

ANNUAL REPORT 2012 - 2013
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**Croton-Harmon Union Free School District
10 Gerstein Street
Croton-on-Hudson, NY 10520**

October 2013

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

The 2012 – 2013 school year was a busy year as evidenced by the attached Annual Report. As you read through this report, you will see that student learning is at the center of our work and we continue to seek ways to realize our district's vision and mission.

Each school year presents opportunities. This year, the Annual Professional Performance Review (APPR) framed the work that we engaged in with our teachers and administrators. Although we called this year, "the year of compliance," we managed to meet our Race to the Top mandates while staying true to our mission. This was evidenced by teachers continually pushing the boundaries of their craft and trying out "new" pedagogical practices because it was deemed a best practice and not because it was a mandate. We continue to encourage our teachers to take risks and explore. I am proud to say that regardless of the APPR mandates, Croton continues to soar.

We are already taking what we have learned from the 2012-2013 school year to frame our discussions and goals for 2013-2014. We have begun to review multiple sources of student data and make strategic steps in the new year. As a staff, we continue to make meaning of the Common Core and its impact on student learning. We appreciate the support the Board continues to share with our system.

As we continue to support our District's mantra of "We are all in this together," it is with pride that we share the District's Annual Report. 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

DISTRICT GOALS AND OBJECTIVES for 2012-2013

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 2012-13 we will:*

1. Implement the Annual Professional Performance Review (APPR) system to consistently assess quality instruction and ensure growth-oriented goals. Continue to implement elements of Race to the Top legislation including Student Learning Objectives, the Common Core Standards and Data Inquiry Teams as required by Commissioner's Regulations.

What was accomplished:

- Developed APPR plan with the APPR Committee and the CTA/CHAA Negotiation Teams.
- Submitted the APPR plan to the NYS Portal.
- Received approval of the district's APPR plan from NYS.
- Implemented the Student Learning Objective process. This included offering training sessions.
- Created and implemented My Learning Plan systems and protocols to support the District's APPR processes.
- Developed mechanisms for schools to produce pre/post assessments for Student Learning Objectives and Local Assessments.
- Reviewed pre-assessments against quality standards prior to implementation.
- Monitored implementation of SLOs and post-assessments, and collected data on student performance regarding teacher SLOs.
- Presented training opportunities to further develop teacher understanding of the Framework for Teaching.
- Implemented a new APPR observation cycle for both probationary and tenured teachers.
- As part of the 60% of the APPR process, observed teachers for announced and unannounced classroom visitations.
- Completed the Administrators' APPR.
- Developed internal procedures to evaluate school principals as per APPR regulations.
- Prepared the district's Professional Development Plan and submitted to NYS as per the Commissioner's Regulations.
- Created building-level data teams and completed data inquiry cycles at each building.
- Offered data inquiry team training.
- Introduced teachers to the Data Warehouse and presented teachers with teacher-level access to student data.
- Provided training in understanding the Data Warehouse.
- Presented teachers/administrators with opportunities to attend Common Core workshops in ELA, math and science.

- Assembled Common Core teams to join the BOCES work surrounded the Common Core
2. Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through: the alignment of curriculum across grades as well as vertically K-12.

What was accomplished:

- Aligned curriculum across grades as well as vertically K-12. The target for completion of draft curriculum maps was 95% for the 2012-2013 year. We were slightly below that target – identifying summer 2013 as a time to near completion. All maps will be public in the Fall of 2013.
 - Conducted meetings with the Curriculum Coordinators to continue to frame the work with regard to mapping.
 - Infused Common Core shifts into the maps where appropriate
 - Restructured cross building time to facilitate the complete of maps.
 - Began to introduce the Quality Curriculum Checklist; however, we slowed down this process waiting for EngageNY to publish the State's template for review of curriculum.
3. Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through the development of a STEM-D proposal.

What was accomplished:

- Developed a STEM-D proposal (including grades 5-12 teachers) which resulted in a new high school science class – Ecology.
 - We asked grades 5 – 12 teachers, "When we take into account the district's mission and vision, what are the characteristics that we desire for our grades 5-12 science program? How does our current program compare to the desired state? What might need to be changes?"
 - We conducted a visitation to a school in Philadelphia to help support our thinking.
4. Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through conducting a technology audit.

What was accomplished:

- Conducted a technology audit that will be used to frame next steps in how we use technology to support instruction.
 - Convened a technology steering committee
 - Conducted focus groups – student/teacher/community
 - Facilitated discussions with the steering committee
 - Produced a report to the Board of Education

- Began to review “next steps” to prepare for the 2013-14 school year.
5. Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through implementing differentiated instruction.

What was accomplished:

- Implemented the use of differentiated instruction strategies including the development of pre-assessments and instructional strategies such as flexible grouping in grades 3 and 4 mathematics.
 - Supported flexible grouping in mathematics at CET
 - Supported summer curriculum work in this area
 - Highlighted this work in our new video series, “Croton-Harmon Highlights”
6. Assessing the foreign language program using the Tri-State indicators of a quality educational program.

What was accomplished:

- Developed essential questions for the Tri-States visitation
- Conducted meetings with the Tri-States consultants, World Language Department and Tri-states team.
- Collected evidence following the Tri-States indicators. This evidence was reviewed by the visiting team.
- Coordinated the Tri-States visit.
- Reviewed the draft Tri-States recommendations to prepare for the 2013-14 school year.

School Environment: *Promote a school environment where everyone including students, parents, and staff members feel valued, respected and safe. To accomplish this goal, in 2012-13 we will:*

1. Continue to implement recommendations from the Tri-State Consultancy for Student Support Services and Guidance.

What was accomplished:

- Review recommendations from the Tri-States report. Identified accomplishments and areas that remained a “work in progress.”
- Included recommendations in the building goals.
- Presented findings of the Support Services Report to the Board of Education in Fall 2012.
- Refined elements of the Olweus anti-bullying program and the PBIS program to achieve more consistency of vocabulary and alignment of strategies vertically grades K-12.
- Implemented the District’s Code of Conduct at the building level, including the Dignity for All Students Act and Cyber-bullying.
 - Identified DASA coordinators at each building.

- Developed DASA forms consistent for each building. This provides uniform reporting.
- Developed an online bully incident reporting system.

2. Conduct a Safety Audit.

What was accomplished:

- Collaborated with the Altaris Group to conduct a Safety Audit of the district.
- Collaborated with the Altaris Group to develop drills and protocols as well as a revised the District Emergency Response Manual.
- Created the District Emergency Response Team and Building Emergency Response Teams. Provided training for these teams and practiced the drills and protocols.
- Installed buzzer/intercom systems at CET and the District Office. Created standardized protocols for these systems.
- Developed evaluation criteria to determine the effectiveness of emergency drills.

3. Implemented the new District Wellness Policy at each school.

What was accomplished:

- The Board of Education approved the Wellness policy last spring.
- Collaborated with Student Faculty Congress, BPC and at each building, the PTA, and community experts to ensure the implementation of the policy.
- Modified the vending machines and PTA lunch offerings
- Met with PTA officials from each school to clarify wellness guidelines that they will follow concerning lunches they provide our students.

District Resources: *Increase the cost-effective use of resources (including fiscal resources, time, and structures). To accomplish this goal, in 2012-13 we will:*

1. Maintain fiscal stability under the 2% tax levy cap by fully funding reserves and using the capital reserve fund to plan future capital projects without bonding.

What was accomplished:

- During the 2012-2013 school year, the following audits were conducted: External audit – Nugent & Haeussler; Internal risk assessment – R.S. Abrams; Safety audit (targeted area identified during internal risk assessment) – Altaris Group; Bi-weekly claims audits – Peter Drexler
- The District's 6-step budget development process was used to develop the 2013-14 budget.
- The District's fund balance was kept within the State's limit of 4%.
- Used multi-year forecasting to improve budget stability

- Implemented plans to address anticipated tax certiorari. Ensured that the district's tax cert reserve was adequately funded.
 - Regular business office meetings held to strengthen fiscal planning and efficiencies
 - Provided timely (quarterly) reports: internal and external audit reports, facilities project updates, transportation efficiency reports, legal reports, technology reports, and special education reports, on schedule and as requested.
2. Ensure facilities adequately meet educational and student needs by:
Continuing to assess the impact of technology infrastructure on curriculum and instruction:

What was accomplished:

- Meetings held with principals to review the status of the technology infrastructure.
 - Meetings held with Edu-Tek to move forward with necessary infrastructure to support the wireless network.
 - The Virtual Desktop Initiative (VDI) was piloted in CHHS.
3. Ensure facilities adequately meet educational and student needs by continuing to assess the condition of our physical plants and school grounds.
- Meetings held with KSQ architects to review the 5-year Building Condition Survey

Community/School Connection: *Increase interactions and communications between school and community. To accomplish this goal, in 2012-13 we will:*

1. Increase the timeliness, relevance, and effectiveness of communications between the school and community by continuing to utilize our district and school web sites, K-12 Alerts and email to provide up to date information about our schools, programs, events, and activities. Teacher web sites and other media will be used to enhance communications with students and parents. Educators will include information such as long-term assignments, class activities, major assessments, and projects with due dates on their sites.

What was accomplished:

- Teachers received one on one support to further develop their web sites.
- The standard of responding to a parent within 24 hours was established.
- Progress was made on the posting of long term assignments and projects, particularly at the high school and middle school. This work continues at CET.

2. Implement an electronic scheduling process for building use by school and community groups.

What was accomplished:

- Software was identified (Tandem) that can best meet this need.
 - The Tandem scheduling software was piloted by the Athletic Department.
 - The decision was made to move forward with the Tandem system for scheduling of facilities by school and community groups in 2013-14.
3. Develop a plan to further community connections (*Classroom to Community*). The plan will identify ways to refine and extend academic programs and the volunteer program.

What was accomplished:

- Developed the desired state (framework) for the classroom to community connections within our curricula.
 - Introduced the concept of classroom to community to administrators, curriculum coordinators, and teachers.
 - Conducted focus groups – parents, teachers, students, community
 - Using input from the stakeholder, created the desired state framework.
 - Created rubrics for program analysis. We will pilot these rubrics in 2013-14

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

Department: Athletics	Administrator / Director: Susan Dullea
1. Data and Statistics: <u>Fall</u>- 8 Modified teams 176 PVC students, 12 HS teams 262 CHHS students <u>Winter</u>- 3 Modified teams 92 PVC students, 8 HS teams 161 CHHS students <u>Spring</u>- 6 Modified teams 152 PVC students, 10 HS teams 195 CHHS students <u>TOTAL NUMBER OF STUDENTS PARTICIPATING IN ATHLETICS</u> (Fall, Winter, Spring): 368 <i>Approximately 69% of our students participate in athletics 368/532</i> <u>TOTAL NUMBER OF STUDENTS PARTICIPATING IN MORE THAN ONE SPORT</u>: 207 <i>Approximately 57% of our student athletes are active in multiple sports</i> <u>Total Home events</u>: 342 <u>Total Away Events</u>: 316 <u>League Champions</u>: Girls Cross Country, Girls Track and Field, Boy's Lacrosse <u>Sectional Champions</u>: Track and Field Athlete Ava Powchik <u>Regional/State</u>: Track and Field Athlete Ava Powchik <u>NYSPHSAA Scholar Athlete Teams</u>: 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- <u>Maintain Athletic Supplies through BID process.</u> Bid booklets were sent to 13 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- <u>Facility Maintenance</u>- Every Friday I meet with Paul Gibbons and the 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. C- <u>Community</u>- 1. <i>Village Meetings</i>: Paul, Rochelle, and I meet monthly with the Village to discuss joint opportunities and concerns. As a result of these meetings field maintenance, transportation, and safety concerns have been addressed. 2. <i>Booster Club</i>- I attend monthly Booster Club meetings and Booster Club events.	

3. Completed Projects, Initiatives and Highlights:

- A. **Field Maintenance:** This year we maintained all athletic fields in house. Brad and Frank updated equipment and field maintenance scheduling. They also attended local conferences to keep current in grass field maintenance. 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.
- B. **Athletic Storage:** The storage room has moved to a new area. Each sport has their own storage area with locking capability. This will allow our equipment to be secure as well as help with program accountability.
- C. **Concussion Management-** NYSED and NYSPHSAA have worked together to create the new concussion mandate. To date I have listed ALL concussion information on our web site, updated participation forms, and mandated ALL coaches, teachers, and nurses to take the CDC mandated concussion management course. Kerri Tracy and Phyllis Cobb continue to work with coaches and staff.
- D. **Wellness Policy-** The BOE approved the Wellness policy last spring. This year we worked with Student Faculty Congress, BPC and at each building, the PTA, and community experts to ensure the implementation of the policy. The vending machines and PTA lunches were the hot topics that were discussed and modified.
- E. **Coaches Evaluations-** Using the Danielson model as a template, a new coach's evaluation was implemented. Coaches are able to provide their own evidence for different domains. As the evaluator of over 60 coaches it is challenging to collect evidence for all coaches however, extremely useful for growth.
- F. **E-School Data-** Under DATA and STATISTICS I have listed participation numbers by season and by level (PVC vs. CHHS). I was able to filter student participation to create a solid number vs. a duplicate number of student athletes. The District can see we have 69% of our total student body participating and 57% participating in multiple sports. EXTREMELY proud of both numbers!!

4. Professional Development and Training:

- A-Student Learning Objectives- through 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 Conference planner- I was on the conference planning team for the 2013 state conference. I co-presented with Jennifer Simmons and Tess Brogan on "Empowering Young Leaders." We are presently working to put together a section forum for student athletes.
- G- AAA- Local Athletic Administrators Association= planned and implemented Case Studies at the conference level; Conference secretary
- H- Section One Softball Co-Chairperson

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

- A- Increase knowledge and practice of teacher and coaches evaluations
- B- Collaborate with the Curriculum Coordinator to support teachers through the Student Learning Objective process.
- C- Work with parents and student athletes during pre-season meetings; continue student leadership work with captains
- D- Continue working on PD for coaches i.e. weekly e-mails, articles, and summer reading

Narrative:

This year in Health, Physical Education, and Athletics was a busy one, successful in many ways. Through collaboration with the community, teachers, coaches, various professional development groups, and various local school districts I can honestly say Croton-Harmon is ahead of the game.

Athletically speaking, I met with all coaches in the fall, winter, and spring seasons to discuss the purpose and philosophy of interscholastic athletics specific to Croton. 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. This year we looked at setting program goals (SMART goals) for each program as well as for each coach. I started implementing Joe Ehrman's concept of transitional coaching. A few coaches were able to attend a workshop and benefit from his book. I intend on sharing this as a summer read for all of my coaches next year.

All of the programs I am involved in are under constant change. This year in Physical Education we will be looking at student input to drive the curriculum under a systemic change. In Health Education Kerri Tracy and Jessica Butts have continued their thinking/process of curriculum mapping. Looking at 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.

Physical Education will also look to combine Lifelong Wellness throughout their curriculum. Alternative classes such as Yoga will be offered to students as well as strength training, fitness etc. This will be a challenge breaking classes up into groups based on student preference however; many of our classes will have two staff members per period. I meet on a monthly basis with various community groups.

This year I have worked with the Booster Club and the Gridiron Club to forge the relationship under one main group; the Booster Club. I met with the Booster Club to discuss the concept and get their buy in, as well as the President of the Gridiron Club to address similar points. This merger will stop any other athletic groups from breaking off on their own. All athletic teams may have a say through the Booster Club by the rules and standards set forth. This was communicated to the BOE as well as coaches and the community. Each "sport" has representation at the table and continues to work with the BC for support. This past year Baseball was able to attend a spring training trip and purchase a scoreboard through the Booster Clubs help.

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 I also was part of the administrative team evaluating teachers under the new APPR regulations. This was a challenging year working in all three buildings however, having an office in the District Office allowed me to get out to all three buildings more efficiently.

My latest responsibility Drivers Education was a hit this spring with our students. 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. I am looking at a possible offering of the course next summer 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 Services	Karen Gatto

1. Data and Statistics:

2012-2013 CSE & 504 Referrals

	CSE	504	Transfer
			6
Parent Referrals	17	2	
School Referrals	13	2	
TOTALS	30	4	6
Withdrawals	2		
Ineligible	8		
Classified	20	4	6

Students by Classification

Classifications	Total including exiting students and declassified students for 2010-2011	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
Learning Disability	60	53	61	57
Other Health Impairment	99	94	94	91
Autism	9	8	11	11
Hearing Impairment	2	1	1	1
Visual Impairment	0	0	0	0
Emotional Disturbance	8	7	8	8
Intellectual Disability	2	2	3	3
Multiple Disabilities	7	6	6	6
Speech or Language Impairment	39	37	51	49
Orthopedic Impairment	0	0	0	0
Deaf/Blind	1	1	1	1
Traumatic Brain Injury	1	1	1	0

Number of Students Receiving Related Services						
	2010-2011		2011-2012		2012-2013	
Speech Services	CET-	42	CET-	45	CET-	45
	PVC-	27	PVC-	29	PVC-	20
	CHHS-	8	CHHS-	11	CHHS-	4
Occupational Therapy Services	CET-	25	CET-	29	CET-	30
	PVC-	13	PVC-	6	PVC-	9
	CHHS-	7	CHHS-	6	CHHS-	0
Physical Therapy Services	CET-	16	CET-	9	CET-	10
	PVC-	0	PVC-	2	PVC-	2
	CHHS-	0	CHHS-	0	CHHS-	0
Hearing Services	CET-	0	CET-	0	CET-	0
	PVC-	1	PVC-	1	PVC-	1
	CHHS-	1	CHHS-	1	CHHS-	1
Vision Services	CET-	0	CET-	0	CET-	0
	PVC-	1	PVC-	1	PVC-	1
	CHHS-	0	CHHS-	1	CHHS-	1
Counseling	CET-	6	CET-	6	CET-	4
	PVC-	8	PVC-	10	PVC-	11
	CHHS-	11	CHHS-	10	CHHS-	4
Aide Services	10		12		17	

2. Department Goals and Progress:

While there were no formal goals for Pupil Personnel Services this year, the Plan of Entry that I created at the start of the year provided guidance. One of the stated objectives was to become familiar with all of the stakeholders in the district. I believe this has been accomplished. I quickly found my way around the Croton "systems" and feel that I can successfully navigate through our buildings, community, and various procedures within the school community setting. The pre-school population required special attention. One of my first goals was to visit all of the pre-school providers in the

area and strive to network with them and create partnerships. This effort paid off as evidenced by the positive feedback I received from many of the providers.

I worked to understand my role as Chairperson of Pupil Personnel Services. This was a brand new title for Croton as the position had been restructured and while I was provided with a detailed job description, moving that job description from paper to practice and having others around me understand it as well, was an on-going activity for me. I was excited by the scope of the role as I entered the district and scheduled regular meetings with each sub group under my supervision. I was able to observe each of the guidance counselors, psychologists, social worker, and nurses twice this year. I spent a great deal of time meeting with the speech and OT providers. Additionally, I had on going but less frequent interactions with the ESL teachers. Department meetings with Special Education teachers in each building were fairly regular. I particularly enjoyed when I was able to bring all of the SE teachers and providers together for Wednesday meetings or Superintendent Conference days. This had been one of my goals at the start of the year; to bring all together to encourage consistency as recommended by the Tri States report the year before.

Another objective was to become familiar with and assess the continuum of services provided within the district. This took longer than anticipated as offerings vary from building to building and there are a range of variables in each building. I spent much time looking at projections with teachers and discussing what students need as opposed to what we have to offer. The guiding ideas behind the array of options were often unclear. I determined that the way we articulate our programs could be further aligned and worked on a brochure that could serve to explain our continuum of services. I also assessed that we needed to add a class to our high school for students who could not be served by TAP and to look at our curriculum for the life skills program on the PVC level. I also worked with the PVC administrators to add a special math class at the 7th and 8th grade level to offer a modified curriculum as our students with disabilities struggled incredibly in this area. Related to this work, I found that there were students who needed an Extended School Year program and worked to address this need as well.

Another goal was to understand the roles of the clerical staff. There was a new clerical person assigned to support school aged special education this year as I entered the district and another new clerical person joined us in December to support preschool special education. I developed structures of supervision for the office staff through regular meetings. Having all of us new to the district presented challenges that became apparent throughout the course of the year. The unintended consequence was that I learned more of the clerical responsibilities attached to IEP Direct. Lastly, I needed to learn about Medicaid management, development of grants, and State reporting. While I have experience with all of these, I had to learn the specifics related to Croton. I did learn a great deal regarding these processes and the timelines attached to them.

3. Completed Projects, Initiatives and Highlights:

When looking back at the year, I am pleased by the accomplishments in one short year.

Legal Cases:

Upon entering the district there were a number of legal cases brewing. The district was negotiated settlement for some of the cases and one of them went to through the impartial hearing process. This ended up lasting several months and taking many, many hours in preparation and in actual hearing time. I view these cases as a highlight considering the time devoted to them and the great expense to the district.

The high profile cases offered me the opportunity to see what areas needed to be strengthened on a systems level. For example, we needed to develop IEPs that were more defensible. I in turn, devoted a great deal of time helping staff to further develop their skills in the area of writing measureable goals. I also became quickly familiar with our attorney and established a good working relationship with her. She has been invaluable to my work in Croton and I have learned a great deal from her.

SEPTA evening event:

This event was organized by SEPTA leadership. I was given the opportunity to introduce myself to the community and speak about our services under Pupil Personnel. The principals talked about the services provided in each building as well. This was a great opportunity for me to meet many more of our parents and answer questions.

Preschool Tea:

When I visited all of the preschools in the area, I was impressed by their commitment to ready our children for kindergarten. They were responsive to the idea of getting together to hear about the Common Core Standards and to hear about how to better prepare our students. The CET staff on the receiving end was as eager to share with their preschool colleagues. I organized a tea to be held in November. It was well attended. Our support staff described how we support all of our students by providing discretionary services when necessary and the RTI process. We described our expectations for entering kindergartners and Kelly Maloney spoke to the Standards. I described the referral process and offered our services as "consultants" when they identified kids at risk in their programs. I thought it was a positive event based on the feedback I received. I believe there is an opportunity to provide this type of event yearly.

New Special Class:

Midyear, I proposed a new class for the high school. I observed two of our students in the PVC BOCES class and 3 others that would be moving into 9th grade for the 13-14 year. I felt that we could support all of these students more effectively if we had a special class geared to preparing them for adulthood academically and vocationally, while working on real life skills.

I brought a group together consisting of related service providers, teachers and administrators to discuss and plan for such a class. Concurrently, the new regulations regarding graduation options came out. This seemed like an opportunity for Croton to

offer a small number of students the opportunity to graduate with a Skills and Achievement Commencement Credential with a clear focus on the attainment of career development and occupational studies standards.

Our new class will open this fall in the high school. We will start with 4 students and additional students will transition into the class over the next few years as projected by the needs at PVC. Related service providers will be built into the design of the class and speech and language, social skills and occupational therapy services will be provided as part of the class. There will be an emphasis on vocational skill development and community integration. These students will be taking the NY State Alternative Assessment.

On the middle school level, we will continue to modify curriculum and embed more community experiences into the program. I am hopeful that we will be able to provide some combined experiences for our middle school class, the BOCES PVC class and the new high school class.

Post-Secondary Transition Panel:

At the end of January, I organized an evening event with SEPTA. The event consisted of a panel of key people who described their service and participated in a Q and A at the end. We organized the panel to include 4 outside adult provider agency representatives, high school Special Education teachers, Renee Tanner, Linda King, The New York State regional transition specialist, a PACE student services representative and myself. SEPTA did a spectacular job of promoting the event and we had a wonderful turnout. The timing of this event with the new graduation requirements worked out well as we could begin our discussion regarding the changes in regulations.

Extended School Year (ESY) program:

Midyear, I applied to the State and the district was approved for a ½ day extended school year program. While looking at projections with staff, it became obvious to me that we felt there were students who would regress academically and/or social emotionally without instruction over the summer but we did not recommend program because we really did not have one. This summer marks our first year with the new program. We have 2 classes with about 15 students in attendance. The teachers collaborate at times, take joint community outings and students work on individual goals. I think that has been a very positive experience. We have been able to learn more about our students and support them in ways that are not possible during the school year. The social piece alone has been significant for some of our students. Since we are approved for this program, the State will reimburse us upon summer completion.

ESL:

I created a consortium with the Hendrick Hudson school district in order to access an additional \$9000.00 through the Title 3 grant for English Language Learners. This money was previously unavailable to us without a documented partnership with another district(s). It turned out to be a win-win relationship as both districts benefited. We were able to purchase additional technology for the ESL program with the money.

Special Education "Brochure":

As a result of my work around understanding and seeking definition of district services

provided as part of the Special Education continuum, I created a brochure with the goal of better defining what we do and how we are guided in our decision making. The brochure took a long time to complete as we experienced many formatting difficulties. Thanks to the help of Kim Gaynor, (a high school special education teacher who volunteered many hours of her own time as part of a mentoring relationship with me) and Deba August, we completed the project. This brochure will be used in my fall SEPTA meeting when I talk about our goals and programs for the 13-14 school year. I will also add it to our Website.

4. Professional Development and Training:

This year I had the opportunity to attend the following staff development / training opportunities:

- Transition Planning with Kit Casey, SW BOCES
- Medicaid Compliance training
- CSE and CPSE Colloquium meetings (8 total)
- Testing Accommodations workshop, PNW BOCES
- LHAPPA meetings and workshops
- Director's Forum for Centris Group users
- Special Education Liaison Meetings with PNW BOCES administration
- Part 154, Title I training
- High Cost state reporting
- STAR testing overview
- Naviance training

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

- Diagnostic Assessment with Dr. George McCloskey (2 day training)
- Transition Planning with Kit Casey (2 part meeting)
- How to create a more defensible IEP with Karen Gatto

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

Administrative:

- ❖ Now that I have a good understanding of the cycle of the year, I would like to start 2013-2014 with a clear calendar of expectations, due dates and guidelines for work completion. I am in the process of finalizing this calendar as part of my summer work
- ❖ Develop system of consistent support and monitoring of clerical staff and provide support to new CPSE person
- ❖ Create more efficient system to monitor completion of documents for CSE, CPSE, and 504 process

- ❖ Complete required 2 year plan
- ❖ Continue to develop collaborative relationships with building level administrators
- ❖ Update and improve my department's presence on the Croton website
- ❖ Develop personal skills related to state reporting and Medicaid oversight

Special Education:

- ❖ Set up a more efficient system around Annual Review
- ❖ Further develop special education and related service provider's skills around data collection pertaining to IEP goal progress
- ❖ Further develop process related to the provision of Transition services and role of Social worker and Guidance in this process
- ❖ Develop the new class in alignment with new graduation options and in conjunction with TAP
- ❖ Become more familiar with our Special Education aides
- ❖ Continue to develop teacher and service provider skill related to IEP development

Other:

- ❖ Further develop observation skills as it relates to APPR
- ❖ Design and create a Specialized Reading program
- ❖ Develop a mentoring program
- ❖ Complete and a district wide RTI plan and ensure implementation
- ❖ Continue to develop OLWEUS on a district wide scale
- ❖ Continue to work closely with SEPTA leadership and develop relationships with Croton families
- ❖ Continue to reference and act upon the Tri State recommendations
- ❖ Become more familiar and connected to the ESL program
- ❖ Work closely with new PVC psychologist
- ❖ Further develop the general education teacher role at CSE meetings

End of Year Reflection

This has been a very positive year from my perspective. I am grateful for the level of support I have received from the Superintendent and Assistant Superintendents. There is an "open door" atmosphere in district office and that is truly appreciated. I feel valued and know that their feedback is well intended.

I have also enjoyed working with the BOE. I have worked individually with some members on policy and that has been a very worthwhile experience. Their collaborative support has been meaningful.

Beyond what has been stated previously, I plan to continue to build continuity across our buildings in terms of how we provide support for students at risk or already

identified. We will continue to understand and measure how our students are assuming more responsibility for their own learning as they progress through our system.

I am looking forward to receiving the results of the parent survey that was completed as part of our State reporting this year. Hearing parent feedback will guide me further when thinking about how to further strengthen our support programs, services, and methods of communication.

I look forward to continued collaboration with building administrators and directors. I value our time at Administrative Council and feel that scheduled time together in addition to council will be helpful moving forward. I would also like to focus on interactions with special education curriculum coordinators for the 13-14 school year and understand how this relationship can add value to the department.

The vision of the district is progressive and the residents of the community are involved on all levels. Croton Harmon is a great place to work!

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

Department: CHUFSD School Counseling	Administrator / Director: Linda S. King
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1. Data and Statistics:

- College Applications *increased* from 1099 regular apps in 2012 to 1233 regular apps in 2013 for an increase of 134. Early Decision/Action *decreased* from 282 to 219 this year.
- An increase in K-12 Alerts and Naviance blasts.
- An increase from 10-32 faculty, student and parent trainings that include, parent nights, small groups and faculty meetings.
- Growth in the number of college admission representatives from 59 in 2011-12 to 70 in 2012-13.
- OC21 began with 5 students to a possible 15 (a total of 26 available) for the 2013-14 school year
- PVC counselors presented 54 lessons to the 5th grade, 9 lessons in 7th grade on Decision Making.
- PVC School Counselors also held 15 Advisory meetings school wide.
- I also co-presented with PVC Counselors to each Careers Class regarding transition to 9th grade.

2. Department Goals and Progress:

Transitioning into the role of Guidance Director and leading the department in the direction described through the Tri-states process, as well as, alignment with district and building goals has been my first priority. I continue to become familiar with the climate and culture of PVC, CHHS and the surrounding community. Specific goals include, implementing regularly scheduled meetings with both the CHHS Counselors and the PVC Counselors (separate meetings with administration and counselors). I continue to meet regularly at each building, as well as, collaboration with the 5 counselors where we discuss counseling trends, student issues, and begun the foundation of a comprehensive guidance plan for grades 5-12. The addition and utilization of School Counselor Central allows us to document and house our comprehensive model in one place; with classroom guidance (lessons), management of students, a place to log meetings, access reports and review time utilization. A comprehensive model is an ongoing process, however we would like to have it completed within 3 years (phase 1 will be completed by June 2013).

The tri-states process was an arduous task, to say the least. Several key people were involved to gather data, reports, statistics, surveys etc..., in order to provide the visiting team with an accurate view of the School Counseling Department at CHUFSD. The

final culmination involved the original members listening to the visiting team reflect on the additions and suggestions that were implemented such as:

- The Information Guide & Calendar
- Alignment between PVC & CHHS programming
- Increased communication
- Formalize the college meeting process with students & families

All of these suggestions were done within a 2 year time frame and with the additional changes came more positive responses from students, parents and the community as a whole. As the Director of Guidance I am honored to represent and lead such a vital program within CHUFSD. The School Counselors are a group of well-trained, caring, empathetic, pro-active, energetic, individuals who continually amaze me with flexibility, awareness, letter writing, organization, facilitation, communication and overall dynamic skills. The open door policy and student centered approach is exactly the type of offices I want to represent, as well as the positive climate and culture we continue to facilitate.

The culture includes bringing in new programs and increasing the use of our Naviance network is another goal; the added features of eDocs during the summer of 2012 has streamlined the college admissions process allowing us to upload all documents, including transcripts, counselor letters of recommendation, teacher letters, school profiles and report cards. There is less paperwork, photocopying and the district has saved thousands of dollars in postage. The communication between students and parents with this roll-out has been extremely favorable, with positive feedback to date.

The communication and alignment between PVC and CHHS is a direct result of adding Naviance to PVC; all students' grades 7-12 now have access and we will be introducing the PVC students formally this fall. Each student will complete a career survey based on grade level and we will expand on it from year to year. The features also allow students to set goals, keep a journal, research colleges, careers, scholarships and summer program and opportunities. Counselors can also email students, and access a variety of reports depending on the need.

The increased demand on educators continues to exacerbate and discussions of DASA and the legislation has great implications; after conversations and collaborations with PVC the positive aspects of OLWEUS has encouraged CHHS to investigate the merits as well. We would be the first high school in Westchester County to implement this program. On May 22nd we will be giving the survey to students in grades 9-11 and once we have the results we will then decide whether to pursue full implementation of the program. The department also participated in a variety of DASA legislative discussions & trainings including the newly revised SERT team at each school. School Counselors were also part of the larger assembly discussions for each grade level.

As School Counselors we continually are inundated with beeps, buzzers, bells, and reminders; reminders to be at a certain meeting, schedule an event or call a group of students to the office; by December of 2012 I transitioned the CHHS Counseling staff to electronic calendars. The use of iPad's has been a positive shift as well; for example, when out of district we can access calendars, eSD, Naviance, etc... Our secretary can

also respond and schedule appointments immediately without having to check with the counselors for availability.

By January of 2013 the counselors established protocols for online recommendations; teachers now submit recommendations for student classes online. This transition was seamless and the teachers commented how much time the process saved.

3. Completed Projects, Initiatives and Highlights:

- **Naviance implementation**
 - 7-12 alignment
- **Tri-states completed (and favorable)**
 - The creation of the Information Guide and Calendar (will be updated yearly and mailed home in August to each family)
- **College Symposium**
 - A change from a panel format (3 speakers) to a work-shop environment with over 10 admissions experts discussing various college & career readiness trends.
 - This year the symposium will be scheduled in December (to encourage earlier research, and more opportunity to visit colleges)
- **Financial Aid Night**
- **Grade 9/10 Parent Night**
 - A change from everyone in the auditorium to counselor's presenting to their own caseload of parents
- **Junior kickoff**
 - A speaker was invited to highlight the evening
- **Speaker at Principal's Coffee & Transition Evening**
- **OC21 (completed trial year_**
 - Fully implemented for 2013-14
 - Currently we have 5 students, a projection of 12 next year.
- **Olweus Survey**
 - Will be given 5/22 to grades 9-11
- **Counseling survey (to assess where we are--connected to comprehensive model)**
 - Given internally to each counselor
- **Weekly Reports were sent to administration**
- **Regularly scheduled meetings with various team members**
- **College visits**
- **Trainings and professional development including webinars & new teacher orientation.**

4. Professional Development and Training:

This past school year each counselor had an opportunity to visit colleges; a total of 20 colleges were toured. Ms. Troise visited all Rhode Island Colleges, while Ms. Viola spent time at St. Lawrence, Canton, SUNY Potsdam, and Clarkson. I had the pleasure

of visiting Lehigh, Muhlenburg, LaFayette, Cedar Crest etc... The opportunities to network with admissions, faculty and students provide connections that benefit our CHHS students for years to come.

SPARC training, the College Clinic and/or college fairs, additional college networking opportunities are offered through breakfasts such as NYU, Harvard, Duke, U Penn, Dartmouth, Berkley, etc... We attend Tech events throughout the year, I attend DOG meetings, WRPCA and PNWB regional counselor meetings, the Guidance Expo, New York State School Counseling Sessions, School Violence Prevention, NCAA updates, OC21 orientations and the College Clinic. In addition, I brought in Dr. Hardy to present on School Counselor Central, as well as a trainer to review and update Naviance. The CHHS counselors participated in the new Common App (CA4) webinar on 5/21 with a plan to host seminars for rising seniors in August. On May 30th I will be participating in a webinar on the challenges of Careers with a panel of experts. In addition, I have been asked to represent School Counselors in the newly formed Regional Counseling Forum- we are planning our 2nd event to be held in the fall with a focus on Mental Health Counseling and the role we each play within. Each counselor has committed to professional development for their own growth and needs that will continue throughout the summer.

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

- Ongoing development of comprehensive guidance plan 5-12
- Continued collaboration to develop SPARC 7-5-12
(This is also a goal that our department has established as a result of data and documentation; Support Personnel Accountability Report Card or (SPARC). This document will further highlight the counseling roles within CHUFSD, in fact, all of the counselors attended the day long training that was extremely valuable and motivating. We look forward to continued work on our SPARC beginning Fall 2013.
- Counselors continue professional development including a variety of coursework.
- I will continue to reinforce students taking responsibility for their own learning, example online learning (OC21). In addition, the continued work with Mr. Capasso regarding the elimination of the Advanced Regents Diploma. 9-12
- I am also in the process of creating/adding quarterly sessions with parents, for example "Ask the Counselor" prior to already scheduled events. 9-12

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

Department: Instructional Technology	Administrator / Director: Deborah August
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1. Data and Statistics:

Hardware upgrades:

Servers:

- New Security Server for VMware
- New Rocket Appliance – Lightspeed Spam Filter
- Upgraded Wincap to Virtual Server

Increase computer inventory:

- Added 64 Lenovo laptops, PVC 8th grade
- Added 24 Lenovo laptops, CHHS 9th grade Science Added 32 Lenovo laptops, CET 4th grade
- Added 15 Mac Desktops, CHHS Art Department
- Added 11 Mac Desktops, CHHS Video Department Added 9 Mac Desktops, PVC Music Department
- Added 14 MacbookPro notebooks, PVC Media Department

Increase iPad inventory

- Deployed 5 iPads for PVC and CHHS guidance counselors so they can easily use Naviance with parents and students
- Deployed 4 iPads for Special Education for use with students

Added 4 Kindles for use in Special Education classes

Added 2 sets of Smart Response (clickers) systems for CET 4th grade

Added 30 wireless printers (1 per cart) across district so students can print in classrooms.

New Software/subscriptions:

- Purchased Achieve 3000 for 125 users (pilot)
- Purchase and implementation of Renaissance Star adaptive tests for K-8
- Replaced Kidpix with Pixie 3 for K-4
- Deployed Adobe CS6 district wide for Mac and PC
- Purchased IXL Math support software for grades 4-8
- Deployed Sim City/Future City software for PVC students

2. Department Goals and Progress:

Learning for All – Smart Goal #4: Improve the consistency and quality of curriculum, instruction and assessment of learning experiences through: Conducting a technology audit that will be used as the first step in the revised district technology plan.

- The technology audit has been completed. One of the recommendations is to strengthen student collaboration in projects. For the 2013/14 school year, we have contracted with the LHRIC for a blended model PD team to work with a cohort of up to 8 district teachers to plan and implement lessons which incorporate collaborated models for students.
- The district technology plan has not yet been revised. For the 2013/14 school year, we will work toward creating a team of educators, community members and students to update this policy. The BOE is looking at board policy this year in technology and the district plan will need to reflect some of the policy changes.

District Resources: Increase the cost-effective use of resources (including fiscal resources, time, and structures). To accomplish this goal, in 2012-13 we will: Smart Goal #16: Ensure facilities adequately meet educational and student needs by:

- Continual assessment and upgrade of the district wireless infrastructure
- Quarterly meetings with Edu-Tek to map out plan for deploying VDI throughout the district. We currently have 50 licenses and we have asked teachers to use these licenses over the 2013 summer period and provide feedback in the fall before purchasing additional licenses.
- CBIZ worked in-district to inventory all assets once more this year. Their final inventory will be uploaded to Real Asset Management. The district bookkeeper will be supervising the maintenance of the system and also training the computer lab aides on how to login and maintain the digital equipment in district.
- The eSchoolData (eSD) Parent Portal was opened in May 2013. Parents may now view their children's report cards and progress reports online.
- Centralize purchase of district software including Adobe Creative Suite, Brainpop and IXL math.
- Converted all Mandarin library catalog programs to a Cloud based solution

Community/School Connection: Increase interactions and communications between school and community. Smart Goal #17: Communications

- Teacher websites have been evaluated by the technology coordinator and the principals. All teachers have been individually updated on the status of their class pages and what work still needs to be done. Teachers have begun updating their class pages. This is an ongoing process.

Smart Goal #18: Implement an electronic scheduling system

- The Tandem scheduling system was deployed and testing has begun. Additional work needs to take place to fully activate this program.

3. Completed Projects, Initiatives and Highlights:

- District Tech Audit was completed and recommendations made
- Installed a new Computer/Sound System in CHHS Community Room
- Opened parent portal in eSchoolData
- All curriculum maps for PVC were made public.
- VDI was installed at the high school and all teachers now have remote access to their drives and documents from any location.
- All Mac labs in district received new desktops and laptops as well as all new software versions
- ESL School Access was added to our Brainpop subscription
- Technology Integration in Classrooms
 - Election Podcasting in 4th grade
 - Photo Story creation/editing for Colonial Journals and short story-in 4th grade
 - 4th grade research project and completion of Newsletters
 - 3rd grade Publisher project
 - Memory Book pages in Publisher – 4th grade
 - Implementing Google Earth into Human Environment interaction project

4. Professional Development and Training:

- Provided Professional Development for School Web masters on integrating video from ensemble into school homepages.
- Worked with School Web masters to align school homepage layouts
- Provided Professional Development for CHHS teachers using Triptico
- Introduced and provided professional development in Pixie software for CET teachers
- Provided echalk support for teachers district wide
- MSPublisher for both teachers and students
- Photostory 3 for both teachers and students
- Support was provided through summer on-on-one training, Tech Tuesdays, Tech Bytes, G-day schedule, after school meetings, before school meetings, grade level prep time, collaboration Wednesdays and faculty meetings.

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

- Revising the District Technology Plan
- Exploring Google apps
- Professional development for teachers in bringing social networking and web-based resources to students
- Helping teachers use student collaboration in and out of the classroom

Over the summer of 2012, we replaced all desktops at PVC and CHHS with new Lenovo desktops and retired all Dell computers from those 2 buildings. The only

buildings still using Dell equipment are the district office, the bus garage and the facilities office. The oldest Dells in-district are approximately 2 1/2 years old, model OptiPlex 780. Additionally, we have continually added laptop carts to support access for students.

Our support team from Edutek now consists of a full time technician, a part time technician 2 days per week and a network Manager who is in district approximately 1 or 2 times per week. The daily help tickets dropped to an average of 5 per day. Teachers across the district have been happy with the technology delivered and the response time on help desk issues.

The tech audit brought to light that we need to infuse more collaborative student projects this year. Keeping that in mind, we have contracted with the LHRIC Professional Development team to provide ongoing professional development in a blended learning model to a cohort of 8 teachers in the 2013/14 school year.

We also replaced all the Macs and Mac book Pros in district so that we could avail ourselves of the latest cloud software for collaboration. The new Macs all have a feature called Air Drop which allows students to drop and drag files across Macs. This is the first time we will be trying this software and if successful, we are planning on using Macs in a more collaborative environment this year.

We implemented Renaissance Star assessments in ELA and Math for K-8 this year. All students took the assessments in Oct, January and May. The May results were sent home with report cards. These tests will provide data on how our students perform based on national norms.

For the 2012/13 year, we added digital devices for student use in classrooms across the district. Special Education classes were using Kindles, iPods and iPads while main stream classes were using laptop carts and iPads. Digital devices for anytime, anywhere access is increasing throughout the district. We are currently investigating a Mobile Device Management system so that students using cell phones or personally owned devices can be managed through the network settings.

We also took our first steps in VDI, virtual desktop initiatives allowing access to our school networks and drives from any device outside the district including iPads, Smartphones and computers. Our new VDI server has the capability to allow students to access their school home drives while at home so they no longer will need to email work to themselves or copy onto flash drives. We are still in the infancy stage of VDI but our 2012/13 testing is successful to this point.

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

Department: Business Office	Administrator: Diane L. Chaissan Assistant Superintendent for Business
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1. Data and Statistics:

- 2303 purchase orders issued during 2012-2013
- 2013-2014 school budget passed by 73%
- Bus and O&M equipment proposition passed by 72% - This is the first time that we combined buses and equipment for Operations & Maintenance in an effort to keep the General Fund tax increase within the tax levy cap
- Creation of Capital Reserve – 2013 passed by 76%

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 are available during the budget process. Fund balance is managed through Board resolutions appropriating unrestricted fund balance to fund the 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 are 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 hired the Altaris Group, John LaPlaca and Larry Eidelman, to conduct a Safety Audit of the district. They continue to work with the staff and administration on drills and protocols as well as a revision to the District Emergency Response Manual. They will be working with our staff also in 2013-2014 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.

The district also refinanced the 2004 serial bond from the capital project construction. This will save the district \$354,551 over the next 8 years. This combined with the previous refinancing has saved the district over \$650,000.

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. I also attended work sessions on negotiations as well as conferences on updates on education law.

In June 2013, I began attending construction meetings again since there will be considerable work done during the summer of 2013. Some of this work will include:

At CHHS:

- Widening and adding parking to the front bus loop
- Widening and paving entry road
- Installation of new stairway to crosswalk and new walkway from top of stairs to main entry
- Installation of air conditioning in auditorium

At PVC:

- Exterior brick pointing
- Major masonry work
- Replacement of timber retaining wall
- Fire alarm and emergency lighting upgrades
- Installation of ADA stalls in 2 bathrooms
-

At CET:

- Reconfigure and pave front bus loop
- Repave and improve drainage at rear drop-off loop
- Repair/replace walkway lighting between CET/DO/Village fields
- Replace hallway tile from front entry to faculty break room
- Install ADA faculty bathroom in 4th grade wing.
- Improve accessibility in boy's 3rd grade bathroom

Transportation Facility:

- Addition to be built to accommodate additional staff hired due to growth of population/students in the district
- Additional toilet facilities including ADA compliant facilities

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 2013-2014 School Year (please include areas that need improvement):

The Affordable Care Act (ACA) will take much of the staff development during the 2013-2014 school year. I will continue my role as a trustee 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 2012-2013 school year, the following audits were conducted:

- External audit – Nugent & Haeussler
- Internal risk assessment – R.S. Abrams
- Safety audit (targeted area identified during internal risk assessment) – Altaris Group
- Bi-weekly claims audits – Peter Drexler

**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 483,839 miles carrying 1,300 students to 34 different schools. We covered over 100 runs per day excluding sports and field trips traveling an average of 2,500 miles per day. We transported students on 141 field trips traveling 5,291 miles. We also covered 440 sports trips traveling 15,359 miles. We transported 13 special education students to 6 programs over the summer. Our buses and drivers were used by the Village of Croton Recreation department for summer camp. They covered 1,500 miles with all expenses covered by the Village. 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: Our mechanics once again provided excellent maintenance to our buses. We passed over 100 inspections with our 50+ vehicles. Our Department of Transportation inspection rate remains an excellent 98.9 percent. For the second year in a row, we submitted a clean Affidavit of Compliance to the NYS Department of Motor Vehicles. Fuel Prices Range as follows: Gasoline- \$2.81 – \$3.22 Diesel 3.10 - \$3.77 We continue to participate in the fuel consortium saving \$2,000 over the course of the year. Weather/Schools Closing: Hurricane Sandy closing: 10/29 – 11/2/13 Snow closing: 3/8/13 Two-hour delays: 1/6, 2/11, 3/19/13 Early snow dismissals: 1/28 & 2/8/13.	
2. Department Goals & Progress: Bus Schedule/Routing: The adjusted times for the school day at CET worked well. The change alleviated the	

wait time for students at PVC

The bus run for elementary students from the country area was changed. Parents and students are pleased they are no longer on the bus for such a long ride.

Ridership:

Has been monitored monthly. Elementary students ride regularly. Some PVC and HS runs are affected by sports schedules. HS and PVC runs from Harmon and Mt. Airy are consistently used.

Improved Communication:

We held two Town Hall Meetings to increase communication with our staff. Both meetings were well-attended and well-received.

In June we had a meeting with Andrew Claar & Scott Hillje from KSQ to discuss the upcoming renovations and addition to Transportation facility and anticipated timeline of the construction.

Reorganization:

Staff reorganization has increased accountability and efficiency.

Our dispatchers have worked very well with Susan Cerrato on Athletic bus schedules and the innumerable changes and additions that are inherent to the process of athletic scheduling.

Technology:

The effective use of our technology by integrating TransFinder and E-school data is an ongoing process which we continue to fine tune.

We continue to use License Monitor, EZ Bus, and EZ Driver for recordkeeping and scheduling.

Deba August worked with Ellen and Nora (Dispatchers) to access programs that would be helpful to utilize in our daily work.

Facilities, Athletics, Transportation Committee:

Paul, Susan, and I continue to meet on a regular basis. We have combined our staff to oversee several big events throughout the school year-- girls track relay, cheerleading, wrestling, Invitational, and graduation. Each department has worked together to ensure efficiency, organization and effective communication within the school staff and with the public. We have established procedures to notify the community police department, Village officials and local merchants that may be affected by these events. It is an ongoing goal to create permanent signage and acquire the proper equipment to host the events effectively and efficiently.

Our #1 Goal = Safety

Fortunately, we didn't have any accidents this year with students on board. The two

accidents we had involved buses hit by deer. There was extensive damage to each vehicle, but they were covered by insurance and no one was seriously injured.

We continue to work on bus yard safety. The installation of additional lighting, as a result of renovation, will assist in accident prevention and security for our staff and buses.

We presented our two required State Education Department refreshers in August and February. During our 1st Refresher (Aug.), Ellen, Nora and I all shared in presenting our topics including PJ's Law, Dignity for All Students Act, Congers 40-Years Later—What Does it Mean?, and School Bus safety is one bus stop at a time. Our 2nd Refresher (Feb). topic was "Hazard, Harm & Risk in your School Hood. All topics were interesting and the drivers got a lot out of them. During the course of the school year, we utilized a monthly newsletter produced by the State Association for Pupil Transportation. The newsletter covered a variety of topics on proper diets for bus drivers, winter driving and drug impairment.

3. Completed Projects, Initiatives and Highlights:

All and all we had a good year. Hurricane Sandy was a true test of our fortitude and ability to adapt to an emergency situation. Our staff worked together to come up with creative solutions to get back to work in order to get our students to school. In spite of loss of electricity, fuel, heat and bathroom facilities, we operated for two weeks with barely a hitch. The cooperation and tenacity of transportation and facilities working together made all the difference. Experiencing the storm and aftermath taught us the importance of planning and preparation. I am proud that we were able to perform as well as we did and take care of our students and our community.

Transportation received good publicity about our mechanic bus driver, Manuel Beltran. He was featured in Westchester Magazines schools issue. Manny has also been awarded the "School Bus Technician of the Year Award" by the New York State Association for Pupil Transportation.

Our drivers once again participated in the School Bus Rodeo. Four drivers competed in the event and Nora, Ellen and I volunteered as judges.

We participated on June 2 in Croton's Summerfest. We hosted approximately 300 children and their families during the event that enjoyed going on our bus and interacting with our drivers. This is a strong example of school to community outreach. This is the 7th year we have participated.

4. Professional Development & Training

Nora, Ellen and I all attended our Professional Development Seminar through SW BOCES. We worked with the local Chapter of NYAPT on issues surrounding school transportation in Westchester and Rockland counties. Through NYAPT we continued our membership in the fuel consortium, which saves the district money.

Our mechanics attended two days of training at the Blue Bird bus facility in Elmsford. It

is an ongoing goal of mine to encourage our vendors to offer training to our mechanics when we purchase new vehicles.

Transfinder (our routing software) offered a series of webinars on efficiencies, transportation management and proficiencies. Ellen and Nora completed the series this spring. We are using Transfinder more efficiently and tracking relevant data. We are now updating the Tiger maps in the program for more efficient routing and accurate data.

I continue to coordinate the cooperative transportation group. Our next meeting is 8/13/13 at Hendrick Hudson. We have a new agreement which covers the next five years.

The addition of Dispatchers and reorganization of our transportation office has been an effective move for our department. Our recordkeeping, communications and accountability have greatly improved. I use my Operation Handbook to teach Ellen and Nora about the responsibilities we have in the department under the many governing agencies under which we operate.

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. It is our intention this school year to complete our employee handbook.

We look forward to a safe, productive year. Our 13/14 theme is "Stop on Red, Kids Ahead".

**Croton-Harmon Union Free School District
2012/2013 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 – 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	
2. Department Goals and Progress: • District-wide capital improvement project approved by SED, bid awarded and work started June 2013. Work includes: 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 ○ Installation of electrical and signal conduit for new front lawn HS LED sign ○ Installation of auditorium air conditioning and associated asbestos abatement PVC Middle School ○ Exterior brick pointing in various areas ○ Front and rear entries – major masonry repair/rebuilding ○ Installation of a stairway and new entry retaining walls 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 ○ Installation of ADA stalls in two bathrooms 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
- Replacement of hallway tile from front entry to faculty break room
- Installation of ADA faculty bathroom in 4th grade; Improve accessibility in boy's 3rd grade bathroom.

District Office

- Installation of Curtain drain at rear exterior

Other Projects

- In addition to capital improvements, the following smaller projects are also planned for the summer/fall of 2013:
 - District-wide painting - various classrooms in each school
 - District-wide – safety and security installation
 - HS - Elevator and custodial room floor covering replacements
 - HS – Old gym – exterior door replacements
 - PVC and HS - Intercom with door release at main entry
 - PVC - Floor covering replacements/repairs – Rooms 103, 104, 105, stairway
 - District Office - Carpet replacement
 - Spencer Field – Drainage basin replacements
 - Baseball field – Clay replacement, turf repairs
- Transportation addition design completed by KSQ Architects. Design currently being reviewed by SED in anticipation of an early fall bid and construction during the 2013/2014 school year.

3. Completed Projects, Initiatives and Highlights:

- Initiated Bids, quotes or used cooperative bids to obtain and manage contracted services or supplies from approximately 90 vendors.
- Painting contracted; CET – Gym hallway, PVC - classrooms #101, 102, 103, 104, 105, 106, 107, 319, HS - rooms 202, 301, 302, 303, 304, 306 310, 312 and third floor hallway. Various other rooms, hallway sections, railings also painted by in house staff.
- Installation of video intercoms, interlocked with access control system, at DO and CET entries. Installation of access control reader and door hardware at DO.
- Installation of backup power to the district's radio system.
- Purchase and programing of additional radios for School Emergency Response teams.
- PVC carpet replacements in rooms 310 and 311, floor tile replacements in PVC rooms 217 and 408, Floor repairs in rooms 209, 403, 411, 415
- Playground repairs at PVC and CET.
- Project Adventure repairs at CET.
- Repair of gym partition doors.
- Installation of new athletic storage area at the HS.

- Construction of new video monitoring platforms at Spencer Field.
- Installation of fencing and bollards between the parking lot and HS baseball field
- District wide – fence/gate repairs
- Resurfacing HS track
- Installation of new HS auditorium seating on the main level.
- Construction of lactating room at CET.
- Construction of wall storage units in the HS art and math rooms.
- Installation of new ceiling and ceiling lighting in HS math room.
- Installation of new cabinets, counters and tables in third floor HS science rooms.
- PVC boiler room asbestos abatement.
- Screening and refinishing of all gymnasium wood floors.
- Locker repairs and painting at PVC.
- Installation of seven new water fountains with bottle filling stations (6 at PVC, 1 at CET).
- Fire alarm and emergency lighting improvements at CET and HS. Wireless improvements at PVC are near completion. Punch list has been issued.
- First year of organic athletic field maintenance program completed with good results and cost savings of approximately \$30,000 per year. Work includes aeration, slit seeding, fertilizing and organic weed control.
- The “Love em and Leave em” leaf recycling program implemented. Leaves are mulched and left in place in lawn areas to provide compost and reduce resources needed to pay for transport.
- Hurricane Sandy – resulted in power outage for several days in the schools and two weeks at the transportation building. Electrical power fluctuations caused damage to various district-wide HVAC and alarm systems. Sandy also caused district-wide tree damage, but little or no damage to roofs and structures. Facilities staff performed cleanup, repairs and testing of systems while the schools remained closed the week after the storm. Significant resources were also used in the following weeks to maintain emergency power at the transportation facility as well as complete various electrical repairs. The facilities office and transportation departments met daily with the village emergency management team to help prioritize power recovery, road clean up and share resources and information. Staff worked well together as a team under challenging conditions. The facilities office submitted insurance (\$33,717.17) and multi-part FEMA claims (\$18,172.00) for damages.
- District-Wide Security review – completed by Altaris with ongoing support from facilities office, custodial staff and administration. The Sandy Hook incident occurred just after the Altaris review was started heightening awareness and concerns during the process.
- Coordination of graduation tent, platform, equipment setup and parking.
- Summer 2012 cleaning – thorough cleaning completed in all schools.
- Maintenance work orders completed: 2,354 (does not include routine cleaning/mowing, etc.)
- Facilities, Athletics and Transportation (FAT) meetings held regularly to coordinate routine and major events, such as track relays and cheerleading competition.

4. Professional Development and Training:

- Turf management – grounds staff @ Dutchess Stadium
- Vendor Expo - grounds staff, head custodians, maintenance mechanics
- Enrichment Day – head custodians, maintenance mechanics and grounds staff
- Cleaning training – all custodians
- Right to Know/Hazard Communication – all staff

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

- Protocols for new panic system
- New and varied training for staff
- Create new employee appraisal form with review committee

Summary

In addition to helping coordinate many contracted projects, and complete many in-house projects, the buildings and grounds staff provided consistent quality custodial, grounds and maintenance services to the district throughout the year. The facilities staff preparations and response to Hurricane Sandy, repeated response to winter storms, their steadfastness after the tragedy in Newtown and consistent support regardless of challenges faced are a testament to their dedication to the district and its students.

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

2012-2013

Building: Carrie E. Tompkins Elementary School	Principal: Ms. Kelly Maloney Assistant Principal: Mrs. Kerri Bianchi
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1. Enrollment and demographics:

In the 2012-2013 school year, there were six sections of every grade level with the exception of second and fourth grades which had five sections. There was a K-2 special class and also 3-4 special class this year.

CET demographics for the 2012-2013 school year were as follows:

Grade	American Indian/Alaskan Native		Asian		Black		Hispanic		Multiracial		Pacific Islander		White		Total Enrollment
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
K	0	0	8	1	1	0	11	15	1	2	0	0	52	40	131
1	0	0	3	4	1	0	12	10	3	1	0	0	40	37	111
2	0	0	3	3	0	2	11	10	5	2	0	0	38	40	114
3	1	0	2	8	2	6	17	10	0	0	0	0	45	45	136
4	0	0	3	4	2	2	4	13	0	1	0	1	39	57	126
Column Total	1	0	19	20	6	10	55	58	9	6	0	1	214	219	618

2. Building goals and progress:

The emphasis of goal setting this year centered on the requirements of the Race to the Top which included implementation of Student Learning Objectives (SLO), Local Assessments, Common Core State Standards, and a Data Inquiry Team. We used Wednesday meeting time to disseminate information related to these topics, and to do the work that was required to meet these mandates. All teachers were involved in creating pre and post assessments that represented the most important learning for the year in English Language Arts (ELA) and Math as well as Art, Library, Music, and Physical Education. Creating assessments to measure growth and achievement required teachers to have a thorough understanding of the Common Core State Standards and the Instructional Shifts. Our Data Inquiry Team consisted of one teacher per grade level, a special education teacher, and building administration. The team met with a consultant who provided a framework for conducting a data collection and analysis, and helped to identify an area of focus. Using prior student learning data from New York State ELA tests and in-house writing assignments, the team selected to focus their inquiry on the use of text-based evidence to support analysis and reflection. Over the course of two data cycles, the writing from students in a third grade class and a fourth grade class was examined, and instructional strategies were identified and taught in an effort to improve student use of relevant text-based evidence in their written responses to a given text.

In order to meet the Response to Intervention (RTI) mandates, Renaissance STAR Early Literacy, or STAR Reading and Math was administered to all students K-8 three times over the course of the year. The results of this computer adaptive program were used for RTI purposes as well as to identify the instructional needs of students and to determine a student's growth.

Curriculum mapping continued this year with the mapping of Mathematics K-4 as well as mapping of the Special Area curriculum (Art, Library, Music, and Physical Education).

Discussion around differentiated instruction continued this year at both the building and district levels. A specific building goal was for data to be used to improve the quality of mathematics instruction through the use of differentiated instruction. A common definition was shared, and examples of the many ways differentiation can occur were given. With the administration of numerous assessments, teachers were able to identify the skills that their students had mastered and those that they still needed to develop, and use this information to provide instruction and assignments to meet their students' needs. In addition to differentiating instruction within the classroom, students in grades 1-4 may have received Academic Intervention Support (AIS) or Academic Support (AS). Technology resources such as iPad apps and web-based programs such as VITAL, Videos in Teaching and Learning, and IXL also supported differentiation.

Increasing interactions and communications between school and community was another building goal this year. Continuation of monthly class newsletters and bi-monthly newsletters from building administration continued. Teacher webpages included relevant information and resources, and their class newsletters were archived and accessible from their webpage. Supported by the PTA, Principal Coffees were held throughout the year addressing topics such as differentiation, placement, and technology. The format of Back to School Night was changed this year in an effort to deliver a consistent message related to curriculum and assignments; grade level teams presented the curriculum together. K12 Alerts were sent regularly to keep parents abreast of special events.

3. Curriculum and Instruction:

Grade levels spent the summer and school year aligning their ELA and Math curriculum to meet the Common Core State Standards. They identified the units from our current math program, TERC Investigations, which met the requirements of the Common Core and then identified supplemental lessons and assignments to address what the TERC Investigations program did not. Grade levels also referenced the modules available on EngageNY.org to determine the sequence in which the skills and concepts need to be taught, and used this information to map the K-4 Mathematics curriculum on Rubicon Atlas.

The K-4 English Language Arts curriculum was adjusted to meet the Common Core State Standards emphasis on non-fiction reading and academic vocabulary. Units of study such as personal narratives, poetry, and realistic fiction continued to be taught using the workshop model of instruction. *FUNDations* continued to be implemented in K-2 classes and *Words Their Way* in grade 3. Fourth grade word study centered on

vocabulary development.

In order to prepare our third and fourth grade students for the New York State ELA and Mathematics tests that would be aligned to the Common Core State Standards, test prep books (ELA and Math) were purchased for all students. These books were used to target specific skills, and were used in school and at home.

Science 21 and the Putnam Northern Westchester BOCES Integrated Social Studies/English Language Arts curriculum continued to be used to teach Science and Social Studies respectively. There are four units of study within each of these two curricular areas.

All students attended forty-five minute sessions of art, library, and music once a week, and physical education two sessions weekly. The curriculum taught supports New York State Standards and whenever possible is related to grade specific content such as Native Americans or Colonial America.

4. Special assemblies and highlights:

As part of the music program, students participated in grade level performances that were performed for the entire student body and for their parents. Each performance contained singing and movement. Kindergarten recited and rhymed classics in *Seuss It Up!* The first grade made us *Squirm* in their performance. The second grade donned their red, white and blue in *Proud to be American* while we traveled the globe with the third grade in *This World is Ours*. The fourth grade thrilled us with their renditions of current Broadway shows such as *Newsies* and *Mary Poppins* in the production of *Broadway Kids*.

The student body and parents were entertained during our winter and spring choral, band, and string concerts.

As part of Parents As Reading Partners (PARP) author Roni Schotter presented her craft to CET students this year. She explained where she got her ideas for her books. Students had the opportunity to ask her questions about her stories. Author of Don't Talk to Strangers, Rick Almonti, shared his book with our student body. Classroom teachers all received a copy of his book. Both authors were paid for by our PTA. In January many of our staff and faculty performed in the 2nd Annual Perez-a-Palooza event. There were acts that included a Saturday Night Live routine, "Learn it Maybe", a blast from the 1980's and of course "Teacher Lady". This year's proceeds went to the Croton Caring Committee.

Students in fourth grade experienced hands-on learning through their participation in the Colonial Fair Day and the 4th grade Writing Workshop Day. Fourth graders also participated in pillow making and paper making activities. Additionally, second grade students created their own math games to share with their peers at the Grade 2 Math Fair Day. Third grade students showed off their content area knowledge through the creation of a board game. All first grade students visited a local business to learn more about their community.

CET worked with the Croton Police and Croton Fire Department in order to provide

the students with assemblies on Halloween Safety, Bike Safety and Fire Safety. These opportunities allowed CET students to familiarize themselves with important community workers.

We also invited community members Shirley Gillis and Judd Ramaker to CET to provide an assembly on world hunger prior to the Annual Run Against Hunger in the fall. This year we had school wide participation in our Hawaiian Tropic Field Day.

In early June over thirty 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 students and PTA in Moore, Oklahoma.

5. Building specific professional development:

In-district professional opportunities were offered this year in many areas. All teachers in grades K-4 received half-day training in Singapore Math. Three teachers piloted *Math Buddies*, a Singapore Math web-based program. Third and fourth grade teachers received Common Core ELA training from staff developer, Victor Jaccorino, who had worked with several teachers the prior year. Classroom and special education teachers were provided with training on how to administer the STAR Early Literacy and STAR Reading and Math computer adaptive test program. Building administration provided follow up training to teachers on how to read the various reports that are available. Third grade teachers were given the opportunity to observe a *FUNdations* lesson in a second grade teacher's classroom in order to familiarize themselves with the program and the knowledge that students would have coming into third grade. Additionally, two teachers attended the K-2 ELA Module training workshops offered at BOCES and two teachers attended the K-4 Math Module training. They were then responsible to turnkey this information to their colleagues during faculty meetings. In response to the needs of a student, a faculty meeting was used to disseminate information on Tourette's syndrome. Representatives from the Tourette's Syndrome Association explained the symptoms, causes, and treatment, and ways to support a child with Tourette's in the school environment. The HBO movie, *I Have Tourette's, Tourette's Doesn't Have Me* was shown. At the end of the school year, all teachers were trained in the use of *Pixie*, a web-based program that allows the user to share their ideas and understanding through a combination of text, original artwork, voice narration, and images. This program will be replacing the current program we use, Kid Pix.

6. Building specific programs and committees:

We established a Data Inquiry Team this year. This team reviewed writing responses from third and fourth grade students to determine what instructional strategies needed to be taught to improve the use of relevant text-based evidence in their analysis and reflection of text.

We resurrected our Report Card committee with the charge of aligning our current report card with the Common Core State Standards for ELA and Mathematics.

7. Tri-States Involvement:

Both building leaders participated in their respective Tri-States administrator's groups, Elementary Principals and Assistant Principals that met quarterly. The focus of these meetings is to discuss leadership and relate it to the work going on in your own

building or district. Books such as Learning from Lincoln are often used to facilitate discussions, and discussion protocols are followed.

After receiving training in the Tri-States indicators and protocols, Assistant Principal, Kerri Bianchi, went on a Tri-States visit to Mt. Pleasant, NY to provide their district team with critical feedback in the area of K-12 Writing.

Building administration also attended the Tri-States consultancy meetings that occurred in-district related to foreign language and support staff services.

8. Communication and parent involvement:

Working in collaboration with the CET PTA, I held monthly Principal's Coffees as a way to keep parents informed about topics such differentiation, placement, and technology. A survey was done by the PTA to identify topics of interest. Building administration and a CTA representative attended the monthly PTA general membership meetings and events sponsored by the PTA such as Dance Party, BINGO night. Working with the PTA, we stenciled our playground with hopscotch, four square, and a map of the United States.

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 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. Parent volunteers helped in the library by shelving books. The PTA used parent volunteers three times a week to help serve chicken, pizza, and quesadillas.

9. Building Planning Council:

This year the Building Planning Council revised our current birthday policy. We examined and made revisions to the current policy in regard to the food that was served and how birthdays were celebrated within the classroom. We also worked with Athletic Director, Susan Dullea on revising the Wellness Policy. We discussed what foods were being served at school sponsored events and how we could promote healthy options. Representatives of BPC also shared and discussed information related to the Dignity for All Students Act (DASA), the district's safety audit and the technology audit. Discussion also continued on ways to promote cultural awareness. A pen pal relationship with a school overseas was pursued.

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

As we plan for the 2013-2014 school year, we will need to determine to what degree we will implement the ELA and Math modules that are or will be available from New York State. We will be sending teams of teachers to week-long training sessions during the summer of 2013 to learn more about these modules that support the Common Core State Standards. Building administration will also attend training sessions. We will need to continue to reflect on our current curriculum and programs to ensure that we are addressing the Common Core State Standards.

We will expand the work done by the Data Inquiry Team by training more teachers in this process.

The restructuring of our Curriculum Coordinators will allow us to focus our work on ELA and Mathematics. The K-4 writing rubrics and prompts created in-house need to be revised to align with the rubrics used in the New York State ELA tests. Reading and writing also need to be mapped using Rubicon Atlas.

CET – New York State Testing Program (NYSTP) 2012-2013 Data

Grade 3 ELA Results

	<u>2011-2012</u>	<u>2012-2013</u>
Level 1	7%	18%
Level 2	19%	31%
Level 3	66%	38%
Level 4	8%	12%

Grade 3 Math Results

	<u>2011-2012</u>	<u>2012-2013</u>
Level 1	3%	11%
Level 2	18%	31%
Level 3	54%	28%
Level 4	24%	30%

Grade 4 ELA Results

	<u>2011-2012</u>	<u>2012-2013</u>
Level 1	1%	11%
Level 2	19%	41%
Level 3	71%	33%
Level 4	9%	15%

Grade 4 Math Results

	<u>2011-2012</u>	<u>2012-2013</u>
Level 1	1%	14%
Level 2	12%	35%
Level 3	42%	33%
Level 4	45%	19%

**Croton-Harmon Union Free School District
Principal Year End Report Form 2012-2013**

Building:
Pierre Van Cortlandt Middle School

Principal:
Dr. Barbara Ulm

1. Enrollment and demographics:

During the 2012-2013 school year 549 students were enrolled at PVC. Sixty-six (66) 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 -- five (5) 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 --

Grade	Hispanic			Asian			Black			Multiracial			White			Total
	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	Male	Female	Tally	
5	10	7	17	2	7	9	1	7	8	1	0	1	48	59	107	142
6	8	4	12	1	4	5	1	3	4	1	0	1	55	45	100	122
7	8	7	15	3	3	6	5	0	5	0	0	0	55	64	119	145
8	10	12	22	2	2	4	3	2	5	0	0	0	53	56	109	140
Pierre Van Cortlandt School	36	30	66	8	16	24	10	12	22	2	0	2	211	224	435	549

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.

Focus: Traditional educational practices place the teacher at the center of the classroom. These whole group instructional practices do not effectively provide students with a more individualized program that appropriately challenges. While recent efforts to differentiate have provided students with a more individualized program, traditional educational models have largely remained in schools.

GOAL 1: The ongoing goal at PVC is to create a school structure that allows for the education of students of all abilities and needs. This year the goal was to familiarize teachers with the Danielson Rubric and investigate highly-effective instructional practices that place students at the center.

Action Step	Work to be done with
Familiarize teachers with the Danielson Framework focusing on Highly-Effective Practices.	PVC Teachers
Utilizing the Danielson Framework, assist teachers in identifying areas for professional growth.	PVC Teachers
Review research on new and existing highly-effective instructional practices – flipped classroom, project-based learning, individualized instruction, etc.	PVC Teachers
Begin to develop pilot programs that include project-based learning, flipped classroom, team-teaching models, and individualized instructional models	6 th Grade Teachers 8 th Grade Teachers
Educate parents about new instructional models and best practices during bi-monthly parent coffees, two evening programs, and board of education meetings.	Curriculum Coordinators, Special Education Staff, District Administrators

Goal one was directly related to the instructional programs at PVC. During this first year of APPR it was important to help teachers truly understand the differences between effective and highly effective teaching practices. Michael Plotkin and I utilized faculty meetings to help teachers develop a better understanding of the Danielson Rubric. We worked side by side with groups of teachers to familiarize ourselves, and them, with the most recent research on learning. The grade level Team Leaders read the book, *Wasting Minds: Why Our Educational System Is Failing And What We Can Do About It* by Ronald Wolk. This book provided an opportunity for the teachers to discuss new school designs that allow for more individualized instruction. This helped us to begin to think “outside the box” to consider alternative teaching models.

The book, *How to Assess Higher Order Thinking Skills in Your Classroom* by Brookhart was used by the 7th grade teachers and Michael Plotkin as part of a study group to focus on developing new multi-disciplinary units that focused on applying knowledge and skills to new situations with clear means for assessment. During the year the 7th grade designed several science/ELA research projects, and social studies/ELA multi-genre projects. When teachers work together to design multi-disciplinary problems such as these, students reap the benefits. The work is connected to real-life context and the line between subjects is diminished. The skills and knowledge that is gained is more meaningful and transferable.

Throughout the school year PTA parent coffees, Back-to-school nights, and an evening special education parent meeting were all used to communicate some of the work going on in the school and to explain the educational soundness of this work. Student presentations and EXPOs were also held for some projects. These were most effective in helping the community see the merits of this work, especially those projects that were not easily recognizable as fitting into one discipline. For example, the Future City Project (that will be explained in greater depth in the instructional section) was made clearer when students had an opportunity to present to families. In this way, parents began to see the merit of creating these challenging multi-disciplinary projects. The Building Planning Council was also used as a sounding board to discuss non-traditional practices.

PVC was able to take some major steps forward this year in creating student-centered experiences for students. We look forward to continuing this work in the future.

Focus: In the last few years, Croton, like other schools has seen a decrease in the dollars available to educate children. As a result, "out of the box" thinking is necessary to create new, more cost-effective programs for students. School and community resources must be utilized to provide unique educational opportunities for children.

GOAL 2: Develop Partnerships with members of the community so as to create opportunities for students to engage in new and unique learning experiences.

<i>Action Step</i>	<i>Work to be done with</i>
Seek new community connections to enhance PVC's educational program so as to provide students with real-life learning experiences.	PVC Teachers, Pace University, Vassar College, Karen Bernard (Croton Arboretum), and various other community members.
Develop a Life Skills program for our neediest students by involving them in the community.	Dan Large, Marisa Gendron, Renee Tanner, and Nicole Dinis
Implement an intramurals program so that all 7 th and 8 th grade students have an opportunity to participate in sports.	Ben Martucci, Teacher aides, and Susan Dullea
Work with the community to arrange for a second Chinese Exchange.	Garrick Yau, Michael Plotkin, and PVC Community

Goal two focused on partnering with the community. PVC has always involved parents in the school. Parents come in for career days, to share their ancestral stories, and participate in publishing parties. The PTA actively provides lunchtime choices and has an active parent volunteer program to do so. This year 8th grade students had an opportunity to work with Vassar College and Pace University. The end of the year projects that each student participated in provided a means to engage students in partnerships with the community as they reached beyond the school walls to find mentors and experts in specific fields associated with their individual projects. The Croton Community has a wealth of resources and thus, this will be an ongoing goal.

This year our small group class along with Dan Large, Renee Tanner, Marisa Gendron, and Nicole Dinis utilized the community to help students gain life skills. At Thanksgiving the students planned a dinner. They determined what items and amounts were needed and then went shopping to purchase these items. They cooked the dinner and invited members of the school to join them for the feast. This also gave them an opportunity to practice social skills and table manners. This was a wonderful way to incorporate math into a real life situation and learn life skills.

This school year, due to budgetary issues, a morning intramurals program was created in lieu of some of the modified sports programs. While this saved the school money, it did not take the place of the lost programs. Initially, Ben Martucci set out to create a learning environment for all students interested in building their skills in the area of different team sports. In the Fall he began with a flag football team. By winter the students were practicing basketball drills. While the morning program was very popular with the students, the varied arrivals of students and large numbers of participants made it difficult for a formal program to be created. Two aides were hired to run an afterschool program each Wednesday and that improved the opportunities for students.

Once again this school year, a group of students from China visited PVC. The students were welcomed by the community as families partnered with the school to host a child. The students attended classes at PVC and traveled to area attractions. The PTA sponsored a welcome dinner for the students and their host families. During the dinner, the Chinese students performed musically. In addition, they performed at the PVC Spring Concert. This was a highlight of their visit.

Focus: Educational programs must be assessed on a regular basis to assure that the goals are met and students are reaping the benefits for which the program was designed. Assessment must be planned and ongoing to be most effective.

GOAL 3: Utilize data to evaluate and improve the effectiveness of both academic and social-emotional programs at PVC Middle School.

<i>Action Step</i>	<i>Work to be done with</i>
Conduct anti-bullying student survey to inform our Olweus Bullying Prevention Program.	School Counselors and Teachers
Administer Renaissance Star Program three times a year to collect math and reading data.	ELA and math teachers
Examine school assessment data (state and local) and disseminate findings so that changes to the educational programs can be made as appropriate.	School-Based Inquiry Team
Evaluate and revise Code of Conduct based on data collected during the 2012-2013 school year.	Building Planning

The middle school has always relied on data, both quantitative and qualitative to monitor and assess programs. This year, data was utilized to help us make instructional decisions and to assist us in the establishment of new goals as they relate to existing programs. Programs, such as the Olweus Anti-Bullying program, need to be monitored and modified if they are to be continually effective. Data was collected and has and will be used to make decisions to fine tune our measures to meet the needs of our students and school community.

We conducted our second Anti-bullying student survey in the middle of February of this school year. The information received from the survey will provide us with guidance as to where and how we need to strengthen our approach to making students feel appropriately supported. The survey was taken by every student in grades five through

eight.

The questions on the survey asked students to divulge information about their experiences at school. The survey enables the school anti-bullying team and faculty to pinpoint settings at school in which students may feel less secure. This year, we added several questions that will also help us to gauge our efforts to instruct students through Advisory and other times throughout the school year. Questions were asked of the students about how comfortable they would feel about helping someone who they perceived was being bullied. The survey inquired if they would know what to do in such a situation and who they could turn to. The survey also asked questions relating to their understanding of cyber-bullying and how they would handle a case in which they were being harassed by someone via the internet. The overall inquiry will provide valuable information to the faculty, support staff and school administration in our attempt to reconcile with the realities of middle school children and their perceptions.

PVC Middle School also formed a School-Based Inquiry Team this year in keeping with the mandates of *Race to the Top* legislation. The purpose of this team was to examine student performance data and design an action plan that could impact student performance in a given area. The team chose to focus their attention on fifth and sixth grade writing. Using the state rubric and the PVC Writer's Rubric, the team defined where we wanted students to be in the area of persuasive writing utilizing text-based evidence. The team designed pre-assessments to identify where the students were in relation to the rubric levels. After the pre-assessment results were reviewed, the team came to a consensus on what instructional strategies would be employed to teach students how to effectively write utilizing text-based evidence. After the first cycle, the team analyzed the data gleaned from the first student writing samples. While many students had demonstrated their growth in this area, there were other students whose standing had not changed. We had been using a strategy recommended to the team by the consultant. The initial strategy required teachers model thinking for students and use read a louds to highlight textual evidence. It was apparent from analysis of the data that this strategy needed to be modified. The team decided to focus the instructional experience on the area of pre-writing strategies. The team designed a pre-writing template for the students. This would allow students to make stronger and more meaningful connections between the assessment task and the text. Students were required to analyze passages from readings and identify their significance in relation to the task. Students had an opportunity to utilize a step-by-step process to record their thinking and transfer their thoughts into words. The results on the second assessment showed growth in this area for each student. While students grew in different increments, all students demonstrated growth. Lessons were planned and readings chosen to help students to improve their ability to write persuasively, utilizing text-based evidence.

The team and the school administration is considering and deliberating as to how we can grow this model and expand it into other grades and/or academic areas. The purpose of this would be to create a data-conscious culture at PVC; a culture that makes connections and instructional decisions based on information gleaned from frequent assessments.

This was the first year that PVC Middle School used the Renaissance Star program to

establish benchmarks for growth for our students. Like in years past, we started by utilizing the results of this instrument to establish reading levels and areas to individualize instruction in literacy and math. The Renaissance Star program differed from the SRI program by generating reports that identified a student's strengths and weaknesses in a variety of categories. While the reports need some revision so that parents can clearly understand the information, it was a good start - heading in the right direction.

The PVC faculty, student body and the Building Planning Council reviewed the revised Code of Conduct for the school. The Code of Conduct had recently been put into language and a form more in keeping with state mandates and with the Positive Behavior Supports program language and philosophy. While no significant changes were made this year, the conversation branched out into the area of electronic device use at PVC. During the winter months, the students engaged in town hall discussions about the appropriate policy for the school to adhere to. The students and faculty committee concluded that the policy should promote the appropriate use of electronic device for the purpose of enhancing the educational mission of the school and instructional objectives. The policy detailed how the devices could be used and when. This document also specifies the consequences for infractions to the policy. The policy is clear and can be easily understood by students, parents and faculty members. The nature of this policy encourages the students and school to operate in a balanced mode between the use and abuse of electronic devices in an educational setting.

3. Curriculum and Instruction:

Teachers continued to map the curriculum this year due to the changes in the ELA and math curriculum to align with the Common Core Learning Standards. As a result of these changes, the teachers in some cases had to double up on teaching some concepts. Those concepts for which this was required were those that moved to a lower grade. For instance, a concept that was once at 8th grade and is now at 7th grade must still be taught to the present 8th grade class since the class did not have it in 7th grade. The state assessments reflected the new common core this year. The tests were particularly challenging and long. Some of the strongest students were not able to complete the tests in the allotted time. This will most likely be reflected with a lower score for these students.

Redesigning the curriculum to align with the common core learning standards was only one of the challenges for the middle school. With the launching of the new teacher assessment plan, each student was assessed in each subject (other than ELA and math) at the beginning and end of the school year based on a specific student learning objective. This meant administering teacher-created assessments that tested students in September on curriculum that they had not been taught and then re-assessed at the end of the year for the purpose of showing growth. Unfortunately, a year-long SLO (Student Learning Objective) was not effective as a means for assessing and adjusting curriculum to meet the needs of students. Thus, the SLO was an additional distraction from meaningful learning experiences for students. As we move into next school year minimizing such classroom distractions will be important. By utilizing the state

assessments as the school's growth model the individual student assessments will not be necessary. As a result, when pre- and post-assessments are administered they will be used to collect meaningful data that can be used to adjust curriculum.

Last school year the fifth grade switched to a two-person team model with one teacher responsible for the math/science instruction while the other teacher took responsibility for reading/writing/social studies or humanities. As a result of this model, students received more instruction in math and science than they had previously received.

Those students who excelled mathematically and caught on quickly to new concepts continued to progress forward into new material. Some of these students succeeded in completing the 5th grade curriculum as well as going deeply into concepts at a sixth grade level. While it was wonderful to see students excel in math and move forward at a quicker rate, it also created a dilemma for the school. How do you meet the needs of students who have demonstrated success not just in sixth grade mathematical concepts, but who have also demonstrated a mathematical maturity in their thinking. During the previous school year three sixth graders were moved into 7th grade math when their mathematical abilities were so strong that they had behavior problems in sixth grade math. Once moved, the misbehavior disappeared. They excelled in the 7th grade class. Previous to this, students who came from other districts were sometimes moved into a higher math because of the skills or advanced math class they had been enrolled in previous to coming to Croton. However, students in Croton were seldom moved forward and sometimes families left the district so their children could be better served when they showed a strong aptitude for math. Therefore, the dilemma was what to do with the students entering 6th grade that already showed strong aptitude and had completed much of the 6th grade math curriculum.

This year, the PVC principal decided to give nine very strong math students (who were recommended by the 5th grade teachers) an opportunity to participate in some of the 7th grade math topics. Some parents were initially concerned that their children were missing out on something if they were not included in the "advanced class." However, all students received instruction at their level. Each student was assessed at the beginning of each new topic. Depending upon the student's demonstrated success on the topic, an individualized path was set up for the student. A student who demonstrated success during the pre-assessment could move ahead without participating in some of the beginning activities. Other students may need to have additional supports put in place before moving forward. As we move forward at PVC, the plan would be to create an individualized program in math that will allow all students to move at their own pace. With the use of technology it should be possible to set up a classroom environment where students can take more charge of their own learning. Kahn Academy has become well known as an internet site that allows students to direct their own learning through the use of video instructional clips. Creating a classroom that utilizes similar technology, along with station work, project-based experiences, and team teaching will provide more options for students. We are evaluating this action of moving students through our program and will be setting goals in the 2013-2014 school year that address this concept.

In all grades student assessment data was utilized in the design of instructional

experiences. In the past, PVC has used the Scholastic Reading Inventory (SRI) paired with the Teacher's College assessment and the QRI to assess the students' literacy capabilities. This year, PVC utilized the *Renaissance Star* program to assess students' reading and math abilities. This was a milestone in the assessment of the students for instructional decision making because this was the first year that PVC conducted these assessments in the area of math. The assessments were given three times over the course of the year. This approach enabled teachers to develop student specific strategies that resulted in and measured growth. The assessment data was utilized to establish benchmarks for learning for entire classes and for individualized instruction. A report was generated at the end of the year that charted a child's growth and reported the child's progress to the parents. The reports contained detailed information to show parents which areas their child achieved mastery level and areas for continued growth in connection with the Common Core Learning Standards.

Adhering to the guidelines of the Common Core Learning Standards and good instructional practices, the ELA teachers continued to work closely with the content area teachers. Reports written in science and social studies class were also supported and assessed by the ELA teacher using PVC's writing rubric. As a result, the students continued to be held to the same standards in all areas of the curriculum. In addition, the students received additional instruction on their writing outside of the regular ELA classroom.

Teachers utilized the master schedule this year to create learning time that extended beyond the normal forty-two minute periods. Through this collaborative approach, the teachers were able to address the learner's needs in more pro-active way.

The School-Based Inquiry Team was formed this year to refine and strengthen the practice of utilizing student performance information to drive instruction. The team was made up of teachers from many different departments and disciplines. Working with a consultant, Kathy Tuttle, the team utilized a cyclical process to examine data and implement instructional strategies to improve students' writing. Lessons were planned and readings were chosen to help students improve their ability to write persuasively, utilizing text-based evidence. Teachers were able to target instruction to help students overcome obstacles to their learning through the examination of this performance data. Student performance data was examined and strategies were modified to increase the amount of scaffolding and self-assessment by the students. This work continued teacher professional growth in the area of literacy skills instruction and complimented the past year's work with the PVC Writer's Rubric.

The Instructional Support Team (IST) also utilized student performance data to make recommendations to teachers about how to best meet the instructional and social-emotional needs of their students. The team met twice a week to assist teachers in their instructional approach in helping our most needy students. The team examined a wide-range of data and constructed an action plan to address that student's needs and to counteract any impediments to their learning. One challenge that the IST encountered was that greater support was needed to assist the classroom teachers in the delivery of tier two services. Due to the additional needs of our fifth grade students, special

educators were not always able to support the classroom teachers as they had done in the past. The addition of an AIS teacher will help PVC to overcome this challenge and meet the needs of struggling students who are not classified. The District Administration has offered their cooperation in rectifying this situation for the 2013-2014 school year.

Meeting the needs of all students continues to be a goal at PVC. During these middle years students grow and change so quickly that a flexible program that allows students to engage at an individual level is important. Project-based and problem-based learning provide these opportunities for our students. While this has always been a focus at PVC with students engaging in science/math projects such as bridge building in 5th grade, historic fiction essays in 7th grade, or the American Dream project in 8th grade social studies -- this year some new projects really engaged the students in a very meaningful way, taking the students to a new level of understanding. The Future City Project engaged all students in 6th grade. Working in groups, students selected a location for a future city which was designed with a water management system. The students designed models using computer technology and built scaled representations which were used to present their designs to a panel of adults. The project integrated math, science, social studies, and English Language Arts. The learning standards that were incorporated in the project were quite extensive. In eighth grade, students were given an opportunity to design their own end of the year project. Students chose community social action projects, worked with young children, investigated and engineered solutions to global problems, and investigated historic events that changed the world. Each student engaged in research around an essential question that they developed. An Expo was held during the last week of school to give students an opportunity to share their important work with the community.

What has become more and more evident at PVC is the need to redefine teaming. In the past, the teachers worked as a grade level team, meeting each day to discuss curriculum and student needs. However, as teachers develop the kinds of projects mentioned above, the need to team takes on a new meaning. More and more teachers this year brought their students together so that team teaching could become more of the "norm." Phil Ranieri and Annemarie Powers taught alongside each other and Lauren Scollins and Dawn DeLaurentis also introduced many of the multi-disciplinary projects together and the lines blurred between content. As we move forward it will be important that more teachers at PVC begin to work together in shared classroom space. It is through "breaking down the walls" that more and more of the high-level, rigorous work can be done with children.

Last year 8th grade living environment was taught using a new classroom structure in two of the six classrooms. Science teacher, Gerald Ardito organized his curriculum online so that students could work independently. Each unit was outlined on the computer with readings and video links. Students progressed through the curriculum and completed projects in whatever order they preferred. For example, a student might start with unit one and then choose to move to unit three. As students worked in small groups or independently, Gerald was available to meet with small groups of students to assist them with the understandings and provide them with feedback. Students were actively working from the time they entered the classroom each day. It was impossible

for students to sit idly by in the back of the room as is more likely to happen in a traditional, teacher-driven classroom. The students gained confidence and learned about themselves as learners.

The mission of the Croton Schools is to prepare students to be independent learners responsible for their own learning. Today with so much information on the internet, traditional teaching methods are less than adequate for our students. The structure that was created in Gerald's classroom was more similar to the methods used by students in this age of technology. Although the structure of the classroom was unique, the students were successful on the Regents exam at the end of the year. The students unanimously felt that it was a much better way to learn the living environment curriculum. Additional feedback showed that students understood concepts at a much deeper level. Thus, this program continued during the 2012-2013 school year. Additional projects were incorporated and connected to specific units and the students set their own individual goals. It was exciting to see the level of engagement and thought that was put into each unit as they moved at their own pace. One student finished the curriculum early in the year and then began to investigate topics in earth science that she thought would help her as she pursued interests in the area of forensic archaeology. The other 8th grade teacher, Dara Diamond also began experimenting with this student-centered approach in her classroom during specific units this year. As PVC moves forward the information that was collected from these initial two years will help move PVC forward.

A greater number of students entering school today are diagnosed with Attention Deficit Disorder or ADD. Students in general seem to have more trouble focusing their attention on a specific task. This has often created frustration both for the teacher and student. Johanna Mustacchi participated in a training program last summer that prepared her to be a "Mindfulness" leader. Mindfulness is a way of fully attending to a task at hand. One skill for which students may need training is how to participate in any type of learning environment. Through mindfulness training students learn how to engage more fully in any activity through use of posture, breathing, and conscious means for redirecting themselves when they feel themselves losing focus. Johanna used specific techniques with her own students and helped other teachers use these techniques with their students. Schools often begin this training in the elementary years and thus, Johanna also provided some training in classrooms at CET. Beginning at an early age has shown, in various "Mindfulness" studies, to help students develop these skills so that they become automatic. PVC will continue to study how helping students to be more "mindful" impacts their learning.

4. Special assemblies and highlights:

This year a number of opportunities presented themselves in which PVC students really "shined." The fall Drama Presentation of *2B or Not 2B* was once again directed by Stephen Cook and was presented as a theater in the round. The student performances were indicative of our very talented students. This was also the case during the Spring Musical, *Guys And Dolls*. Students danced and sang throughout the show. A family relative visiting from out of state commented on the talent of all the students and her

"disbelief that this was a middle school production."

Students also showed off their talents during the winter and spring concerts. Especially notable this year was the spring concert when our visiting Chinese students also sang, danced, and played instruments. It was a great addition to a concert already filled with talented performers from PVC.

The PVC music department provides so many wonderful opportunities for students of all levels and abilities. All-County and NYSSMA are two ways that students can be acknowledged for their talent and hard work. In addition, one of the yearly events that allow students to really shine is the Rivertowns Honors Band/Orchestra performance. Some of our most talented music students come together with four other schools along the Hudson River to perform in a combined concert. While the students practice the music beforehand, the entire group only practices the night before and the morning of the concert. It is a wonderful event that showcases the talent of our students. This year the concert was held at Sleepy Hollow School.

Not only do our students excel in music, but in writing as well. Each year teacher-selected 8th grade students submit writing samples to the Promising Young Writers Program sponsored by the National Council of Teachers of English (NCTE). These samples are judged on content, purpose, audience, tone, word choice, organization, development, and style. Only a few students are honored each year for their writing. This year PVC 8th grader, Julie Smith, was one of the few recognized.

In March the students participated in *Wellness Week*. Each day of the week was focused on educating students about health-related topics. A Wellness Fair displayed interactive projects that the seventh graders created focusing on different health-related topics. During the fair the seventh graders taught the younger PVC students about their topics. Health-related workshops were also conducted during Wellness Week. Many of the workshops were taught by PVC faculty and included dancing, team-building activities, yoga, and nutrition.

Each year at PVC, a number of assemblies are held. These assemblies are often connected to the social/emotional development of students. This year a young gentleman named Jesse Saperstein spoke to the students about his life having been diagnosed as having Asperger Syndrome. Jesse spoke about what it was like growing up and being different than others, not always understanding social cues. His message for the students of PVC was to "Be Yourself." The students and teachers of PVC benefitted from the experience. A follow up faculty meeting and advisory lesson were used to discuss his message and help more individuals understand Asperger Syndrome.

Once again, a Cabaret was held in the Spring to raise money for the Jambo Jipya School in Kenya. We were reminded of the talent of all of the students. The dancing and singing was fantastic! Keela Dates of *Reason2Smile* updated us on the progress that the school is making in Kenya with the money we had raised previously. It was great to provide the school with more funding and doing so through this wonderful community event.

Destination Imagination once again sent students to compete at the Global Finals in Knoxville, Tennessee. Destination Imagination has continued to grow year after year at PVC. It provides students with opportunities to problem-solve and learn teamwork. The problems often bring out skills in students that they didn't know existed. Each year Destination Imagination is responsible for changing the lives of the students who participate. This year a group of girls took on a problem that required them to engage in a social action project. They worked with a school in Africa to raise money in support of education for girls. The group of girls commented on how much they learned about the experiences and opportunities or lack of opportunities for girls around the world. They were surprised by what they found out. This was a life altering experience for them which will impact their futures.

Each year, graduation from PVC is unique and special. It is a celebration of the many accomplishments of our graduates. The 8th graders who have been in one of the musical groups have an opportunity to perform for their families and friends during the ceremony, reminding us of their many talents. This year was a particularly memorable graduation. Annie DiRusso, who was the president of student council, decided in lieu of a speech, (which is customary) that she would like to write a song to sing. The song outlined the experiences of this graduating class over the last nine years in the Croton Schools. The song highlighted happy memories and some funny experiences. The song was so touching it brought the graduates, families, and Croton staff and students to their feet in a standing ovation. In addition, members of the PVC staff sang a song to the graduates. Overall, the graduation was a testament of the relationships that are built between the adults and students in the Croton Schools.

5. Building specific professional development:

At the end of the 2011-2012 school year the PVC faculty developed a list of specific elements that are representative of those found in an Effective School. These included:

- Interdisciplinary/Multidisciplinary Approach
- Project-based – Teaching that is innovative and allows for creativity.
- Growth Oriented – “Failure is the first version”
- Collaboration – No one works in isolation (not student or teacher)
- Standards – Embedded in projects but the goal or purpose of the project is much greater.
- Character Development – Empathy and Acceptance
- Global and Cultural Awareness
- Intrinsic Motivation
- Choice – For students and teachers.

As the 2012-2013 school year got underway these elements were used to guide the work at PVC. We continued to transition to a growth model. Students took a pre- and post-test for most math units. Instructional opportunities sought to reach student mastery of the material. The PVC building administrators met with the Curriculum Coordinators monthly to discuss trends in education and new ways of structuring the classroom.

We began questioning the physical structure of the school by reading *Wasting Minds: Why Our Educational System Is Failing And What We Can Do About It* by Ronald Wolk. The book helped the group begin to rethink much of what was traditionally considered acceptable practice. However, it was a greater struggle this year as many teachers were fearful of change in light of the new APPR. Now that the first year is behind us, the PVC school leadership, in cooperation with the coordinators and team leaders, will continue to address this over the course of the 2013-2014 school year.

PVC has had an active Emergency Response Team. However, with the additional training this school year, the members of the team became more actively involved in facilitating meetings and making decisions. With the SERT staff development, the team became more aware of risks and thus more sensitive to the need to run drills. The team met once a month to prepare and run drills, as well as make sure that the school has the needed supplies available in case of an emergency.

At PVC, many of the teachers have a high level of expertise and thus have so much to share and provide to their colleagues in regards to professional growth. One of the concerns always at PVC is to make sure that all students are provided with the classroom environment that maximizes their opportunity to learn. In recent years PVC has seen a greater number of students with spectrum disorders. To help teachers work with this population of students, Dan Large and Stephen Palencsar provided some staff development during faculty meetings.

Many of the PVC teachers attended programs at BOCES. These were geared towards the Common Core Standards and how to make necessary changes in curriculum and instructional practices so that alignment takes place. Individual lessons were examined and modifications were made to help students meet these standards through learning experiences and assessment.

As mentioned earlier in this report, our Data Team met with data consultant, Kathleen Tuttle to become familiar with techniques for using data to improve student learning.

6. Building specific programs and committees:

A. Foreign Language Student Exchange: PVC Middle School participated in a second visit from the students and faculty members of the Shanghai East Experimental School. The number of visiting students was expanded to twenty-five guests that were hosted by Croton families. The stay lasted a week and was structured differently than last year. Utilizing the feedback we received from

parents and students via an online survey, changes were made to the overall hosting arrangement. The visiting students had more time with their host families than last year. The host families had the guest for the entire weekend unlike last year. This allowed for the host family to plan activities and excursions that were not possible last year. Host families took their guests to New York City, Broadway shows, family events and other experiences that were representative of "American Life." During the school week, events were planned at PVC to provide the visiting students with ample opportunity to participate in the educational process and to continue their emersion into American culture. The PTA assisted in the hosting of a "Welcome Dinner" in which host families and their guests were invited. Live music and performances by visiting students and PVC students were the highlight of the evening. The visiting faculty members utilized their visitation to observe classes and to engage in discussions with teachers and the school administrators about pedagogical practices and the differences between the two educational systems. We look forward to another visit from the students from Shanghai next year.

- B. Olweus Bullying Prevention:** Aside from the student survey given in February 2013, PVC's approach to the prevention of bullying was strengthened. At the start of the new school year, all PVC aides (lunch aides, classroom aides and one-to-one aides) and new staff were trained by PVC's certified Olweus trainer. The trainings were geared at preparing these professionals to be able to identify behaviors associated with bullying, intervening and reporting the incidents. Role plays and hypothetical situations were utilized by the trainer to provide the group with opportunities to practice how they would intervene in a situation.
- C. The PVC Advisory Program:** This year's Advisory curriculum was the result of the collaboration of a group of teachers, administrators and support staff. This school-wide committee utilized student and teacher feedback to design the lessons and topics of the year's meetings. The Advisory curriculum consisted of lessons that dovetailed with the Olweus and PBIS programs. Monthly themes were explored with the students and their advisors. The students engaged in team building activities and had meaningful discussions relating to the topics of *Tolerance*, *Empathy* and *Being an Upstander*. The school-wide committee has met to plan for next year. While some lessons and topics have been decided on, the committee will be asking different teams throughout the school to adopt a topic and offer their colleagues several instructional approaches for facilitation.
- D. Student Council:** Each year, school-wide elections are held to choose student representatives that will serve on the PVC Student Council. The PVC students attended a town hall style assembly in which they heard each candidate share their ideas and visions. The student body was afforded time to ask the candidates questions about leadership, recess, trips and lunch choices, etc. This year's Student Council took on an active leadership role in the planning of school-wide events and the promoting a positive school culture. The Student Council operated a school store that sold school supplies, snacks and locker accessories. This group planned the Winter Dance and the talent show

fundraiser to benefit *Reason to Smile*. The Student Council assisted in the collection of student feedback relating to the electronic device use policy at the middle school.

7. Tri-States Involvement:

- A. Guidance:** The PVC counselors collaborated with their colleagues at the high school to continue their implementation of the recommendations (grades 5-12) of the Tri-States Consortium. The counselors involved looked for ways to further align the practices of the Guidance Department. The middle school counselors participated in Naviance training and they identified how this program can be used with students at the middle school. The collaborative effort led to the implementation of Support Personnel Accountability Report Card (SPARC). This measure will help counselors track student outcomes and fine assess programs to ascertain their effectiveness in preparing students for college and careers.
- B. Foreign Language:** During the last eight years students at PVC have had an opportunity to participate in learning a language other than English beginning in 5th grade. Presently, the students receive instruction in French, Spanish, and Mandarin for a third of the year in 5th grade. In 6th grade they have an opportunity to select one language to study in greater depth over the final three years of Middle School. High School credit is granted at the end of 8th grade for successful completion of the PVC program and passing of a locally developed assessment. In order to continue to develop our program it is important to constantly reflect on it and look at our work with a critical eye. Thus, in May 2013 the world Language Department participated in a Tri-States Consultancy. The teachers at PVC collaborated with their colleagues at the high school to furnish the Tri-States team with evidence for each of the indicators. The teachers participated in various interviews and were observed by the members of the Tri-States Team. In addition, a number of students and parents also participated and were willing to be interviewed. We look forward to receiving the final feedback from Tri-States.

8. Communication and parent involvement:

PVC Middle School welcomes parent and community involvement. We are always eager to experiment with new ways to involve those groups for the advancement of our program objectives. This year we welcomed more parent members on to our Bullying Prevention Committee. The insights and suggestions that they offered helped the committee to make decisions that strengthened the overall program. Effective parent communication and involvement is a commonplace occurrence at PVC Middle School. From the start of the school year, it was communicated that involvement and communication are valued and functional to the overall operation of the school. Over the course of the year, we afforded parents with many opportunities to get involved and become informed about developments that affect their children. Some of these are: Back to School Night, Parent-Teacher Conferences, the ESL Breakfast, monthly Principal Coffees, publishing parties, parent lunch volunteers, Destination Imagination,

the Chinese Exchange program and by welcoming parents to serve as members on school committees.

9. Building Planning Council:

PVC Middle School's Building Planning Council was fortunate this year to have parent and teacher representation on each grade level. The BPC engaged in the review of Board of Education policies concerning wellness. Athletic Director, Susan Dullea joined the committee to review the Wellness policy and receive input from the committee. As is typical with any policy, there were varying opinions regarding how much the school should control choices for students and how much should be up to each parent. As a result of these discussions, changes were made concerning vending machine options. Instead of sugary juices such as Snapple, the vending machine drinks were limited to mostly water with plans to remove the drink machine altogether. For the 2012-2013 school year drinking fountains that included water bottle fillers were installed at PVC. As a result, it is hoped that students will bring their own water bottles to fill and no longer need to buy water from the vending machine. This is a more environmentally friendly option as well.

Annually, the Code of Conduct must be reviewed. This was also done by the Building Planning Council. Last year, the Code of Conduct was revised and a new dress code created. After one year the committee decided to keep both policies relatively unchanged. In addition, confidentiality laws relating to student discipline were discussed. The committee followed a process in their examination of this document.

During the final meetings of the school year the committee discussed parent communication. This will be an ongoing conversation for next school year and will include report cards, progress reports, and possible ways by which parents can partner with teachers to support learning. This will be a great opportunity for honest and open conversations with the hope that some of the frustrations that both parents and teachers have felt in the past can be resolved. This is also a great way for more school to community interactions.

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

The staff of PVC believes strongly in the mission of the Croton-Harmon School District. The teachers understand the need to continually grow and face challenges as life-long learners. They model this on a regular basis for their students as they continue to seek both school and personal improvement.

The PVC Middle School staff has identified a number of areas for the 2013-2014 school year which will challenge their own practices and beliefs as teachers. These areas will serve as the basis for our building-level goals. They are as follows:

- A.** Continue to create innovative learning opportunities for students. Teachers need to be mindful of recent research that questions traditional educational practices and seek to rethink the teacher's role in the classroom to create the optimal learning environment.
- B.** The PVC teachers should be encouraged to publish their past and future work so that other teachers can benefit from what they have created and learned.
- C.** Seek to better address the needs of the non-traditional learner.
- D.** Utilize the resources of the Croton Community to support learning.
- E.** Communicate with and educate parents on trends and developments in education. Work with parents to assess the reporting of student progress and growth/report cards.

Assessment Data for Pierre Van Cortlandt Middle School for 2012-2013

Integrated Algebra Regents-June 2013

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	33	37.50%	Mastery
Scored 65-84	53	60.23%	Passing 97.70%
Scored 55-64	1	1.14%	
Scored below 55	1	1.14%	
Total	88 Students		

Living Environment Regents-June 2013

Performance Level	Student Count	Building Percentage	Performance Summary
Scored 85-100	69	50.74%	Mastery
Scored 65-84	56	41.18%	Passing 92.0 %
Scored 55-64	7	5.15%	
Scored below 55	4	2.94%	
Total	136 Students		

Languages Other Than English: End of Year Assessments-June 2013

Assessment	Passing/Student Count	Mastery (85% or higher)	Student Count
8 th Grade Spanish	99%/78	92%/ 73	79
8 th Grade French	100%/39	92%/36	39
8 th Grade Mandarin	100%/14	71%/10	14

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

Building: Croton-Harmon High School								Principal: Alan Capasso							
1. Enrollment and demographics:															
Grade	American Indian/Alaskan Native		Asian		Black		Hispanic		Multiracial		Pacific Islander		White		Total Enrollment
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
9	0	0	2	1	2	3	8	8	0	0	0	0	53	47	124
10	0	0	3	3	2	0	7	6	0	0	0	1	48	59	129
11	0	0	2	3	1	3	5	6	0	0	0	0	55	75	150
12	0	0	1	4	4	1	5	4	0	0	0	0	49	57	125
Column Total	0	0	8	11	9	7	25	24	0	0	0	1	205	238	528

2. Building goals and progress: We were successful in meeting all aspects of our goals. A draft of the CHHS building goals were presented at a faculty meeting for input. Finalized building goals were presented at both a curriculum coordinators' meeting and at a full faculty meeting.

Goal 1:
 Improve instruction by emphasizing *Using questioning and discussion techniques* (indicator 3b) and *Engaging Students 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:

- Mr. Capasso reviewed the Danielson rubric for components 3b and 3c with faculty and showed the 2011 version to highlight defining attributes and examples of practice.
- Mr. Capasso and Mr. Maxam provided 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.
- When exemplary practices were observed, building administration made sure that they were recognized and shared. During the December faculty meeting three faculty members presented lessons that they had done that were highly effective in engaging students and/or questioning techniques – the two areas of emphasis identified in our instructional building goal. The three faculty members were selected from observations done by the principal or assistant principal. Both non-tenured and veteran teachers were asked to present. After each

presentation the staff pair-shared and reported out their observations/reaction to what was presented. There were many positive comments made about what was presented and the presenters themselves. In fact, a number of staff members indicated that they were going to try some of the techniques they saw, e.g. Ms. Pellingra's use of the fishbowl protocol for class discussion.

- Building administration plans to use MLP to collect baseline data for component 3b and 3c ratings for the 2012 – 13 school year. This data will be used during the second year of this multi-year goal.

Goal 2:

Increase communication to all constituencies at the High School.

Specific actions completed include:

- Grade level assemblies were held at the beginning of the year to review Code of Conduct and DASA
- Mr. Capasso and Mr. Maxam taught one of the 8 sessions of Freshman Seminar for each section of the course.
- Continued Principal's coffees - worked with PTSA leadership to identify topics. An example of this was the fall focus on guidance services.
- Re-established a CHHS Newsletter. As stated in the goal action plan three issues were created: Fall, Winter, Spring. In addition to the Principal's Message, articles for the newsletter were solicited from faculty. The newsletter was mailed home with report cards/progress reports and made available on the CHHS website.
- The newly created Guidance information pamphlet was distributed to families and made available on-line.
- Administration worked with Guidance to develop a plan to educate parents regarding the resources available through Naviance.
- Mr. Capasso presented at a SEPTA evening event (along with other principals)
- Building administration worked with PTSA to identify other opportunities for increased communication. An example of this was the graduation meeting held with students and parent reps from the PTSA.
- The district mission statement was often referred to when speaking to students, parent groups, for example in the Principal's address to the graduates.
- K12 alerts were sent when appropriate to communicate with the parent and student community. Guidance significantly increased the use of this communication method.
- The principal and assistant principal attended SFC meetings and provide information as needed.
- Mr. Capasso met multiple times with the Academic Committee of SFC

- There was a notable increased SFC presence at BOE meetings
- Mr. Capasso attended some of the PTSA Executive Board meetings.
- Weekly updates continued to be given to the BOE.

Goal 3:

Support the District Goal of making increased connections between the school system and the community. Increase communication to all constituencies at the High School.

Specific actions completed include:

- CHHS collected baseline data on current programs that link the school and the community and submitted a database to the Asst. Superintendent.
- Building administration supported the district's information gathering by recommending students and parents for focus groups.
- Mr. Maxam applied for and received SEVP designation for CHHS that opens the door for long-term student exchanges with our sister schools in China.
- Pre and post trip educational components were incorporated into the China exchange.
- Building administration encouraged teachers to submit CHEF educational grants. Administration assisted faculty members in the development of the grant when needed.
- Successfully explored, and offered a cultural trip to Spain which will take place during the winter break 2014.

3. Curriculum and Instruction:

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

Additionally:

A second semester, before-school computer programming course was offered. This was the result of a request made by a number of students (mostly freshmen and sophomores). The course ran through Pace University and was taught by Dr. Ardito. Students were awarded college credit by Pace.

After counselors indicated that some students had asked about the possibility of having a Creative Writing elective, grade 11 English classes were surveyed and it was determined that there was sufficient interest to offer the course (this course had been offered a number of years ago but it had not run recently). There are twenty-six students enrolled as of the date this report was written.

Much progress was made this year mapping the curriculum and many high school

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

The Science Department developed a new course offering, Ecology: A Study of How the Earth Works, for the 2013 – 14 school year. Freshmen will no longer be required to take Regents Earth Science, they may choose this elective instead. Although priority in scheduling was given to freshmen, some upperclassmen have elected to take this course as an additional science elective. The course will focus on inquiry-based learning and will be driven by student interest.

A change to the Integrated Algebra 1A – 1B sequence was developed and is being implemented for next year. Rather than have struggling students take two full-year courses with a summer in between the courses, these students will now be put into an Algebra 1 course that has a two-times-a-cycle lab associated with it. This approach will provide a more concentrated learning experience that will benefit these students. Additionally, these students will have more math options in future years.

The high school joined the PNW BOCES Online Courses for the 21st century consortium (OC21.) A few CHHS students took courses this spring. During the upcoming school year Zhanna Glazenburg will teach in the program and we will have twenty spots available for Croton students to choose from among the OC21 offerings.

A review of the high school's independent study course procedures and requirements was conducted. Based on that review modifications were made to ensure the appropriate levels of rigor and to offer the additional option of an audited course to appear on the transcript (In the past audits were never shown on the transcript.) Putting the audit on the transcript is especially important to students who wish to perform with the band, orchestra or chorus but are not able to fit it in their schedule and do not have the time to complete the rigorous independent study requirements.

4. Special assemblies and highlights:

After a year's postponement, two distinguished graduates were inducted.

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.

The Fall Drama production was a series of three, one-act plays by Thornton Wilder: *The Happy Journey to Trenton and Camden*, *Love and How to Cure It*, *The Long Christmas Dinner*. The Shakespeare production was *Pericles, Prince of Tyre*. The spring musical this year was *Crazy for You*.

In late October, students participated in a Presidential Town Hall Assembly. The questions asked of the candidates were developed from input given by students at SFC and in social studies classes.

SEPTA sponsored a full-school student assembly and parent presentation featuring motivational speaker and autism advocate, Mr. Jesse Saperstein. Mr. Saperstein, who has Asperger's Syndrome himself, spoke about treating all students, including students with disabilities with respect.

A combination of sixteen juniors and seniors traveled to China this spring. New this year was a selection process that included a review of the student's academic and attendance record, an essay application and a one on one interview/meeting with Mr. Maxam. Prior to embarking on the trip students did specific research on various aspects of China. Upon return, each student was required to give a 10-minute presentation of their experience to at least one CHHS class.

CHHS again hosted twenty-three students and two teachers from Jian Ping High School. Additionally, this year the Chinese students stayed with Croton families for five days. Twenty-three Croton families hosted students and Croton teachers hosted the Chinese teachers.

An Olweus program survey was administered to freshmen, sophomores and juniors in the spring. The results will be analyzed to determine to what extent bullying is an issue at the high school.

CHHS participated in the American Mathematics Competition (AMC.) In total, 44 CHHS students sat for this challenging test which is given throughout the country.

NHS sponsored a screening of the documentary film *Girl Rising*. The movie told the stories of nine girls from different parts of the world who faced arranged marriages, child slavery, and other heartbreaking injustices but were able to overcome them. The Fat Dam Film Festival was held in the spring. The festival provided an opportunity for the community to see films created by student filmmakers.

The annual awards assembly was held on Friday, May 31st. One hundred thirty 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 19th. Sixty seniors received scholarships and/or awards for their accomplishments.

5. Building specific professional development:

All CHHS science teachers and Mr. Capasso accompanied Dr. Fuhrman and Dr. O'Connell on a visit to the Science Leadership Academy in Philadelphia. Instruction at

the school emphasizes hands-on, activity-based, learning.

Much building based professional development focused on various aspects of APPR. Building administration and members of the faculty presented at numerous faculty meetings. Topics included Student Learning Objectives (SLOs), local assessment scoring, and the Danielson evaluation rubric.

Many faculty members presented examples of best practices. For example, Jamie Rooney and Kelly Ingraham presented various differentiation strategies that they were using in the Earth Science course that Jamie teaches and Kelly directly supports.

Members of the school data team received training and support from BOCES consultant, Kathy Tuttle. The team used this to help them focus on teaching academic vocabulary as an instructional practice.

The December faculty meeting was totally devoted to looking at Student Engagement (component 3c from the Danielson rubric). Staff reviewed the Danielson rubric for student engagement along with critical attributes and possible examples of evidence. The three faculty members: Jackie Pellingra, Chris O'Connor, and Brett Bowden shared exemplary lessons they had recently done that had students engaged at high levels. After each teacher completed their presentation, faculty members did a pair-share to discuss the lesson using the Danielson rubric to frame the discussion.

The School Emergency Response Team (SERT) received specialized training from district's safety consultants (Altaris). The key items covered during the training were SERT management and concepts, the "Simple Six" protocols and the staff "All-Call" Protocol and uses. An introduction to ICS (Incident Command System) was also given.

Many curriculum meetings of the English and Math departments were devoted to 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. Together with the Croton Police Department the high school ran a lockdown drill.

The CHHS Data Team met numerous times this year. After choosing to focus on academic vocabulary, each department developed a list of Tier 2 and Tier 3 academic vocabulary words that were used in conjunction with this initiative.

The Freshman seminar course was modified this year after receiving input from students and staff. The number of sessions that focus on substance abuse was reduced since students said the information is almost identical to the information they received via the DARE program in middle school. Also, both the principal and assistant principal taught one of the sessions.

This spring twenty-eight CHHS students served as hosts for the students from La Rochelle. The French students attended CHHS classes and participated in a number of activities including attending the Junior Prom.

The CHHS 18th Annual Science Research Symposium was held in June. After a brief overview of the Science Research Program presented by Donna and Tarin Rickett, six students: Amanda Feigin, Chris Traver, Shane Nolan, Genevieve Lewis, Jenn Feigin 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 sophomores, juniors and seniors enrolled in the program.

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.

This year the SFC discussed many issues, which included a revision of its bylaws, a review of the role of the Fairness Committee, physical education course offerings, ways of reducing student stress - particularly during high testing periods, community service and the code of conduct. Some of SFC suggestions that were implemented are:

- The daily schedule was modified at the end of the first semester to include four double days instead of the usual two in order to provide more double days for end-of-semester testing.
- A computer programming course in conjunction with Pace University was offered during the second semester.
- Revisions to the fairness Committee were presented to administration.

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, Polyglot Club, Spanish Club, School Spirit Club, Select Chorus, Shakespeare Production, Stage Crew, Student-Faculty Congress, Teen Leadership Council, Yearbook.

CHHS attended the Student Institute on Human Rights conference for the 10th consecutive year. This conference is a gathering for Sophomores (over 200 students from 2 dozen schools) sponsored by the Holocaust and Human Rights Education Center.

This year one hundred thirty students participated in CHOOSE.

7. TriStates Involvement:

Mr. Capasso attended a follow-up Tri-States conference in Weston, CT.

The Guidance Department along with Ms. Gatto presented a report to the BOE outlining

the status of the various recommendations given to us as a result of the 2011 TriStates visit.

The World Language Department spend much time preparing for the TriStates visit which took place this spring.

Both the principal and assistant principal attended their respective TriStates quarterly meetings.

8. Communication and parent involvement:

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

In an effort to give parents more information about Naviance the Guidance Department conducted a special presentation prior to the already scheduled college planning evening program.

For the first time a Principal's Coffee was held in the evening in an effort to meet the needs of working parents. Items discussed at Principal's coffees throughout the year included the three components of the Race to the Top legislation: APPR, the Common Core, and school data teams, the budget and its impact on the high school, Regents tests and the fact that in many instances the tests constrain the school's ability to design the curriculum, and the junior prom and other extra-curricular activities. At the December coffee Guidance Director, Linda King, attended also. Some of the questions she addressed are "Should students take both the SAT and the ACT? When should students and parents start visiting colleges? How important are A.P. courses? Should students take a SAT/ACT prep course? How many colleges do students typically apply to? When should students take the SAT?; the SAT2?"

Working with Laurie Dean (PTSA President) an informal lunch meeting was scheduled that included the class advisors and the PTSA grade level parent representatives. This provided an opportunity for the teachers and parents to get to know each other and to discuss how the parents could assist the advisors beyond providing fundraising support.

Parent input was solicited via the PTSA in developing the FAQ section of the new guidance calendar.

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: Sophie Wang-Paolicelli-"Chinese for Beginners", Joe Merriam-"Shakespeare's Sonnets", Gwen Burke-"Forensic Science", Michael Spalding-"The Chemistry of Fireworks", Kelly Ingraham-Friedman-"Visual Effects", and Kerri Tracy-"Easy Steps to Being Well".

Prior to the 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 the winter a meeting that included students, parents and administration was held to discuss the 2013 Graduation Ceremony. Together the group reviewed past practices and discussed possible revisions to the program.

In May Jodi Burger coordinated the 2013 Advanced Placement Art Show. It featured the art portfolios of fourteen juniors and seniors.

9. Building Planning Council:

This year BPC organized the Distinguished Graduate ceremony and reviewed the process adopted last year for selecting nominees and used it to choose three distinguished graduates that will be inducted in the fall. It reviewed the Code of Conduct and the Wellness Policy as it applies to the high school. The council also discussed Regents Testing and whether the high school should drop the advanced designation on the diploma. Finally we discussed A.P. testing and the current requirement that enrolled students take the appropriate A.P. test(s) in the spring.

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

The change to a one-year Algebra 1 course with additional support instead of a two-year Algebra 1 is designed to improve struggling students' performance in this critical course that is the gatekeeping course to success in higher mathematics.

As a follow-up to the dropping of a two year Algebra 1 sequence (Algebra 1A and 1B), we would like to explore options for students studying geometry. Some things we would like to explore include making the geometry regents optional (like Physics) or create a problem-based geometry course similar to Ecology.

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 2012 – 13 school year, professional development at faculty meetings, and an emphasis on these components during formal and unannounced observations, and faculty sharing of best practices.

The new Ecology course will create an opportunity for students to take charge of their own learning. Much preparation work has been done already including the teacher's participation in the eight day summer institute held by the district in July.

There continues to be a need to better use data to inform instruction. The school data team will continue its work and expand its work to include more staff members. All teachers will continue to write Student Learning Objectives (SLOs) that will set student performance targets based on pre-testing data.

A cultural/exchange experience is needed for Spanish students. During the winter break a group of approximately thirty students will be going to Spain.

Currently there are some, but not many courses that include a few common assessments. During the 2013 – 14 school year the high school will increase both the number of courses with such assessments and the number of such assessments per course.

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

CHHS Regents Results - June 2013

Regents Algebra2/Trigonometry - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 89)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	0	0%
Scored 55 - 64 (02)	3	3%
Scored 65 - 84 (03)	20	22%
Scored 85 - 100 (04)	66	74%

Regents ELA - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 151)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	3	2%
Scored 55 - 64 (02)	8	5%
Scored 65 - 84 (03)	59	39%
Scored 85 - 100 (04)	81	54%

Regents Geometry - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 107)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	1	1%
Scored 55 - 64 (02)	3	3%
Scored 65 - 84 (03)	52	49%
Scored 85 - 100 (04)	51	48%

Regents Global History - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 128)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	3	2%
Scored 55 - 64 (02)	3	2%
Scored 65 - 84 (03)	31	24%
Scored 85 - 100 (04)	91	71%

Regents Integrated Algebra - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 60)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	2	3%
Scored 55 - 64 (02)	5	8%
Scored 65 - 84 (03)	49	82%
Scored 85 - 100 (04)	4	7%

Regents Living Environment - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 2)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	0	0%
Scored 55 - 64 (02)	0	0%
Scored 65 - 84 (03)	1	50%
Scored 85 - 100 (04)	1	50%

Regents Chemistry - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 109)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	3	3%
Scored 55 - 64 (02)	5	5%
Scored 65 - 84 (03)	69	63%
Scored 85 - 100 (04)	32	29%

Regents Earth Science - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 122)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	10	8%
Scored 55 - 64 (02)	7	6%
Scored 65 - 84 (03)	40	33%
Scored 85 - 100 (04)	65	53%

Regents Physics - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 1)

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)	1	100%

Regents US History & Government - June 2013

CROTON HARMON HIGH SCHOOL (# of Tested Building Students: 153)

Performance Level	Building Count	Building Percent
Scored below 55 (01)	3	2%
Scored 55 - 64 (02)	2	1%
Scored 65 - 84 (03)	26	17%
Scored 85 - 100 (04)	122	80%