zamperlin, Patricia	Mentor Committee - 2014	CHUFSD
Zinman, Matthew	Croton Tech Expo-Session 1-Senteo Clickers	CHUFSD
Zinman, Matthew	Croton Tech Expo-Session 2-Edmodo & Kids	CHUFSD
Zinman, Matthew	Croton Tech Expo-Session 3-Discovery Streaming and Data Bases	CHUFSD
Zinman, Matthew	Help your Students Collaborate using Instructional Technology	CHUFSD
Zinman, Matthew	RTI - Jim Wright	CHUFSD