

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

Building: Carrie E. Tompkins	Department: English Language Arts	Coordinator: Megan Weiss
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: - Explored the Teachscape website to better understand the different domains and components of the Danielson model. - Finalized the Writing Prompts and the rubric to evaluate the prompts. - Investigated the Data Warehouse and its instructional uses. - Reviewed Common Core Standards for ELA. - Discussed how grammar instruction is occurring at the elementary level.		
2. What were the outcomes of the discussions? - Teachers felt that the Teachscape website, along with the Danielson website (http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf) were both valuable resources for understanding the evaluation scoring criteria. As this was a comprehensive training system, the teachers benefited from time to view and discuss the mastered scored practice videos. - Rubrics needed minor revisions, using for specific language for scoring. Grade levels are still gathering exemplar pieces to use as models for scoring for each criteria area. - We reviewed the different aspects of the Data Warehouse, so all teachers can understand how to access this resource. Unfortunately at this time, the data available to elementary school teachers is limited. - We reviewed both EngageNY and the North Carolina Department of Education website to continue to develop understanding of the Common Core Standards. Some committee members attended training regarding Common Core and the modules. - Grammar is taught in a variety of ways, using a variety of teacher developed and purchased materials. There is not a program being used universally to teach grammar school-wide. Often grammar instruction is determined by reviewing student samples and provided as both whole class and small group instruction. We focused on the development of the Grammar Matrix.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? - It needs to be determined how to implement the NY state modules and the recommended texts.		

CURRICULUM MAPPING:	
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)	- This year cross-building time was primarily used to develop SLO assessments and local assessments for immediate implementation. We also reviewed the math maps that were developed during summer curriculum work.
5. What progress did your department/grade level making regarding curriculum mapping this year?	- We unpacked the common core standards. This understanding will be used to continue to develop curriculum maps.
6. How have maps changed the department curriculum and instruction?	- We have not yet mapped using Atlas yet. Knowing that we would be transitioning to Modules – we waited on this piece. We are preparing for a move to the EngageNY Modules.
7. What does your department/grade level see as the next step(s) for the next school year?	- Revision of report cards to align with the Common Core Standards. - Continuation of the implementation of the Common Core Standards.
PROFESSIONAL DEVELOPMENT:	
8. What professional development activities did your department/grade level engage in this year?	- Members of ELA Committee attended a variety of professional development activities including training on creating SLO's, training on Common Core, training on the Danielson model and training on the ELA modules.
9. What future professional development activities would your department/grade level benefit from?	- Continued training on the ELA Common Core and the NY State ELA modules.
ACCOMPLISHMENTS:	
10. What are some specific accomplishments for your department/grade level for this school year?	- We developed and implemented a writing prompt to respond to literature to use a benchmark assessment. We created a rubric to evaluate this response to literature. - We created SLO's and Local Assessments in the area of English Language Arts.

SCHOOL YEAR:
11. What areas of need, including summer work exist? - On-going grade level training is needed to develop curriculum and materials that is aligned with the common core.
12. What resources are needed to move forward? - Texts for close reading - Copies of the NY State Modules
ADDITIONAL COMMENTS:

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

Building: CET	Department: Math	Coordinator: Stefanie Liss
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: I. TERC -Parent Communication -Pearson Success Net (Use and Resources) -Resources (i.e.: handbook, differentiation guides, etc.). II. Common Core -Lessons and supplements in order to meet the standards -New concepts that were not previously taught at specific grade levels III. Math Modules -Shared information from Math Modules Workshops -Reviewed modules calendar -Explored written modules and other resources (i.e.: videos) on EngageNY.org V. Singapore Math -Discussed feedback from training -Shared ideas, lessons, and materials being used IV. Local Assessments and SLO VI. Data Warehouse (explored site) VII. Teachscape (explored site) VIII. Math Curriculum Maps on Atlas		
2. What were the outcomes of the discussions? These reflections are documented in monthly minutes. Through the work of the Curriculum Coordinator training we learned about Student Learning Objectives, Local Assessments, and the APPR. We reflected on the Modules, used data to make decisions and a positioning CET for the 2013-2014 school year.		

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

Math Modules

- When will all modules ("A Story of Units") be written and finalized on EngageNY?
- How will teaching using modules affect our use of TERC?
- Committee members believe that if we are to teach at least one module in math during the 2013-2014 school year, it should be within the same topic across all of the grade levels (i.e.: place value) for consistency as the students move to the next grade. Will this be possible if all modules are not complete by September 2013?

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

Time at a Superintendent's Conference day and one curriculum was given for grade levels to map the skills and content areas for math

5. What progress did your department/grade level making regarding curriculum mapping this year?

All grade levels mapped the skills and contents sections for each module in math.

6. How have maps changed the department curriculum and instruction?

The mapping process helped us become more familiar with the Common Core.

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

-Explore "A Story of Units" written for the math modules and possibly teach one of these units during the 2013-2014 school year.

PROFESSIONAL DEVELOPMENT:

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

- Singapore Math Training
- Series of Math Modules Workshops

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

All grade levels will benefit from learning about the math modules workshops, which will be taking place this summer (June 24-June28). One person from each grade level will be attending these workshops and will share information with grade levels and the math committee.

ACCOMPLISHMENTS:

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

- Discovering more information about the Math Modules
- Developing and discussing new activities and materials to use that allow us to meet Common Core Standards

SCHOOL YEAR:

11. What areas of need, including summer work exist?

Some grade levels would like to use summer work time to create supplemental binders to TERC in order to meet Common Core standards.

12. What resources are needed to move forward?

Completed Math Modules from EngageNY.org

ADDITIONAL COMMENTS:

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

Building: C.E.T.	Department: Science	Coordinator: Patricia Lynch
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: - NGSS (next generation Science Standards) exploration and staff development opportunities - Committee met with Phil Ranieri to discuss STEM-D vision - The creation and addition of unit assessments and projects that support our 'students taking charge' vision (Training rec'd on March 1st Curriculum Coordinator. mtg.) BOCES has numerous resources that were cross-referenced as these assessments and projects were discussed and began. - The Danielson model evidenced in our Science lessons and units - The use and advantage of Science Notebooks (Helen Pashley trainer) - Collaboration with Teatown to provide students with experiences and trips that better align with our curriculum and are place-based and connected to our community as part of a District initiative.		
2. What were the outcomes of the discussions? - The shift to the NGSS will not happen fully next year so as a result, we did not pursue the new standards after the first meeting. -The STEM-D vision merged with 'students taking charge' and evidenced in our teaching utilizing the Danielson model was discussed as being optimal. Although our current units have elements of the above, we began working within one unit per grade level. Approaching one unit through a 'Backwards by Design' lens, discussing essential questions, final projects, assessments and outcomes led to lengthy discussions of best practices and how particular domains of the Danielson model fit perfectly into how we see these units unfolding. -Culminating assessments, science notebooks and projects ideas were started in each grade level. -Science Notebooks were created by some teachers and shared with others. This is something we would like to continue to develop next year.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? -The alignment with the NGSS will be a large undertaking when that shift occurs. -The committee felt that with our mapping complete, adding in assessments, projects, science notebooks, etc., would be our next step.		

CURRICULUM MAPPING:	
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)	-Maps were referenced but not changed.
5. What progress did your department/grade level making regarding curriculum mapping this year?	N/A
6. How have maps changed the department curriculum and instruction?	-We utilized the maps to lift our level of instruction. We were able to discuss units, concepts and student understandings at length. Discussions were able to move to ways to have 'students take charge' and to how we can design our lessons, referencing the Danielson Model to provide powerful learning experiences for our students.
7. What does your department/grade level see as the next step(s) for the next school year?	-Individual grade levels will continue this work next year.
PROFESSIONAL DEVELOPMENT:	
8. What professional development activities did your department/grade level engage in this year?	-Teaching the Hudson Valley Institute -Health of the Hudson Day at Hyde Park -Curriculum Coordinator Day – "Students taking Charge" -Helen Pashley – Science Notebooks training -Summer Designer Science 21 – updating literature for kits -Completion of Hudson River Grant summary
9. What future professional development activities would your department/grade level benefit from?	The 'Students Taking Charge, Inside the Learner-Active, Technology-Infused Classroom' course will be beneficial. -NGSS training and curriculum work

ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? -Work on assessments, projects and Science Notebooks -Reflecting on our Science teaching to reflect district goals
SCHOOL YEAR:
11. What areas of need, including summer work exist? -NGSS training
12. What resources are needed to move forward? -Once the shift to the new standards takes place, we will monies to fund materials and training.
ADDITIONAL COMMENTS:

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

Building: Carrie E. Tompkins	Department: Social Studies	Coordinator: Erica Hubbard
CURRICULUM MEETINGS:		
4. List of topics and issues your department/grade level discussed/addressed this year: - Explored the <i>Teachscape</i> software tool to develop a better understanding of the different domains and components of the Danielson Model and rubrics. - Investigated the <i>Data Warehouse</i> database (which holds student assessment information primarily for grades 4-12) and possible instructional uses. - Reviewed the updates from the BOCES SS/ELA curriculum website/program and the new alignment of social studies content with ELA skills (as per the new Common Core Standards). - Discussed the new need for "close reads" of informational text (in support of Common Core Standards), which use social studies content. (Some examples are now provided on the BOCES SS/ELA website.) - Reviewed the need to revise grade level's social studies curriculum maps to prioritize lessons and more accurately reflect what is being taught in light of the new SS/ELA and Math Common Core Standards/demands. Discussed the pacing of curriculum across the school year. - Formulated a plan for a school wide simulation of the <i>2012 Presidential Election</i>, to bring current events into the school. - Reviewed communication to BOCES seeking artifacts or kits to support social studies curriculum (promoting a more hands-on child-centered approach). These materials are not available or accessible. - Discussed need for acquiring authentic materials for meeting the new ELA/SS Common Core Standards, particularly for close reads. Discussed writing Time for Kids Magazine grants to PTA to acquire high interest, current events informational texts. - Reviewed different methods/materials for differentiating social studies curriculum including: RAFT, cubing, and choice boards for social studies instruction.		
5. What were the outcomes of the discussions? - Teachers felt that the <i>Teachscape</i> software tool, along with the <i>Danielson Group Website</i> (http://www.danielsongroup.org/userfiles/files/downloads/2013EvaluationInstrument.pdf) were both valuable resources for better understanding the evaluation scoring criteria (and best instructional practices). As this was a comprehensive training system, the teachers benefited from time to view, reflect, and discuss the \ mastered scored practice videos. - We reviewed the different aspects of the <i>Data Warehouse</i>, so that all teachers understand how to access this resource. Unfortunately at this time, the data		

available to elementary school teachers is limited.

- Reviewing the changes to the BOCES SS/ELA Curriculum and Website (due to Common Core implementation) was helpful for revising our curriculum maps. Reviewing the changes to the BOCES website was also helpful for acquiring more resources for meeting the new Common Core Standards, particularly the new materials and lessons posted for "Close Reads." This work led to a greater understanding of the need for using social studies content to further develop ELA skills and using social studies academic time to work towards meeting ELA standards.
- The social studies committee planned and successfully executed a school wide election simulation. We first reviewed instructional materials from K. Bianchi and then acquired the *Nationwide Mock Election Kit* from "Every Kid Votes!" (with lesson materials as well as data collection and analysis tools.) We determined that there was a need to differentiate across grades so that the experience would be developmentally appropriate for each grade level and designed modifications of the vote for each grade. The committee then recruited assistance from the local Croton community and a parent volunteer generously constructed and delivered a "Voting Booth" for a school "polling center." We also collaborated with the technology department to load the voting booth with a laptop for a digital voting experience. Students were able to participate in a national kid's vote. The committee later provided teachers with access to the data from the national kid's vote, displaying information in a variety of different graphs for both the kid's vote and the real election.
- The committee is in the process of writing and submitting grants to the PTA for a magazine subscription for all students K-4 for the 2013-2014 school year.
- A guide for differentiating social studies curriculum was developed and will be shared with colleagues as a resource tool.

6. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

- It needs to be determined if at some time soon the social studies curriculum modules will be developed by the state, similar to the ELA and Math Modules. If so, our social studies curriculum and maps will then need to be revised.

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- This year cross-building time was primarily used to develop SLO assessments and local assessments for immediate implementation. We also reviewed the math maps that were developed during summer curriculum work with grade level colleagues.
- The social studies committee spent some curriculum days reviewing and revising grade level maps.

5. What progress did your department/grade level making regarding curriculum mapping this year? - We unpacked the new ELA Common Core Standards. This understanding will be used to continue revising the social studies curriculum maps to better support ELA standards and skills.
6. How have maps changed the department curriculum and instruction? - Curriculum maps promote consistency across a grade level and ensure a seamless transition across grades acting as a communication tool for teachers of different grades. They allow a teacher to develop an awareness of the skills and content taught at the previous level and to see what students are working towards on higher levels.
7. What does your department/grade level see as the next step(s) for the next school year? Developing greater balance of social studies content and skills with the rigorous content and skills demands from the ELA and Math Common Core areas, (in addition to science, word study, test prep, cursive, and character education).
PROFESSIONAL DEVELOPMENT:
8. What professional development activities did your department/grade level engage in this year? - Members of the Social Studies Committee attended a variety of professional development activities including: training on creating SLO's, training on Common Core Standards, and training on the Danielson Model. - As the curriculum coordinator, I attended the <i>Designing Quality Growth and Locally-Selected Measures: For K-12 Teachers of the Humanities including English Language Arts and History</i> at BOCES. I also took a graduate level course at PACE University on differentiating instruction to meet the needs of diverse learners.
9. What future professional development activities would your department/grade level benefit from? - Continued training on the SS/ELA Common Core Standards along with opportunities to collaborate with colleagues to develop instruction and materials aligned with the new standards. - Staff development on differentiating instruction. - Integrating technology to support the social studies curriculum and promote more ELA/SS connections.
ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? - Creation and successful execution of a school wide voting simulation. - Creation of a differentiation resource guide for social studies instruction. - Submittal of a grant to acquire authentic, high interest materials for students.

SCHOOL YEAR:
11. What areas of need, including summer work exist? - On-going grade level training is needed to develop curriculum, materials, and accommodations for differentiating instruction that is aligned with the common core.
12. What resources are needed to move forward? - Texts for close reading
ADDITIONAL COMMENTS:
Thank you for a great opportunity and year! I really enjoyed working with my colleagues in the social studies curriculum group.

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

Building: CET	Department: Special Education	Coordinator: Lisa Frey
CURRICULUM MEETINGS:		
List of topics and issues your department/grade level discussed/addressed this year: • Concerns regarding the amount of testing (initials, screenings, triennials, kindergarten screening, and incoming kindergarteners) that we do. This takes valuable instruction time away from the neediest students. • IEP development and support • New testing materials • Special Ed staff also joined other curricular areas for Wed meetings to develop a sense of understanding in the many curricular areas. • Reviewed testing accommodations and planned for proctors. Concerns manifested that our role is taking on more and more administrative tasks, i.e. Assigning proctors, reserving rooms, creating schedules, getting proctors, time to assist in finalizing documents, checking with parents about CSE dates/times • Lack of varied Tier II/III reading support for our students.		
What were the outcomes of the discussions? • Testing time, test simulations, NYS testing and annual reviews continues to burden our instruction. • Meeting time was provided for IEP development • With the help of Karen Gatto, we purchased test materials for our department i.e. TEWL-3, TEWL-4, etc... • George McCloskey came to discuss testing.		
What are the outstanding curricular issues, if any, that you feel still need to be addressed? • Discussion about the impact of the Common Core and testing of special education students.		
CURRICULUM MAPPING:		
What time was used to map? (Cross building, curriculum days, release time, summer, etc.) We do not directly map the curriculum. We work with our colleagues to construct the maps and assist with differentiated strategies that are noted in the maps.		
What progress did your department/grade level making regarding curriculum mapping this year? Collaboration with colleagues – see above response.		

How have maps changed the department curriculum and instruction?

- IEP's drive our instruction and we support our students by understanding the rigor of the maps.

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

- Continued work with Karen Gatto.
- Further collaboration with general education teachers regarding differentiation strategies particularly with the move to the Common Core curriculum.

PROFESSIONAL DEVELOPMENT:**What professional development activities did your department/grade level engage in this year?**

- IEP support was given to us at CET by Karen Gatto
- George McCloskey spent two days here discussing testing- some training occurred- just an over view of the PAL (Phonological, Awareness, Literacy Screening).

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

- Common Core training and the Spec Ed child.
- Changes in laws and regulations

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

- This is a great child centered department at CET. We meet and discuss various issues that pertain to all of us and the children we teach.

SCHOOL YEAR:**What areas of need, including summer work exist?**

- The special education child and how they fit in the mix of this rapid shift in curricular trend.
- Trainer Victor Jacarino – ELA support

What resources are needed to move forward?

- Additional professional development regarding the impact of the Common Core curriculum on special education students.

ADDITIONAL COMMENTS:

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

Building: PVC Middle School	Department: English	Coordinator: Renoir McManus
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: We discussed: • The writing rubric and modifications to be made to make it more user friendly • Ways to learn more about the STAR report reading scores and how they match up with guided reading levels. We need to consult the STAR resources for greater understanding. • A possible portfolio that would move with a student through the grades • The ELA exam and how to prepare our students- specifically discussing their stamina and the length of the exam • The problems with the current report card • Revising the writing rubric • Common Core Standards, how to integrate them, and their impact on instruction and assessment • EngageNY, LHRIC and Teachscape • Mapping grammar 5-8 • Data team updates- using data to inform instruction and assessment. This work dovetails with RTI, as we discussed students using different comprehension strategies such as, using text based evidence, reading and thinking aloud in the classroom. • How to share reading level information with parents • We discussed benchmark books and talked about how students need a “varied reading diet”. In the past, we have encouraged parents to go to the ALA Newbury Award list, or the National Book Awards to find titles of fantastic books. Our benchmark book lists may serve as a good start as well. The “classics” and what we consider to be classics have certainly change and will continue to evolve, and so should our benchmark list. • We all discussed assessing reading using STAR as a guide, then based on the child, how there may need to be some additional clarification. For this, we go to the TC assessments, the SRI, and have additional student conferences to gain further data. • STAR Renaissance- We continue to learn more about the parent reports and find a parent report that is both meaningful and easy to understand. • Writing Rubric- We feel that there should be information for incoming 5th grade parents every year about the writing rubric that is used at PVC. Maybe an informational meeting or something similar would be appropriate.		

2. What were the outcomes of the discussions?

- We made changes to the writing rubric and gained more strategies and ideas on how to use the rubric in our classrooms
- We mapped grammar 5-8
- We plan on doing summer work continuing our reading benchmarks and skills
- We created a chart we will use for STAR/guided reading level/lexile correlation
- We are all more aware of the resources available to help us with common core standards and with the Danielson rubric. (We still need continuing professional development in these areas.)

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

- There needs to be a platform to support our use of the writing rubric when grading (online) or possibly sending the rubrics home in a portfolio.
- Using the rubric (as well as inputting data into eschool) is extremely time consuming, and we have not yet found a good solution
- The report card is still an issue for parents as well as teachers. We would like to revise it.
- We continue to seek ways to understand our students' reading levels using multiple sources of data.

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- Cross building days and curriculum time was used to map. Mapping after a full school day has proven difficult. We are much more efficient when we map during the day.

5. What progress did your department/grade level making regarding curriculum mapping this year?

- We continued to revise our maps. 6-8th grades are finished, but will need to continually be revised. 5th grade needs more time to finish mapping.

6. How have maps changed the department curriculum and instruction?

- It continues to keep us in sync in terms of our instruction and adhering to the same larger projects, but this is what was done before.
- It has prompted ongoing conversations on what skills should be explicitly taught and in what grades. We have all been looking specifically at grammar and spelling strategies and have charted when strategies are taught in the middle

school. (These have not been put onto ATLAS yet.)
7. What does your department/grade level see as the next step(s) for the next school year? • We created reading benchmarks last summer. A few teachers used them this year. We hope to revise some of the tasks and add some suggested titles to our lists. This will aid in assessing students and showing growth within and between grades. • We would like to have all 5-8 ELA teachers utilize the booklist and use these books as benchmarks as another tool for assessing and guiding students' reading instruction. • We will continue to discuss the Common Core and the effect it has on our instruction and assessment. • We had hoped that as a result of Common Core we would have had more area teachers (science, social studies) included in our work with the writing rubric and assessment, but that did not take place this year. We hope that this will be something to focus on for the next school year. • We will finalize the grammar maps next year and input them on ATLAS.
PROFESSIONAL DEVELOPMENT:
8. What professional development activities did your department/grade level engage in this year? • Some of the ELA teachers attended a day at BOCES for Text Complexities in the CCSS. • Representatives from every grade attended the ELA scoring leader training • Various people went to the ELA modules on Engage NY at BOCES
9. What future professional development activities would your department/grade level benefit from? • More work is needed in CCSS, especially as we learn more about the state tests. • WE would like more guided support with ATLAS, specifically focusing on the revision process on ATLAS. • More training is needed with Renaissance Star so that all teachers are knowledgeable about the resources it provides. • We would like more information and guidance about SLO's, local assessments, and what is expected with the teacher assessments using the Danielson rubric.
ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? • We have continued to use the writing rubrics that we created to aid in our instruction and in goal setting and student self-assessment. This rubric is also

used on our report cards to better inform parents of a student's growth in specific areas of their writing.

- We created a preliminary map of how grammar is taught at PVC, specifically charting what skills are taught at which grade levels.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

- To develop a better way of reporting progress to parents. This could include electronic portfolios, report cards, or other means of communicating to parents.
- To possibly revise some of the tasks and add suggested titles to the benchmark book list and assessment that was created last summer.

12. What resources are needed to move forward?

- We would like to have more computers available to each English classroom to enable students to research topics and compose, draft and edit writing pieces. This is becoming increasingly important as the state test becomes more focused on Common Core standards and nonfiction.

ADDITIONAL COMMENTS:

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

Building: PVC	Department: World Languages	Coordinator: Sally Barnes
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: • Preparation of SLO pre and post assessment and Local/Achievement for APPR- Departmental collaboration on creating exams; administering and grading each other's pre/post assessments; collaboration on creation of local/achievement assessment and rubric for end of year. • Tri State Visit: Monthly meetings and collaboration with CHHS; bi-weekly meetings as a World Language Department at PVC; collection and discussion of artifacts on individual and team basis; meetings with District Office regarding content, process and procedures of Tri State visit. • Performance-based Assessments: collaboration and development of PBAs on grade and language level for PVC World Languages.		
2. What were the outcomes of the discussions? • Tri State Visit: Scheduled for May 8 -10. Report should follow in May/June. • SLO/Local Assessments: first year of APPR; we are still trying to get clarification for NYSET LOTE regulations (see below). • Performance-Based Assessments: We have developed a few grade level PBAs which are being used for Local/Achievement Assessment piece of APPR.		
2. What are the outstanding curricular issues, if any, that you feel still need to be addressed? • SLO Clarification – there is still confusion regarding mandatory testing areas (all four skills?) and procedure (someone else must grade AND administer speaking?) with NYSED. NYSAFLT has responded to state with concerns (4/13) for this year's reporting. • Tri State – Awaiting report in May/June with commendations/recommendations further to our Essential Question for World Languages in Croton. • Common Core Developments – it has been noted that World Languages may fall under the umbrella of Bi-Lingual Studies, which would shift Common Core criteria.		

CURRICULUM MAPPING:

3. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- As the team prepared for Tri State visit, we kept mapping in mind as our guideline.
- Cross-Building, Curriculum and Summer Curriculum work all incorporated mapping the curriculum and Tri State preparation.

4. What progress did your department/grade level making regarding curriculum mapping this year?

- Baseline mapping finished for grades 5 through 8 with basic vocabulary paper clips.
- Public access to Grades 5 and 6; temporary public access to Grades 7 and 8 for Tri State visit.
- Based on NYSED/Common Core developments, we plan to make Grades 7 and 8 public as well.

6. How have maps changed the department curriculum and instruction?

- Maps have served as a baseline/guideline for PVC World Language Team for curriculum planning, activities and resources.
- Vocabulary lists have helped to unify content taught by different teachers.
- Plan to re-visit both maps and vocabulary lists on continuing basis as curriculum is updated.

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

- Curriculum will be re-visited based on Tri State report, 6th grade schedule (map will reflect frequency of instruction – i.e. 6 versus 4 days out of 6 day schedule).
- Continuation of collaborative work on common Performance Based Assessments by language and grade level to avoid redundancies

PROFESSIONAL DEVELOPMENT:

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

- **Tri-State:** The entire 5-12 World Language team from middle and high school collaborated throughout the year to prepare for the May visit with each other and with District Office.
- **BOCES:** Most middle school teachers have attended workshops or meetings sponsored by BOCES regarding World Language.

8. What professional development activities did your department/grade level engage in this year? (cont'd)

- **In-Service Workshops:** Three middle school teachers attended summer workshops for SLO development.
- **NYSUT courses:** Two middle school teachers studied courses sponsored by NYSUT (Reading and Writing across the Content Area; Differentiation; Showing Evidence; Student Engagement; Collaborative Inquiry; Inclusion, etc.).
- **Technology Certification:** One teacher is in the process of studying to complete a certificate in educational computing.
- **Conferences:** Three teachers attended (and two presented) at NYSAFLT (New York State Association of Foreign Language Teachers) Conference in October in Saratoga Springs, NY. One teacher attended ACTFL (American Council of Teaching of Foreign Languages) Conference in Philadelphia, PA.

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

- Project Based Learning Workshop/Infusing the Classroom with Technology
- Common Core and LOTE Workshops

ACCOMPLISHMENTS:

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

- Presentation by two teachers at NYSAFLT Fall Conference in Saratoga Springs.
- NYSAFLT Regional Director Nomination for one teacher
- Participation in local , regional and national conferences for language teachers (PoWeRful, NYSAFLT, ACTFL)
- International Food Festival for 7th graders
- Restaurant Trips for 8th graders
- Visit to French Opera for 8th graders
- La Rochelle Exchange visit for 7th and 8th grade French classes (in collaboration with CHHS teachers)

SCHOOL YEAR: 2010-2011

11. What areas of need, including summer work exist?

- Common Core – need to work on (in conjunction with NYSED changes)
- Project Based Learning (Summer Course offered by District)
- Learning Channels (NYSUT-sponsored)

12. What resources are needed to move forward?

- Common planning time (optimally other than lunch)
- Additional workshops at BOCES on SLOs, scoring training, Common Core, etc.

ADDITIONAL COMMENTS:

As a world language department, we have much to be proud of this year, given all that we have accomplished with our colleagues from CHHS in preparation for Tri State, all that we are asked to do on behalf of APPR for our school, and all that we continue to do on a daily basis in our classrooms for our students. I believe that through this process, we will develop and become a stronger and more cohesive World Language Department.

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

Building: PVC	Department: Mathematics	Coordinator: Eric Schmidt
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: -Common Core Learning Standards (CCLS) -Atlas Rubicon -Resources -Renaissance STAR reports and testing -LHRIC – Level 1 data -Teachscape		
2. What were the outcomes of the discussions? -We insured that any gaps because of the implementation of the CCLS were addressed in the classroom. -Resources for the CCLS were shared throughout the year as they became available or were discovered. -Mapping continued. -The math department and the English had decided on a STAR report to be provided to the parents.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? -In order to implement the new Algebra CCLS in 2013-2014, the Achieve Pathways Group recommends accelerating students in 7 th grade (Accelerated Traditional Pathway). Thereby implementing 3 courses (7 th , 8 th and Algebra) over 2 years (3:2 compaction) instead of the current method of 8 th grade math and Integrated Algebra into 1 year (2:1 compaction). -What 2013-14 is going to look like at each grade level?		
CURRICULUM MAPPING:		
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) - Cross building and curriculum days were used to map.		
5. What progress did your department/grade level making regarding curriculum mapping this year? -Current maps were moved/copied over to the CCLS courses. Some grades have completed the new CCLS.		
6. How have maps changed the department curriculum and instruction?		

- It is providing a central location for that teachers can go for resources, but this year has been challenging with the new CCLS.

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

- Now that we have a full year of the CCLS behind us, we want to see how we can improve at what we are already doing.

PROFESSIONAL DEVELOPMENT:

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

- Math Chair meetings at PNW BOCES
- NYSED CCSS Grade 7 Test Review
- Data Inquiry Team Training
- SBIT
- Accelerated Math – What are We to Do (PNW BOCES)
- Score Leader Training (PNW BOCES) – various grades
- Connecting Common Core Standards in Math with Science Content (PNW BOCES)

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

- CCLS resources and integrating the common core into our curriculum.
- Project based learning and the common core.

ACCOMPLISHMENTS:

10. What are some specific accomplishments for your department/grade level for this school year? I think that everyone was very happy to have a year of the CCLS under their belt.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

- Curriculum work for the new CCLS Algebra course.

12. What resources are needed to move forward?

- More staff development with the common core.
- Workbook based on the common core.

ADDITIONAL COMMENTS:

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

Building: PVC	Department: Science	Coordinator: Gerald Ardito
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: - Curriculum Maps - New initiatives (Future City, LEGO Robotics, Arduino programming, self-directed learning in Living Environment) - SLOs and local assessments for APPR - Next Generation Science Standards		
2. What were the outcomes of the discussions? - Curriculum Maps – We identified some gaps in our maps and the teachers committed to close those gaps. - New Initiatives – These conversations involved planning, logistics, curriculum design and reflection. - SLOs and Local Assessments – These assessments were designed, co-written, vetted, and implemented. - Next Generation Science Standards – We walked through the standards at a medium level and agreed on a plan for planning our deployment starting in the Fall of 2013.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? The biggest outstanding curricular issue is the planning for the deployment of the Next Generation Science Standards. This work will involve all the Science teachers 5-8, require us to remap our curricula, and cause us to reconsider how Science is integrated with other subject areas.		

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

The mapping work was planned during curriculum days. Any mapping was done during prep and other work times.

5. What progress did your department/grade level making regarding curriculum mapping this year?

The 5-8 Science maps are in pretty good shape. The progress this year was in adding some new lessons and units.

Additionally, since we knew that the Next Generation Science Standards were imminent, we deferred some deeper mapping work until next year. It seemed inefficient to devote a great deal of time to polish maps that were going to need complete redesign in a short period of time.

6. How have maps changed the department curriculum and instruction?

The biggest change has been a more global awareness of how each grade level feeds into the next.

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

As mentioned above, the Next Generation Science Standards will require a complete re-mapping of our curricula.

PROFESSIONAL DEVELOPMENT:

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

- Work with Helen Pashley – we all attended a workshop with Helen on NGSS and literacy work in Science. This was very useful.

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

- We would benefit from professional development work in the area of implementing the Next Generation Science Standards.

ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? The biggest accomplishments this year were: - The successful design, planning, and implementation of the Future City program in 6th grade. - The expansion of the self-directed Living Environment program.
SCHOOL YEAR:
11. What areas of need, including summer work exist? Please see #12 below.
12. What resources are needed to move forward? - Time with Helen Pashley re: NGSS - Common planning time (probably some release time) to implement the new standards.
ADDITIONAL COMMENTS:
A good deal of time was spent this year on operational issues, such as: the development of SLOs and local assessments; and review of Next Generation Science Standards. Additionally, since our 5th and 6th grade team members are also Math teachers, the Common Core Learning Standards and associated planning and assessments occupied time that we could have used to do more coordinated 5-8 work. I believe that our joint efforts next year vis a vis the Next Generation Science Standards will be a great opportunity to totally redesign Science education at PVC. I look forward to that work.

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

Building: PVC	Department: Social Studies	Coordinator: Sarah Wellman
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: Curriculum Maps, Essential Questions (grades 5 to 8), common assessments (grades 5-8), grading, APPR, Student Learning Objectives, Changes to Social Studies based on the shifts of the Common Core, Assessments for 7th and 8th grade (APPR), Interdisciplinary projects		
2. What were the outcomes of the discussions? Local Assessments for 7th and 8th grade (APPR) completed and implemented in the classroom Review, revision, completion of 7th grade map, due to shifts in Essential Questions Review, revision and completion of 8th grade map due to shifts in Essential Questions List of Common Assessments Reviewed and assessed use of primary sources to support shifts in the Common Core-most readings used (majority) are non-fiction and in support of the Common Core, writing required in Social Studies emphasizes evidentiary texts, also in alignment with Common Core. Agreement to keep and increase use of primary sources and evidentiary text writing		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? Interdisciplinary projects need to be revised Cohesive interdisciplinary projects for the whole grade need to be revised and created, in both 7th and 8th grade Analysis of student performance and teacher performance through the lens of the state mandated assessments (APPR-SLO and the Local Assessment)		
CURRICULUM MAPPING:		
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) Superintendent Conference Days, Cross Building Days, some Curriculum days		

5. What progress did your department/grade level making regarding curriculum mapping this year?

Revised 7th Grade to reflect changes in the Essential Questions, Enduring Understandings, and Big Ideas

Completed the 8th Grade map to reflect changes in the Essential Questions, Enduring Understandings and Big Ideas

6. How have maps changed the department curriculum and instruction?

They provide a common center to independent classrooms and instruction, and provide a common conversational starting point. That is revisions, changes, growth of the curriculum has a common starting point-which allows for teachers to more easily adapt, grow and fine tune their curriculum.

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

The members of the department feel that the curriculum map will continue to be an area that needs to be constantly revised and fine-tuned due to the changing nature of current events, projects and shifts in curriculum.

Ensuring and understanding the compliance with state mandates, without said compliance interfering with performance based assessments and what we know to be effective teaching.(APPR and SLO)

Implementing the assessments to be compliant with State Mandates in a manner that is the least obstructive to the curriculum and the students-yet still protects the integrity of the process and the learning environment.

Ensuring written and reading resources support both the Social Studies Curriculum and the Common Core.

Continue to review and align grading rubrics and assessments.

PROFESSIONAL DEVELOPMENT:

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

Professional development centered on our obligations to be compliant with the new state mandates (APPR/SLO). Time was spent 7th-12th grades on developing SLO and understanding the changes to the Social Studies Curriculum and assessments due to APPR. There were also opportunities to become familiar with LHRIC Data Warehouse, and TeachScape, training and implementation of the Renaissance STAR testing, and some teachers attended the PADI conference (performance assessment design initiative) that was in alignment with the Future Cities Unit in the 6th grade.

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

Some teachers need to still complete the Frameworks for Teaching (part 2)
Reading and writing in the content area, revision and review of interdisciplinary performance based assessments, more integration of disciplines in alignment with the Common Core
Depending on upcoming shifts in curriculum specific to social studies, attendance at conferences by the National Council for Social Studies or NY State Council for the Social Studies

ACCOMPLISHMENTS:

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

The implementation of the Essential Questions 5th through 8th grade
The creation of new assessments for the state mandated Local Assessment and the creation of Student Learning objectives, including the pre and post assessment for the SLO and the writing of the SLO, and then the implementation of the assessments.

Review and revision ("completion") to the Curriculum maps, in 7th and 8th grade.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

Curriculum time to review assessments, success of the SLO and the local assessment to make any revisions that may be necessary, and to review shifts in the curriculum map due to proposed changes from the State.(mostly in 7th grade)

BOCES Workshop to integrate ELA and Social Studies to support the shifts in the standards and curriculum and to support the Common Core.

12. What resources are needed to move forward?

Time with the other disciplines and lengthier team time to plan further projects. More access to technology (more computers for students) to support
More time with 5th and 6th grade for planning and collaboration-their focus is understandably often shifted to ELA and the testing and data collection in that discipline

ADDITIONAL COMMENTS:

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

Building: Pierre Van Cortlandt Middle School	Department: Support Services/Special Education	Coordinator: Linda Jamison
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: Department discussion topics - improving IEP's (consistency, wording, etc.), decision making process for how much support to provide a student, discussion of how we utilize indirect consultant teacher time, new APPR, SLO's, Renaissance testing, determining program modifications and testing accommodations according to state regulations, student projection sheets, transition planning, improving parent/teacher communications, understanding new common core standards, especially for math grade 6-8 and new graduation requirements and how that will affect our students with IEP's and our decision making processes, the need for special education teachers to be trained in the alternative assessment process, AIS – how best to support teachers.		
2. What were the outcomes of the discussions? Our discussions regarding IEP's occurred both within our building and as a large, district-wide group. Members from various buildings attended a conference regarding how to write IEP's more effectively, so our department took this information and utilized it to help clarify specific sections of the IEP. Special education, as a whole, agreed to word parts of the IEP in specific ways and also worked together to clarify how the goals should be worded and how they should be assessed. The end result should be a more uniform style of IEP from elementary through high school. Our CSE chairperson also reviewed the regulations with us to make sure that we understood the need to have children attend resource room the correct number of hours. Some discussions emerged from here, specific for the middle school. We spoke about students that struggled with the existing classes, especially on the higher grades as the concepts became more abstract and also brainstormed ideas of how to best support them. One idea was to have a special math class on the 7th and on the 8th grade that were different than the life skills class. These classes would mirror the curriculum on the 7th and 8th grade, but have smaller numbers of students and move a slower pace to address the student's needs. Our hope was to provide these students with greater opportunities to continue developing their basic skills, while trying the new, more abstract curriculum being presented. The transition planning information was interesting and we spent several sessions with a BOCES coordinator who helped introduce us to transition planning and what is		

involved. Though we are a middle school, we do have some students who met the criteria to begin discussions on transitioning and planning for their future after high school. I also had the opportunity to attend at least two on-line transition planning conferences with two other educators for our deaf/blind student. The meetings were interesting and sparked good topics for discussion regarding this student, his move to the high school and what some needs/concerns were for him moving forward.

A good portion of our meetings also involved discussion and creation of our SLO's. This remains an area of great confusion for our department as only two of our teachers are actually teachers of record for our students. The rest of us, as consultant teachers, are not listed as teachers of record. However, the team here at PVC did work together to help each other develop SLO's, most of which related to our student's IEP's. Hopefully, after this year, the state will provide further clarification for special educators.

At one point during the course of the year, the team from PVC met with parents of the students in the middle school to help how the needs at the middle school may differ from those at elementary and how the students grow and develop from 5th grade through 8th grade. We explained to parents how teacher expectations changed from one grade to the next and ways that parents might be prepared to handle the increased amount of homework, test preparation and/or independent projects they will see over the 4 years. We also made sure to clarify that parents knew that their children had specific case managers here at the middle school that they could contact as many parents were unclear about whom to address their questions to.

Though we covered a lot of ground this year, we did not address the upcoming changes to graduation requirements as much as we hoped we would. Directly tied to those changes is also the need and desire for the middle school teachers to become trained in alternative assessments.

Our team was not able to provide any direct AIS support to students this year. Any support provided came through IST meetings in which special education teachers provided suggestions and ideas to our classroom teachers. Eileen Stark, Marisa Lamb and I continued our roles coordinators to help teachers, especially in 5th and 6th grade, gain access to and utilize programs available here at the middle school such as Read180, ReadAbout, Lexia and Razkids, as well as, utilize the new Renaissance Star assessment programs.

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

- clarification regarding SLO's and special education
- information/training regarding alternative assessments
- further changes regarding high school graduation requirements

CURRICULUM MAPPING:
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) -Special education teachers worked in conjunction with their team teachers to provide differentiated materials during collaborative times.
5. What progress did your department/grade level making regarding curriculum mapping this year? We worked within our teams to offer support in curriculum mapping.
6. How have maps changed the department curriculum and instruction? The support services team continues to try and use the maps as a way to keep up with what the teachers are currently doing or planning to do. Since we cannot always meet with all the teachers, the maps are a good way for us to understand the big ideas, content and vocabulary with will be covered. We also suggest that our parents use them as a reference or guide when trying to plan for their children in terms of how to support children at home or with outside tutoring.
7. What does your department/grade level see as the next step(s) for the next school year? Many of us spent time this year researching available on-line resources and testing them to see their value prior to adding them to the maps. We are hoping to use the resources we have tested in our resource rooms as means of differentiation for all teachers to access.
PROFESSIONAL DEVELOPMENT:
8. What professional development activities did your department/grade level engage in this year? -Transitional Planning (Through BOCES) -Developing Measurable Goals (BOCES) -Renaissance STAR training
9. What future professional development activities would your department/grade level benefit from? -Training for Special Education teachers on Alternative Assessments -Training and Support for Teacher Aides -Continued training for teachers in common core changes and curriculum development -Collaboration with Deba August to determine better ways to utilize technology in the classroom. -Conferences/courses on technology infused classrooms (flipped classes—how do we best support our students in these classes?)

ACCOMPLISHMENTS:	
10. What are some specific accomplishments for your department/grade level for this school year?	- Working together to develop SLO's for our students. - Improving our IEP development - Improving parent understanding of the middle school special education student and the transition process over the course of 4 years - Improving our understanding of the transition planning process and how to initiate it within the middle school setting. - Teachers who participated in the pilot program that began working to "flip" classrooms. - Teachers who worked as part of teams to integrate/infuse technology into the curriculum (8th grade Expo). - Partaking in discussions regarding the self-contained class for the H.S.
SCHOOL YEAR:	
11. What areas of need, including summer work exist?	-Teachers will need to meet with their teams, especially if teams are shifting, to become familiar with new curriculum, assessments, lessons, projects -Teachers will need to continue work with their teams if they are taking part in the "flipped" classrooms. -Teachers will need to work on development of the curriculum and lessons for the new 7th and 8th grade math classes.
12. What resources are needed to move forward?	-Training opportunities for teachers to learn about alternative assessments. -Support staff in the middle school is looking for ways to improve how our students utilize existing technology and would love opportunities to meet with Deba August next year over the course of the year to address this.
ADDITIONAL COMMENTS:	

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

Building: CHHS	Department: English	Coordinator: Noel Schoenleber
CURRICULUM MEETINGS:		
List of topics and issues your department/grade level discussed/addressed this year: • SLOs and local assessments • Curriculum mapping • New developments and information regarding state assessments, such as the NYS CCSS test and PARCC assessments • Our revised English 10 and English 11 research papers • Approaches to teaching academic vocabulary • Common, on-demand writing assessments for each grade		
2. What were the outcomes of the discussions? • We revised the English 10 and English 11 research papers to align them with the Common Core State Standards. These papers are now focused on non-fiction texts. • We implemented common, on-demand writing tasks (one per grade) for English 9-11. • We streamlined the guidelines for students who want to take English AP courses by eliminating the entrance assessments for AP Language and AP Literature. • We surveyed the junior class about interest in a senior creative writing elective. Based on their responses, we are offering this course for 2013-14. • We revised vocabulary instruction to make it more consistent with Marzano's method, as advocated by the Data Team consultant.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? The most significant issues relate to the NYS Common Core State Standards assessment, which juniors will take in June 2015. This means that we will particularly need to make curricular shifts in English 9 and 10 next year, and we will also begin to adapt the curriculum in English 11 to reflect the impending changes in state assessments.		
CURRICULUM MAPPING:		
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) We mostly used the superintendent conference days.		

5. What progress did your department/grade level making regarding curriculum mapping this year?

Maps for our current courses should be complete by the end of this school year.

6. How have maps changed the department curriculum and instruction?

- Mapping has helped to create greater commonality in curriculum and instruction for courses that are taught by multiple teachers.
- New teachers refer to maps to guide lesson planning.
- Essential questions have become an explicit aspect of instruction. We share them with students and connect instruction to them throughout course units.

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

We need to continue to align to the Common Core State Standards by adding more non-fiction texts. We also need to revise writing tasks to more precisely meet the CCSS once NYS releases test samplers in late June.

PROFESSIONAL DEVELOPMENT:

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

- Martina Gecaj and Carrie Whitt participated in Critical Friends.
- Joseph Merriam mentored Martina Gecaj. He also collaborated with colleagues and co-led the Critical Friends teacher development group.
- Noel Schoenleber took a College Board summer institute at Fordham University on teaching AP Language and Composition. She also served as a member of the CHHS Data Team and participated in professional development for curriculum coordinators within the district and at BOCES.

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

We would benefit from opportunities to learn more about the standardized assessments for the Common Core State Standards, when these tests are developed and a sampler is released.

ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? • We revised the English 10 and English 11 research papers to better align them with the Common Core State Standards. They are now focused on non-fiction texts. • We implemented common, on-demand writing tasks (one per grade) for English 9-11. • We streamlined the guidelines for students who want to take English AP courses by eliminating the entrance assessments for AP Language and AP Literature. • We surveyed the junior class about interest in a senior creative writing elective. Based on their responses, we are offering this course for 2013-14. • We revised vocabulary instruction to make it more consistent with Marzano's method, as advocated by the Data Team consultant.
SCHOOL YEAR:
11. What areas of need, including summer work exist? • We need to learn more about the new CCSS ELA test. • Some of our maps that we first developed need to be revised to align to the CCSS.
12. What resources are needed to move forward? • We'll need financial resources to purchase non-fiction and world literature texts for grades 9-11. • We'll need resources to fund professional development opportunities related to the new CCSS test.
ADDITIONAL COMMENTS:

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

Building: CHHS	Department: Math	Coordinator: Greg Bradley
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: Common Core Learning Standards, Curriculum maps, Technology, Challenging students appropriately, common math language among courses (Integrated Algebra, Geometry, Alg 2 Trig in particular), appropriate class size and the future textbooks for common core curriculum.		
2. What were the outcomes of the discussions? We are concerned about how our slower students will do in the one-year CC Algebra course with support (via labs) In theory, it may be a very workable idea but time will tell. A good deal of our discussions centered on challenging students in ways that put the responsibility on the student. Each year we examine our policies for grading and for quiz corrections and again we have made no changes. We continue to be concerned about class size, specifically equitable distribution of class size throughout our courses.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? We need to address the logistics of selecting a text for the core courses in cue for implementation.		
CURRICULUM MAPPING:		
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) Superintendent's conference days and curriculum meetings.		
5. What progress did your department/grade level making regarding curriculum mapping this year? We have completed all maps with the exception of Algebra 2 Trig, Algebra 2, Trig and Math w. Apps. (All are near completion. See Summer Work)		
6. How have maps changed the department curriculum and instruction? I believe the maps have improved communication between teachers who teach the same course. In addition, maps seem to help us make decisions about pacing and timing.		

7. What does your department/grade level see as the next step(s) for the next school year? Planning for the CCLS for Algebra course implementation.

PROFESSIONAL DEVELOPMENT:

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

Greg:

- Math Chairs Meetings at BOCES
- Students Taking Charge workshop.
- Collaborated with Soyoung in lesson planning for Pre-Calc course.

Tracey

- Ten County Mathematics Educators Conference on March 16th, 2013
Full day of sessions for math teachers. Sessions were specific to high school math.
- Summer of 2013 Took two graduate level college courses at Molloy College for Common Core State Standards Geometry and Common Core Standards Algebra 2
- Collaborative Day May 15th - Statistics Lesson by Kurt Lindner

Soyoung

- Worked on National Board Certification. "It is a rigorous program, and it enhanced my teaching skills and students' learning greatly".
- Participated in TI-Nspire webinar multiple times. "I learned new skills and then integrated the learning into my Geometry class. It enhanced my students' engagement and learning".

Susan Dudman – last summer and this summer Sue was engaged in work on the Algebra Core curriculum. Sue will take the Students Taking Charge workshop this summer.

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

Support and/or coaching in the selection of a text for the Algebra Core course.

ACCOMPLISHMENTS:

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

Soyoung

- Took the π -squad to the Math Museum in lower Manhattan.
- Has hit the "submit" button on her work for National Board Certification.

Tracey

- Tracey was given tenure.

Greg

- Experimented with problem-based learning in "Math With Application" (non-regents junior math class).

Kurt

- Webinars for BTF, BTF and NYSUT summer conferences held in Saratoga,
- Revised Stats and AP curriculum maps (1st time in CHHS history 3 sections of AP Stats)
- Continued work with professional statistician, Guy Cohen, both in and out of classroom.
- Integrated statistical applets into AP stats and Stats on regular basis
- Used individualize project based assessment more often- Stats = confidence interval project, AP Stats - sampling distribution project

SCHOOL YEAR:

11. What areas of need, including summer work exist?

See requests below:

1. Susan Dudman Finish A2/trig map – 2 days
2. Susan Dudman Finish trig map – 1 day
3. Tracey Finan Finish A2 map – 2 days
4. Sue Dudman to work on 1B with Jonna Deak – 2 days
5. Greg Bradley and Tracey Finan map Math w/Apps – 2 days
6. Eileen Pike and ? planning Algebra 1 and lab – 4 days?

12. What resources are needed to move forward?

I believe we will need some support around the implementation of the Core Curriculum in all three areas...Algebra, Geometry and Algebra 2.

ADDITIONAL COMMENTS:

It's been a brisk, stressful yet successful school year. The new Core Curriculum seems to be haunting us in a manner that is difficult to articulate at this time. However, with support and some training I anticipate a smooth transition.

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

Building: CHHS	Department: Science Department	Coordinator: Ray Ferrara
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: ○ Continued our review of the science program and the requirements for a student to graduate. ○ Reviewing Project-Based and Inquiry Based labs/textbooks/programs. ○ Continued our look at the Next Generation Science Standards (NGSS). ○ Attendance policy and how it applies to science classes. ○ New APPR process. ○ New technologies and how they can be used in science. ○ School Visit: Science Leadership Academy. ○ Decisions on a number of awards and scholarships.		
2. What were the outcomes of the discussions? • This year is the first year that students taking Physics have the option to take the regents exam at the end of the course. • Next year will be the first year that incoming freshmen will not be required to take Regents Earth Science. They now have a choice of either Regents Earth Science or, a new course, Ecology. • Next year we will be offering a new online course through OC21. • Some members of the department are working with Project-Based Learning consultants. • A representative from a textbook company came and presented their series of "Active Science" textbooks. These books are Project-Based curriculums in many different disciplines. • We had a consultant come in to help us with the NGSS and how they can apply to our current curriculums.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? • Trying to find a way to fit Project/Inquiry-Based Learning into a Regents class. • We are now waiting to see what, if any, of the NGSS New York State will adopt.		

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- Animal Physiology: 80%
- A.P. Chemistry: 93%
- A.P. Physics C: 90%
- A.P. Environmental Science: 60%
- Regents Chemistry: 95%
- Regents Physics: 60%
- Regents Physical Setting/Earth Science: 95%

On many of our superintendent half days this year we had faculty meetings and department meetings here at the high school. We also had a few times where we had some form of science professional development during our superintendent half days. On most of these half days we, as a building, were given the option of working on our maps or developing our Local 20% assessments. If we, as a department, did not have any other meeting or requirement for that afternoon many of us used that time to create our new local assessments for our APPR evaluation.

5. What progress did your department/grade level making regarding curriculum mapping this year?

There was some progress made by individuals within the department with their curriculum maps. Being that many of the A.P. classes have had, or are about to have, major changes to their curriculums and, with the Next Generation Science Standards just coming out, many of us are going to have to make major changes to our maps in the next few years.

6. How have maps changed the department curriculum and instruction?

Our curriculum maps have helped us to start a dialogue about how we may be able to better align our curriculums. It has also sparked some discussion about trying to develop a common language/vocabulary within the science department.

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

- For next year we are going to have to look at what NYS adopts from the NGSS and how this would apply to our individual courses.
- For teachers who teach A.P. science courses they are going to have to look at, and work on, a new approach to the redesigned A.P. curriculums as they come out. A.P. Biology was implemented this year, next year is A.P. Chemistry, and we will have to see what follows that.
- Implementing a new science course Ecology, here at the high school, that is a Project-Based Learning course.

- Implementing a new online science course through OC21.
- Continued review of the Active Chemistry program.
- Continue to re-evaluate the requirement that student's must take Regents exams at the end of the course.

PROFESSIONAL DEVELOPMENT:

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

- We went on a school visit to the Science Leadership Academy in Philadelphia.
- Worked with Dr. Helen Pashley on the Next Generation Science standards.
- Worked with Kim Klein on Project-Based Learning.
- Had a representative come in from a textbook company that offers many different "Active Learning" textbooks.
- Many department members attended the workshops on "Framework for Teaching."

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

- If NYS adopts the NGSS we would need more professional development in this area.
- Continued work on Project-Based Learning.
- More time allotted for Curriculum Mapping.

ACCOMPLISHMENTS:

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

- Removing the requirement that all freshmen take Regents Earth Science.
- Offering a new project-based learning Ecology class next year.
- Offering a new online science class through OC21.
- Many of us in the department participated in the Science Fair.
- Took a number of students to a TED conference.
- Took a number of students to the World Science Festival.
- Awarded 7 scholarships to various students.
- Some Chemistry students competed this year in the Chemistry Olympiad.
- A national award winner in the Science Research class.
- A number of students in Science research went to the Regional competition.
- Implementation of 3 long-term Inquiry/Project-Based learning projects in APES.
- Students participating in community service within the field of environmental science.
- Physics Students are no longer required to take the Regents exam at the end of the course.

SCHOOL YEAR:
11. What areas of need, including summer work exist?
• We need more time for curriculum mapping, especially with all of the changes that will have to be made from the NGSS and new A.P. curriculums. • Need more professional development in the area of Project-Based Learning. • Need summer curriculum time to plan, write, and differentiate new and existing courses. • More time to develop and revise our SLO's and Local assessments. • Better organization and strategies for grading at the end of the year to make sure that we are meeting all requirements that are now in place with our new APPR grading guidelines.
12. What resources are needed to move forward?
As always the biggest resource that we need is time. We have implemented many new initiatives in the past few years and, as always, time continues to be a challenge. If we want to truly do our best work, in any of these areas, we need to have the time to invest in making our end products be the best they can be. We also feel that we need more computers for our students to use in class and a network that can handle more users logging on at once.
ADDITIONAL COMMENTS:
As a science department we would like to continue to explore the attendance policy as it relates to laboratory time. We would also like to continue dialogue about our open enrollment policy for Advanced Placement classes.

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

Building: CHHS	Department: Social Studies	Coordinator: Brett H. Bowden
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: A.P.P.R.; Pre-Assessments; S.L.O.s; Local Exams; Regents Exams; Back to School Night; Curriculum Mapping; Superintendent's Conference Day agendas; Technology; Testing Banks; Assemblies; Course Catalog & Electives; Budget;		
2. What were the outcomes of the discussions? The highlights include: • Collaborative discussions related to A.P.P.R., SLOs, testing, etc.; • Continued mapping to completion (in a few courses) and advancement (in other courses); • Successful creation of Regents/final/Local exam grading groups; • New <i>Advanced Placement Comparative Government</i> course taught; • Department currently preparing for changes in A.P.P.R. and the implementation of SLOs;		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? • How will A.P.P.R. and SLOs be further implemented/improved/alterd?; • What will the Local exam pieces evolve into?; • Will we get a mobile computer kart for the department • Where will we find the time to deal with building/district/state/federal mandates?; • With new staff and changing subject assignments, how can we maintain continuity when it comes to teaching?;		
CURRICULUM MAPPING:		
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) We used Curriculum (and Superintendent Conference) days, Curriculum and Collaborate meetings, and class release time to map.		
5. What progress did your department/grade level making regarding curriculum mapping this year? We've made very good progress on the mapping this year. The following maps have been completed and are open to public viewing: <i>Advanced Placement World History, History Through Film, Advanced Placement U.S. History, United States History & Government, Inhumanity Facing History, Criminal Law,</i>		

Participation in Government, and Economics.

Advanced Placement Macroeconomics should be done by the end of the school-year while *Global History & Geography 9* and *10* are at 85% and 75% completion respectively. *Advanced Placement Comparative Government* has “passed” the College Board audit – and will be mapped moving forward; while *Sports and Society* remains in flux.

6. How have maps changed the department curriculum and instruction?

Our maps help us to:

- align content;
- expose learning/teaching gaps;
- remove content redundancy;
- focus learning objectives;
- reflect learning skills;
- inform instruction and assessment;
- foster collaboration;

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

- Complete mapping;
- Begin collaborative discussions that align curriculum within the building;
- Begin collaborative discussions that align curriculum with PVC;

PROFESSIONAL DEVELOPMENT:

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

- *Advanced Placement Institute for Comparative Government*;
- *NCTA for Chinese Political Systems*;
- *Performance Assessment Design Initiative (P.A.D.I.)*;
- *Frameworks for Domains 2 and 3*;
- *Book Study* course;
- *BOCES Workshop on Using Discovery Education*;

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

- All things A.P.P.R.;
- Pre- and Post-Assessments;
- New innovations in Technology;

ACCOMPLISHMENTS:

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

- Chris O'Connor gets tenure!;
- Attended *Student Institute for High School Leaders* for 10th consecutive year – took 14 students to all-day human rights workshop at **Manhattanville College** (9 sophomore participants and 4 Junior Workshop Facilitators); trained 50 Workshop Facilitators (from Westchester, Putnam and Fairfield Counties) for workshop;
- Coordinated: *2013 Presidential Town Hall Assembly*;
- Junior student will attend *NYS Boys State* this Summer;
- Initiated *Advanced Placement Comparative Government* curriculum for 2012;
- Hosted Student-Teachers (*John Bohuniek, David Xavier*);
- Interviewed Student-Teacher for next year (Rikki Saperstein);
- Hosted Student-Teacher Observer (Louie Fortes);
- Global History & Geography is # 55 out of 678 districts in NYS (top 8%) in "Mastery" category AND # 60 in "Passing" category;
- United States History & Government is # 83 out of 675 districts in NYS in "Mastery" category AND # 57 in "Passing" category;

SCHOOL YEAR:

11. What areas of need, including summer work exist?

We need Mike and Chris to coordinate the *Participation in Government/Economics* curriculum as both will be teaching it in the Fall. Mike is taking over the *Sports in Society* elective and could use time to learn the curriculum.

We request continual clarity on the pertinent information pertaining to NYSED teacher evaluation APPR, SLOs, etc.

12. What resources are needed to move forward?

We would like a Departmental mobile computer cart equipped with a classroom set of laptop computers.

Time: to deal with building/district/state/federal mandates

Workshops/Information Sessions – for APPR, SLOs, etc.

ADDITIONAL COMMENTS:

Ideally, it would be nice to host a school-wide assembly on a pertinent topic related to the social studies.

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

Building: CHHS	Department: Special Education	Coordinator: Kim Gaynor
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: We discussed the continuum of services, writing legally defensible IEPs, and reading and interpreting the WISC. Karen Gatto defined, as per the Commissioner's Regulations, the following: resource room, CTD, and self-contained classes. We also discussed AIS, scheduling, rotating HS representation at annual reviews at PVC, and turn-keyed Writing Transition Goals/Quality IEP Goals workshops. Karen distributed annual review guidelines and preparation handouts, discussed new courses and changes in programming for next year, which includes life skills, ecology, and integrated algebra IA with a lab component. She also discussed not declassifying students between grades 4-5 and 8-9. Karen was present at every meeting and guided us in revamping our approach to CSE meetings and the annual review process. A new teacher progress report form was distributed to all Sped teachers (district wide) for both progress review monitoring and for IEP writing, in an effort to streamline communication between resource room teachers and general education teachers.		
2. What were the outcomes of the discussions? The continuum of services was set. We applied information from workshops and from Karen to write legally defensible IEPs. Teachers also met with Karen one-on-one to review and finalize IEPs. Karen's recommendations and guidelines were followed and well received at the high school level.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? There is an on-going issue with lack of communication going from general education to special education teachers.		
CURRICULUM MAPPING:		
4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) The resource room teachers do not map since we don't have a curriculum. We teach transferrable skills and address skills deficits based on Individualized Education Plans (IEPs).		

5. What progress did your department/grade level making regarding curriculum mapping this year?

We make contributions continually by differentiating with general education teachers who are willing to work with us and, of course, by differentiating in our own classrooms. As stated by our building level administration, it is incumbent upon the content teachers to post our contributions to their disciplines in Rubicon-Atlas.

6. How have maps changed the department curriculum and instruction?

N/A

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

Continue to streamline our practice as a department and continue to revisit the course offerings to determine what is appropriate for each student. We will continue to reach out and collaborate with our special education supervisor Karen Gatto and with our building principal Al Capasso about how to best facilitate communication and collaboration with the general education teachers to meet the needs of all of our students.

PROFESSIONAL DEVELOPMENT:

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

- **Kim Gaynor-** I worked closely with Karen Gatto to help her get to know the school culture, and in turn, Karen Gatto was my special education mentor this year. I attended the following BOCES workshops: Testing Accommodations, Transition Planning, Writing IEPs, SLO development and the NYS Autism Conference. I also attended the SEPTA transition planning presentation.
- **Jonna Deak-** Took the following courses: Multiple Intelligences (on-line), "How to Write Measurable Goals and Transition Planning".
- **Sam Occhipinti-** Continued to attend curriculum meetings with the Social Studies Dept. in regards to adapting Global and US History curriculum as well as looping TAP students with mainstream Social Studies population for the local assessment as per APPR.
- **Sue Lewis-** Special educators involved with mathematics quarterly meetings, Transition Assessments to Inform the Development of the IEP, Co-Teaching: It takes two, co-teaching at the secondary level.
- **Kelly Ingraham-Friedman-** BOCES workshops: Writing Annual Reviews, Testing Accommodations, spent Cross-Building Days with Kit Casey to discuss

Transitional Planning, NYSUT course "Inclusion in the Classroom" and SEPTA liaison.

- **Dan Delaney** - Attended the New York State Society of Certified Public Accountants (NYSSCPA) Westchester Chapter Annual College Planning Seminar in order to better advise parents on the Financial Aid Process. Attended workshops for advising parents on the college application process with a focus on Special Education services for those students needing them.

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

Kim Gaynor- The department would benefit from ongoing support from administration in order to follow through on IEPs in terms of necessary communication, cooperation and collaboration from general education teachers.

Jonna Deak- Progress Monitoring

Sam Occhipinti- I would like to take workshops on Life Skills courses in Math and Social Studies for next year.

Sue Lewis- Having Eric finish the WISK will be interesting.

I would like to find a workshop focusing on strategies to teach writing.

Common Core workshops will be helpful.

Kelly Ingraham-Friedman- Continue to provide collaborative time with sp. ed. colleagues in order to develop IEPs that are better aligned, solicit information and feedback regarding our students and their needs during the Spring in preparation for scheduling of classes, offer and support professional development endeavors

Dan Delaney- Allow time to solicit information and feedback regarding our students and their needs during the school year in order to supply support, Continue to offer and support professional development endeavors

ACCOMPLISHMENTS:

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

Kim Gaynor- As part of my mentoring with Karen, I contributed to the layout of a continuum of service pamphlet, created a template and added information to enhance the current special education website and support services. As curriculum coordinator, I

set most department agendas and initiated cross building meetings to address departmental concerns. I also spearheaded the upcoming FAT city presentation, which is now slated for September 2013. This presentation is being done to educate general education teachers about IDEA as it pertains to their practices. I met with Karen on a regular basis, to discuss challenges facing the department and we made a concerted collaborative effort to get the discussion rolling and training going with the department to write legally defensible IEPs.

Jonna Deak- This year was the first year the students had to write a term paper on a non-fiction piece of literature. They did a fantastic job!

Sam Occhipinti- TAP has three students who will be graduating with local diplomas this year. These three young ladies spend most of their Croton education out-placed in BOCES programs for their elementary and middle school years.

Sue Lewis- TAP has three students who will be graduating with local diplomas this year. These three young ladies spend most of their Croton education out-placed in BOCES programs for their elementary and middle school years.

Kelly Ingraham-Friedman- Modified an entire section of Earth Science (our CTS-D class) along with Jamie Rooney and Ray Ferrara (objective sheets; guided note packets; labs and activities; exams; review; etc.), Worked with Sue Lewis in order to support her and her students in TAP 9 with a research project, Collaborated and coordinated with SEPTA and Karen Gatto for the Transitional Planning Panel Discussion, Collaborated and coordinated with SEPTA and Karen Gatto for the Transitional Planning Panel Discussion, Jamie Rooney and I presented on Differentiated Instruction, using our CTS-D Earth Science Class as a model, Worked with Karen Gatto to develop a standard Progress Report sheet for teacher evaluation, Along with Jonna, Kim, Al, and Karen, I planned a future faculty presentation utilizing F.A.T. City, Continue to support former students with their CHOOSE, co-presented, "Behind the scenes VFX" for parent university night and made connections between the curriculum and the transferrable math and science skills needed for a job is VFX.

Dan Delaney-Presented at Transitional Planning Panel Discussion, worked with new English 12 teacher regarding student expectations and differentiation, mentored three new teachers with CHOOSE Mentoring process, and helped prepare non classified student for June Regent's exam, required for graduation.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

Sam Occhipinti- I will need to restructure my Global 9 and 10 courses next year as they will now be combined. The emphasis next year will be on Global 10.

Sue Lewis- I will need time to work with the new life skills class teacher. I will need

time to restructure the courses that I will be teaching, since the grades will now be combined. Larger classes and I will need to see what new resources are needed.

Kelly Ingraham-Friedman- For summer work, I plan on working with Ray Ferrara to plan for Ecology, Jamie Rooney to continue to refine and modify Earth Science, and perhaps Kim and/or Jonna and/or Dan to review our new case load of 2013-2014 IEPs and develop a better means of progress monitoring; to familiarize ourselves with our caseload in order to prepare for the proposed grade-level sp. ed./gen. ed. meeting in Sept; in order to work with Al and/or Karen to finalize the F.A.T. City/Sp. Ed. presentation for the Fall.

Dan Delaney- Familiarize myself with the new Common Application process by working with Guidance by attending summer training sessions, review with the department progress monitoring and case loads

12. What resources are needed to move forward?

Kelly Ingraham-Friedman- Need resources and time to collaborate and plan for an upcoming high needs student who is blind and deaf. There will be a meeting on May 29 to discuss this, but further planning and preparation will be required to provide this student with a free and appropriate education.

Sam Occhipinti- I will need time, space, as well as new books. In the past, small class meant 5-6 students; Sue and I will be having classes nearing 15 next year. With that said, we will need new resources.

Sue Lewis- Time, space, and things just to slow down, as well as new books. In the past, small class meant 5-6 students; Sam and I will be having classes nearing 15 next year. With that said, we will need new resources.

ADDITIONAL COMMENTS:

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

Building: CHHS	Department: World Languages	Coordinator: S. Bree
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: ✓ Tri-States and evidence collection ✓ Mapping ✓ APPR, the Observation Process, how to access and fill out MLP forms ✓ SLO and Local Assessments ✓ End of Year Self-Assessments ✓ Exchange programs/trips ✓ Classroom to Community ✓ Data Warehouse and previous years' data ✓ Scheduling and class offerings ✓ Placement of students for next year ✓ Budget ✓ Information was disseminated concerning OC-21 courses, the district/school data teams and the curriculum mapping review team, the district budget, district goals (including Classroom to Community), scheduling, how to access the data warehouse and Teachscape, new textbook approval process, etc.)		
2. What were the outcomes of the discussions? The department devoted considerable time to discussing the Tri-States visit, talking about the different indicators, and collecting evidence. We also spent a good deal of curriculum time mapping. By the end of this year most courses/levels will have a working draft of the curriculum, although the consensus is that some maps will need further adjusting and refinement, as well as the possible inclusion of additional resources. We prepared materials for the new APPR procedure; discussing and writing Pre- and Post-Assessments, SLOs, and Local Assessments was a lengthy process. We tried to ensure a basic consistency in what would be done for different languages at the same level for the various assessments. We did our best to document many of the Classroom to Community initiatives in the department (we did note, however, that a few of them, such as trips to restaurants, have been discouraged in the past and wondered if such events should be brought back). We had a look at the data warehouse (although this access came too late to be used during the writing of our SLOs, it will be useful for next year's process). We also looked		

at data from last year's locally developed Regents equivalent exams (which we generated ourselves while grading the tests) and tried to see the topic/vocabulary areas of difficulty for students.

We discussed possible future placement of several students who are planning on completing summer study, as well as a small group of students who are performing particularly well in level I French/Spanish classes (all are students taking a level 1 course in the second Romance language).

We noted that the scheduling of AP Spanish this year put it into direct "competition" with another singleton senior level AP class, and this unfortunately diminished the enrollment in AP Spanish for 2012-2013.

We followed with concern the development of next year's budget and the references to possible cuts to or reductions within the World Language department.

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

The curriculum maps still need to be refined and modified somewhat.

The APPR process is lengthy and takes time away from more meaningful curriculum development and/or classroom activities. It does not produce high-quality assessments or particularly meaningful data on student performance. It promotes excessive stress among faculty and students. It would be useful for the APPR committee and the administration to find ways to allow more meaningful assessment to take place, without unduly creating additional stress for both students and faculty.

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

We used some curriculum time to map (although much curriculum time was devoted to discussing and preparing for the Tri-States visit and also preparing SLO/Local Assessments). Quite a bit of the mapping that was accomplished this year was done during prep periods or during personal time (after school or during the summer).

5. What progress did your department/grade level making regarding curriculum mapping this year?

A draft of French levels 4, 5 and AP were completed; French and Spanish 2 maps were aligned; Spanish and French 1 maps were begun; Spanish 4 and 5 are well underway and we hope to have them completed by the end of the year; AP Spanish will be started this summer, to reflect the new course curriculum that comes into effect this coming fall; the Mandarin maps, which were completed in previous years, were adjusted to reflect changes in the curriculum.

6. How have maps changed the department curriculum and instruction?

We have been able to more accurately document what is done in the classroom. We have also been able to begin to compare what is done in different languages and to try to consider how best to align them. We look forward to continuing our discussions both within and across buildings.

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

We will need to consider the recommendations made by the visiting Tri-States team and begin to implement some of them.

We will need to align our maps both vertically and horizontally (across languages) where this is possible.

PROFESSIONAL DEVELOPMENT:

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

Jeannie, Alison and Susan attended the ACTFL Annual Convention and Expo. Susan also attended a pre-conference 1 day workshop on Written Proficiency Assessment.

Susan continued to take ongoing professional development in Oral Proficiency Assessment through ACTFL.

Susan continued to serve as curriculum coordinator for the department and participated in all professional development activities (Team Leader meetings) throughout the year. She also attended the regular BOCES meetings for Curriculum Coordinators throughout the year.

Susan attended an extra SLO support session during the summer.

Alison served on the PAC committee as well as the CHHS Building Planning Council. It also must be said that Alison served very ably as a new member of the building Sunshine Committee. In a year of the new APPR, the Sunshine Committee went above and beyond to ensure that morale remained as high as possible.

Jeannie, Alison, Nora, Susan and Sophie all served as mentors and as evaluators for CHOOSE presentations. Some department members mentored as many as 4 students.

All faculty members attended regular faculty meetings, curriculum meetings, Tri-States Steering Committee meetings, and Superintendent's Conference Days.

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

Many of the summer workshops that are generally offered are of interest to members of the department.

Many language teachers are interested in continuing to serve on visiting teams for Tri-States evaluations. If further training (beyond the basic 2 day training) is available, several faculty members would be interested.

ACCOMPLISHMENTS:

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

The department worked together within each building and between buildings to discuss the Tri-States process and to gather evidence to present to the visiting team. Considerable time was taken outside of regular meeting time to ensure evidence was gathered, to meet, and to discuss many of the practicalities of the visit.

The department also worked together to ensure as smooth and as consistent an APPR process as possible for our students. (Classes at each level across languages gave SLO and local assessments that were consistent with each other and rated in a consistent manner.)

The La Rochelle exchange began its 16th cycle (and its 32nd year of existence) when CHHS hosted a group of 28 students and 2 teachers from the Lycée Jean Dautet from April 18 through May 2, 2013. Students visited all 3 district schools, explored the village of Croton during a scavenger hunt, visited local sites of interest (Teatown, Van Cortlandt Manor), attended the Junior prom, and attended classes at CHHS, among other activities on their calendar of events. Many, many members of the district and the Croton community contributed to this two-week visit. Many thanks to the custodians at CHHS, the members of the Transportation Department, the Secretarial staff, the junior prom advisor (Mrs. Morrison), our school nurse (Mrs. Cobb), our security officer (Mr. Lapadula) and all the faculty of CHHS for going above and beyond to ensure our guests' comfort and safety.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

The ability to attend conferences, particularly when they are in close proximity to the NY area, is of great importance to members of the department. With the implementation of changes in AP exams and the impact on language instruction from the Common Core, it is important that the language department be able to have contact with teachers and administrators from other cities and states, as well as the state and national

organizations (such as the College Board and ACTFL) that provide guidelines, recommendations and training in how to adapt the language curriculum and support students in their learning.

Continued training in the Common Core Curriculum may be needed, as it is implemented in different departments throughout the district.

12. What resources are needed to move forward?

We will need time to continue to map and align our current maps, to consider the recommendations of the visiting Tri-States team and to continue to grow together as a department. A great deal of the work of APPR, mapping and Tri-States this year had to be done on personal time (after school, on weekends and during the summer) or during prep periods. The department created extra cross-building time from other Wednesday meetings and even on other days after school.

ADDITIONAL COMMENTS:

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

District-Wide: K-12	Department: Library	Coordinator: Melissa Heckler
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: • Information Fluency curriculum & Crossover with CCSS • Discussion of SLO's • Review of Danielson model for library evaluations • Discussion of CC requirements for nonfiction/fiction ratio and its impact on library curriculum and ordering • Discussion of eBook development • Review in detail of Library rubric in detail: teaching and library management • Review of database orders • local assessments • migrating Mandarin to Cloud		
2. What were the outcomes of the discussions? We are continuing to discuss revisions for the Danielson rubric. We are also continuing to review the Information Fluency Document---this is a very detailed document and we will not complete our work with it any time soon. PVC and CHHS librarians are working on eBook development. • An eBook collection was started at PVC and expanded at CHHS, instruction has begun on accessing these new sources. • Successful migration of Mandarin to Oasys (cloud format) • Development of SLOs and Local Assessment		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? • See above. Continued work on IFC document. • We've not had time to directly work on spiraling the curriculum, but the topic is embedded in many of the discussions. • The librarians all feel that our rubric needs to be adjusted to reflect what we actually do and to fit the grades we teach. • Librarians are thoughtfully going through the CCSS to assess what we already do and what would be appropriate for us to add to our curriculum. • Half day Mandarin Oasys hands on training to be booked.		

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- CET library is the only library with a separate curriculum to map. We completed the K-12 Research curriculum mapping last year. It can go public at any time.
- The CET librarian will continue to work on mapping the library curriculum.

5. What progress did your department/grade level making regarding curriculum mapping this year?

- I have continued mapping the CET curriculum. This is not relevant to PVC or CHHS library as they collaborate with classroom teachers.

6. How have maps changed the department curriculum and instruction?

- At least one grade used the Research curriculum for classroom research. The CET library continues to use it for teaching 4th grade research.
- The PVC and CHHS Librarians have used different elements in their instruction: i.e. note taking, creating a bibliography, copyright , etc..

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

- Again, we must tweak the library evaluation rubric in order to be accurately evaluated and if we cannot "tweak" it, develop and understanding with evaluators how what we do in THIS district is not reflected in the Danielson Rubric
- We will continue working with the Information Fluency Curriculum.

PROFESSIONAL DEVELOPMENT:

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

- Attending the BOCES School Library meetings
- Attended Mandarin training for migration to the cloud, and will receive more before the end of the year
- BOOKFEST at Bank Street College of Education
- Attending WLS conference with Barbara Stripling as keynote speaker (designer of Information Fluency Curriculum, adopted by NYSED)
- CET librarian presenting at above conference on May 10
- Finding Common Core Informational Texts Across the Content Areas K-12

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

- Mandarin Cloud Training

- Work on Cross Over to CCSS

ACCOMPLISHMENTS:

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

- Our work together continues to progress as we do turnkey training for any professional development each of us received
- We all feel we have benefited from our work together to provide a consistent library curriculum K-12
- An article published in the Journal News about the importance of school librarians
- Attendance representing school librarians at OCCUPY DOE 2.0

SCHOOL YEAR:

11. What areas of need, including summer work exist?

- Librarians are not available this year for summer work

12. What resources are needed to move forward?

- Time to work together on application of CCSS & SLOs
- Time to work on our view of how libraries support student learning

ADDITIONAL COMMENTS:

As always, we appreciate the time we have to work together. We love our work and look forward to another year of collaboration. Given all the research on the impact of school libraries on student achievement, we welcome the opportunities to enriching each grade level curriculum.

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

District-Wide: K-12	Department: Art	Coordinator: Jennifer Moore
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: <i>Please refer to the department meeting minutes for further information.</i> • APPR Requirements ○ SLO's and Local exam: development and application; age-appropriate tests ○ Observations: evidence • Curriculum mapping: development • District-wide art show: set up, supplies, reception, take down, posters • Conferences: NYSATA and NAEA • Professional development • Community Connection: field trips, guest artists, workshops • End of year reporting		
2. What were the outcomes of the discussions? <i>Please refer to the department meeting minutes for further information.</i> • APPR Requirements ○ SLO's and Local exam (development and application; age-appropriate tests): each teacher developed SLO's and have either completed them or to be completed in the next two weeks (HS will be conducting the post-assessment after the Local is complete next week and after the art show). The Local exam will be using an Elements and Principles rubric (attached); the art show will be used to evaluate student work. ○ Observations (evidence): the department has discussed the collection of different pieces of evidence that can be used for the APPR's 60%. • Curriculum mapping (development): teachers continue to work on maps. • District-wide art show (set up, supplies, reception, take-down, posters): on-going discussion regarding the art show continues until art show week (May 20-May 24). • Conferences (NYSATA and NAEA): Jen and Gina attended the NYS Art Teachers Conference in Rochester; Gina presented her thesis and also remotely presented her thesis at the National Conference. • Professional development: please refer to MLP for individual teachers' participation in professional development. • Community Connection (field trips, guest artists, workshops): please refer to the January meeting minutes for more information regarding the community connection.		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?		

- A constant concern is finding the time to continue working on the curriculum maps, especially with the APPR requirements and performance/projects based assessments.
- More conversation of how the curriculum maps could further encourage vertical connections between grade levels must take place.
- All topics indicated above are in progress and conversations will be continued through the next school year.

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- Time spent mapping was limited to when the district reserved time for this work; however, there was one Curriculum meeting used to work specifically on mapping (April 2013). Individual teachers also worked on mapping at different times (e.g., prep periods). There is an expectation that teachers will request summer curriculum time to finish this work.

5. What progress did your department/grade level making regarding curriculum mapping this year?

- Each teacher continued working on their grade level/course maps; each report that progress has been made but not entirely finished (please refer to individual teachers EOY reports for further details); approximately 80% of the maps are finished with some revisions expected. As indicated above, some teachers will request summer curriculum time to continue on/finish maps.

6. How have maps changed the department curriculum and instruction?

- Brief discussions have taken place about vertical learning connections; however, most conversations have taken place around the APPR requirements. Also important to note is that every teacher within the art department teaches their own curriculum; only 7th grade is shared by two teachers. As indicated above, further conversation on the vertical connections is needed. This also applies to connecting art to other disciplines.

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

- Continue work on the curriculum maps, APPR requirements and other district and building initiatives (e.g., project-based assessments, 21st century skills, etc.).
- Work closely with Special Education Teachers as Special Ed. Students, who normally attend outside programs, are mainstreamed into art classes.
- Increase community connections with each program.
- Additionally, any future concerns will be addressing and aligning department goals with the district and school goals.

PROFESSIONAL DEVELOPMENT:

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

- *Please refer to MLP for individual teachers' participation in professional*

<i>development as well as individual EOY reports.</i> Jen and Gina attended the NYS Art Teacher Association Conference in Rochester, NY last November; some department members attended the Metropolitan Museum of Art's Teacher Workshop day.
9. What future professional development activities would your department/grade level benefit from? Workshops that demonstrate a successful marrying of curriculum maps, APPR requirements, and project-based assessments. Each of these initiatives appear to run parallel with each other; however, there is very little intersection as APPR requirements stress grades/numbers/scores and project-based assessments stress creativity and ingenuity.
ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? <i>Please refer to the January meeting minutes for other accomplishments.</i> - Our department has successfully worked toward the district goal of creating/sustaining community connections; including: guest artists/speakers, field trips to museums and local art centers; and - As every year, our biggest accomplishment is the display of student artwork at the district-wide art show as well as display artwork throughout the school year. This is a collection of our students' achievements as well as our own efforts within our classroom.
SCHOOL YEAR:
11. What areas of need, including summer work exist? - Continued work on curriculum maps. - Continued work on APPR requirements (e.g., revisions, alignment to new and ever-changing state requirements). - Specific course or grade level unit/lesson design(s)
12. What resources are needed to move forward? The biggest resource needed is <u>time</u> to work on all the current initiatives (e.g., mapping, APPR, Performance/Project Based-Assessments).
ADDITIONAL COMMENTS:

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

Building: District-Wide K-12	Department: Music	Coordinator: Michael Weinstein
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: ○ Music appreciation classes with a strong emphasis on movement, listening, creating, and singing. ○ Playing instruments – Orff mallet instruments, recorder, rhythm and percussion instruments; and music reading programs. Programs included: dance, staging, musicals, grade level musical presentations, All-County Elementary Festival, and NYSSMA. ○ The CET Strings, Band, and Choruses performed in both Winter and Spring Concerts ○ This year student participation in the performing groups had the following numbers: CET ○ Band (4th Graders) – 54 Members ○ Chorus – 80 Members ○ Strings - 101 Members ○ All groups met before school to rehearse. CET continued to use a Smartboard, ELMO and 11 computers for the music room, which allowed more technology use for each grade. PVC Having Band, Chorus, and Strings scheduled during the day continues to improve the quality of the performing groups. Rehearsal time for all performing groups was held on Tuesdays and Thursdays during two consecutive "X" periods. In General Music, the Smartboard has been used to great success in units on music theory, music history, The Blues, music games etc. ○ This year student participation in the performing groups had the following numbers: ○ Symphonic Band (7th/8th Graders)– 73 Members ○ Concert Band (5th/6th Graders) – 69 Members ○ Beginner Band – 54 Members ○ Jazz Band – 40 Members ○ 5th/6th Grade Chorus –100 Members ○ 7th/8th Grade Chorus – 60 Members ○ Select Chorus – 40 Members ○ Strings 5/6 – 26 members ○ Strings 7/8 – 20 members		

CHHS

Students continued to participate in Concert Band, Jazz Band, Music Theory, Chorus, and Select Chorus. The CHHS Band meets periods 4 and 8. Having a rehearsal during period 8 comes in handy for practice during helping period. This year student participation in the performing groups had the following numbers:

- Band – 55 Members
- Jazz Band – 66 Members
- Chorus – 36 Members
- Select Chorus – 16 Members
- Strings – 7 members and 13 independent study members

2. What were the outcomes of the discussions?

Outcomes are under accomplishments below

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? Mapping, SLO's, and APPR

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) Many curriculum days were used for mapping.

5. What progress did your department/grade level making regarding curriculum mapping this year? The music departments intend to finish their annual mapping goals by 6/25. Kindergarten, 1st, 2nd, 4-6th band, Elementary Strings, 7th General Music, Vp1, 2

6. How have maps changed the department curriculum and instruction?

- The music dept. feels that maps will initially reflect what is already happening in the classroom
- They will allow each school/teacher to see what the other schools/teachers are covering

7. What does your department/grade level see as the next step(s) for the next

school year?

Staff would like 4th grade pull-out lessons.

Staff would like more music technology incorporated

PROFESSIONAL DEVELOPMENT:

8. What professional development activities did your department/grade level engage in this year? Professional Development

- The entire music department participated in the Elementary and Intermediate All-County auditions, rehearsals, and festivals. The staff also helped students prepare their music for auditions, rehearsals, and festivals.
- The music department continued to work professionally outside of school in musical settings that help the overall performance of our school group.
- The music department will be taking classes over the summer. Some classes include: Literacy, Psychology, Orff Level 3, and Theory
- The music department also adjudicated at the Spring NYSSMA festival.
- Sara Worden O'Brien has finished her term as Coordinator of the All-County Orchestras.
- M.Weinstein attended a workshop on how to market music via iTunes and other digital sites
- Lisa Sable is the Coordinator for the Elementary and Intermediate All-County Bands
- M.Weinstein was the Coordinator for 2013 NYSSMA Majors festival hosted by the Croton-Harmon School District.

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

SLO's specifically for Music

Music Technology Seminar

ACCOMPLISHMENTS:

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

- Students from CET, PVC, and CHHS were adjudicated at the NYSSMA auditions. From the scores received, students are picked to participate in the All-County/All-State Bands or Orchestras.
- 4 CET students selected to participate in the All-County Elementary Festival Chorus.
- 1 CET student selected to participate in the All-County Elementary Festival Orchestra
- 3 PVC students selected to participate in the All-County Elementary Festival Orchestra.

- 6 PVC students selected to participate in the All-County Elementary Festival Band.
- 2 PVC students selected to participate in the All-County Intermediate Festival Orchestra
- 5 PVC students selected to participate in the All-County Intermediate Festival Chorus.
- 5 CHHS students selected to participate in Area All-State Festival Orchestra
- 4 PVC students selected to participate in the All-County Elementary Festival Chorus.
- 2 CHHS students selected to participate in the All-County Intermediate Festival Band.
- 1 CHHS students selected to participate in the NY All State Festival orchestra
- 8 CHHS students selected to participate in the NYSSMA auditions
- 27 CET students participated in the NYSSMA Solo Festival
- 4 CHHS student(s) participated in the NYSSMA Piano festival
- 18 PVC Band/Orchestra students participated in the NYSSMA Solo Festival
- 8 CHHS students auditioned for All-State Level 6
- 50 District String students participated in the NYSSMA Solo Festival
- 11 District String students selected for the Greater Westchester Youth Orchestra Association

School and Community

- Pep Band played at the **CHHS Saturday Football Games.**
- Symphonic Band, Concert Band, Jazz Band, Strings and Choruses played for the **PVC Winter Concert** *during school and at night.*
- Harmony on Hudson (PVC Select Chorus) performed for seniors at municipal building in December.
- The PVC Select Chorus will perform at Summerfest on June 3rd.
- The **PVC Spring Concerts** were split between all 5th/6th grade groups performing on Wednesday, May 8th and the 7th/8th grade groups, Harmony-on-Hudson, and Jazz Band performing on Thursday, May 16th. There was also a school concert for all performing groups on May 15th.
- Chorus, Select Chorus, Concert Band, Strings, and Jazz Band played for an in-school **CHHS Assembly.**
- **CET Winter & Spring Concert.**
- **CET performed at Skyview Nursing Home. (two performances)**
- **CET Musical Broadway Kids 2013 two performances.**
- **Kindergarten, First, Second & Third grade at CET** performed grade level concerts-2 performances each
- **CET welcomed BASH THE TRASH**, who performed and educated the students on creating musical instruments out of reused household items.
- **CET welcomed BASH THE TRASH**, who provide a residency for the entire second grade, two workshops per class
- Students participated in All-County/All-State festivals.
- **PVC Musical – three performances.**
- **Boomshaka** performed and led workshops for 5th grade at **PVC**
- **CHHS Musical “Krazy For You” - three performances.**
- **CET welcomed Bari Mort and other musicians, present “Carnival of The**

Animals" for the entire First grade.

- **CET** welcomed percussionist Mike Veny for a 2 week drumming residency with grades K-4.
- **CET** welcomed Therese Folkes-Plair for a three week Hudson River residency.
- Concert Band, Jazz Band, Chorus, Select Chorus, and Strings performed for the **CHHS Spring Concert**.
- Symphonic Band, Concert Band, Cadet Band, Jazz Band, Strings, Chorus, and Select Chorus (Harmony on Hudson) performed an *in school concert and two evening performances* of the **PVC Spring Concert**.
- Strings, Concert Band, Chorus, and Select Chorus performed an *in school concert and a night performance* for the **CET Spring Concert**.
- **Memorial Day Ceremony** – CHHS Concert Band and PVC Students.
- **PVC Jazz Band, Select Chorus, and String Ensemble** to perform at CET for the 3rd and 4th graders.
- Symphonic Band, 8th Grade Jazz Band, Select Chorus and Strings performance at **PVC graduation**.
- **CHHS String Quartet** to perform at Westchester-Putnam School Boards Association 50th Anniversary Gala at Crabtree's Kittle House
- **PVC Select Chorus** will perform at Croton Summerfest on June 3rd , 2009
- **PVC Select Strings** played at **CHEF Dine-a-Round**
- **PVC** participated and hosted the 4th annual Rivertowns Honor Band and Orchestra.
- **PVC Band and Strings** participated in the 6th annual Rivertowns Honor Band and Orchestra in Sleepy Hollow. **Lisa Sable conducted the Honor Band**.
- Some music faculty performed in Perez-A-Palooza faculty/staff charity talent show.
- The **Croton Music Faculty hosted The 2013 NYSSMA MAJORS FESTIVAL** held at both CHHS and PVC on May 17. 38 groups from Westchester County attended this 1-day festival where they were judged by 6 music adjudicators
 The administration, custodial staff, 50+ students, and faculty all played a major role in the success of this festival. The Croton District has satisfied its commitment in this 13-year, rotating obligation.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

12. What resources are needed to move forward?

Post and Local Assessment Guidance

More APPR Specifics/3rd party asses/ratings specifics

ADDITIONAL COMMENTS:

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

District-Wide: K-12	Department: PE/Health/HACS/Media	Coordinator: M. Alamprese
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: - A.) APPR - B.) Curriculum Mapping - C.) SLO'S - D.) Pre/Post Assessments - E.) Local Assessments - F.) Budget Reductions - G.) Workshops people attended - H.) Activities going on in each building		
2. What were the outcomes of the discussions? A. Mapping about finished B. How each building administered their slo's and pre/post tests C. When buildings would be administering their local assessments		
3. What are the outstanding curricular issues, if any, that you feel still need to be addressed? - A.) Staffing - B.) What will be offered at the High School due to staffing - C.) The possible cut to modified athletics and how that will play a role for MS students - D.) Trying to meet our mandate of minutes students should have PE - E.) Due to APPR, will we be using SLO's again or ELA		
CURRICULUM MAPPING:		
4.) What time was used to map? (Cross building, curriculum days, release time, summer, etc.) - A.) Curriculum meetings - B.) Cross-Collaborative - C.) Superintendents days		

5. What progress did your department/grade level making regarding curriculum mapping this year?

All three buildings used time allotted for mapping and will be have completed draft by June. However, since there has been shuffling around of teachers assignments and classes added/deleted from curriculum in the last four years, it has been difficult to complete and will need some time next school year to finalize?

6. How have maps changed the department curriculum and instruction?

Has given us an opportunity to self-reflect on our past practices and update what was needed.

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

It will depend on staffing and where people will/what they will be teaching.

PROFESSIONAL DEVELOPMENT:

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

- A.) Staff took advantage of attending seminars offered by our Consortium for PE/Health
- B.) Members of our respective coaching/teaching associations
- C.) Members of NYSAPHERD (attended conferences throughout the year)
- D.) Updated in First Aid/CPR yearly
- E.) Common Core Training
- F.) Collaboration with other teachers to build interdisciplinary lessons
- G.) Use of outside resources such as, nutritionists and local trainers to enhance lessons
- H.) Members of Calendar and Building Council committees
- I.) Teaching the Alternative Integrated Movement program before school.
- J.) Performing in "Perez-a-Palooza"
- K.) Attended Croton-Harmon SLO training

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

- A.) Continue to attend workshops through our Consortium
- B.) Workshops on SLO's/local assessments training that deal with our respective teaching assignments

ACCOMPLISHMENTS:
10. What are some specific accomplishments for your department/grade level for this school year? A.) Health Education Consortium- health educators from 3 local districts coordinating and aligning curricula to the Guidance Document. Established a core group to continue the work throughout this school year, as well as this summer (2013) B.) Monthly Wellness Committee Meetings with new parent, student and faculty members C.) Parent Education Workshops- November, May and June D.) School involvement with Harry Chapin Run E.) CET Field Day F.) Involvement with community organizations like "My Sisters Place" and Planned Parenthood. G.) Department designed and implemented the Pre and Post Assessments for the Student Learning Outcomes/Objectives H.) Department designed and implemented the Local Assessment
SCHOOL YEAR:
11. What areas of need, including summer work exist? Health Education/PE Consortium Mapping Website updating Teaching/staff assignments need to be solidified for next school year.
12. What resources are needed to move forward? Summer meeting location/ time More time to work with building staff
ADDITIONAL COMMENTS:
Health PVC - Students have health class in 5th, 7th and 8th grades. There is a gap in 6th grade. In order to close the gap, I recommend health class be added for the 6th graders. It is a critical time in their development and also contributes to a sequential and comprehensive program. Physical Education - Physical Education is an important aspect of each student's healthy development not only physically but, mentally, cognitively, socially and emotionally. We would like to keep our program moving forward.

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

District-Wide: K-12	Department: ELA (Literacy Coach)	Coordinator: Annemarie Powers
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year: <u>At CET</u>, we discussed the following: Mapping; grammar matrix; data warehousing; curriculum modules (via EngageNY); new writing rubrics; SLOs; PARCC assessments; Local Assessments <u>At PVC</u> we discussed: The writing rubric and necessary modifications; RenStar reading assessments and reports, how to make correlations from ATOS to Lexile; forthcoming ELA exams; CCLS integration and impact on classroom, texts and maps; data warehousing; grammar matrix; data team updates (from Dawn and Kira's work); benchmark book system created last summer; parent communication for the writing rubric; Local Assessments. <u>At CHHS</u>: SLOs; CCLS and impact on Regents; mapping		
2. What were the outcomes of the discussions? At CET, mapping and SLOs dominated the work. Grammar matrix work will be initiated at this level as a summer curriculum project (Eileen Deacy and Eileen Fallon will be working with me on June 25 and June 26); the Writing rubric was discussed while I was there, but no revisions were made. The K-1 rubric was deemed too difficult to use or for kids to understand. Overall, the rubric work fizzled as teachers' attention was on APPR needs and worries about CCLS. There was little understanding that the rubric could enhance instruction of writing or in the content areas. Generally the teachers are stressed for time in the classroom as well as out of it. At PVC, progress was made on revisions of the writing rubric. A grammar matrix for grades 5 to 8 was also created. This matrix needs to be fully implemented and added to all grade level maps. The use of RenStar assessments dominated the year. Transitioning from one system to another was a challenge. Teachers are looking forward to the last testing cycle to assess the accuracy and fidelity of the program. The Benchmark book system was initiated, but use of it was difficult as the grant (with money to purchase the benchmark books) from the PTA did not materialize. Many classrooms do not have the books to support this work. Teachers will need to use their budget money to augment their libraries. We also had conversation about Local Assessments and what measures to use. The outcome of this discussion is that what assessment to be used would be decided at every grade level.		

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

CET needs time to assess, revise and use the writing rubric. They also have a sense that there is little time to write and little time to assess.

PVC needs continued use and revision of their rubrics. While the rubrics are used universally, communication with parents is somewhat spotty. We struggle over how to communicate with parents effectively. Many times parent meetings about the rubric are not well attended. Further investigation into how to report (report cards) to parents is needed.

CHHS needs to have more clarity from NYS regarding the implementation of the new Regents. When will they take effect? Do schools have control over what they will do?

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.) In all buildings, Cross Building days as well as some Curriculum days were used to map.

5. What progress did your department/grade level making regarding curriculum mapping this year?

PVC: The 6,7 and 8th grade maps are complete and just need continued revision. The 5th grade maps are still in process.

6. How have maps changed the department curriculum and instruction?

To date the maps have not changed the instruction. I think that the grammar matrix will affect the maps and instruction both. 5,6,7 & 8th grades will need to revise their maps to be sure that the grammar piece is there.

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

PVC: We are discussing how to implement electronic portfolios. We also see that continued benchmark reading needs development.

CET: SLOs and Local Assessments need continued development and support.

PROFESSIONAL DEVELOPMENT:

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

I am only aware of the work that PVC did this past year.

PVC: BOCES workshop on CCLS and Text Complexities

BOCES workshops on CCLS ELA Modules
Teachers also went to the BOCES training for ELA exam scoring

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

We would like to receive additional guidance on Local Assessments and the requirements for grades and buildings.

ACCOMPLISHMENTS:

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

PVC continues to use the writing rubric, though continued revision and parent education is needed. This is the second year of using the writing rubric and it has been easier to use consequently. PVC also created the grammar matrix. This will help us to instruct as well as inform parents of what we teach in this area.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

At CET, the grammar matrix (CET level) work will go on; mapping needs to be done.
At PVC, more benchmark reading work needs to go on; 5th grade mapping needs to be done.
At CHHS, understanding the requirements and options for the new Regents.

12. What resources are needed to move forward?

It has been a challenge for me to get to all the buildings to gain knowledge as well as support the teachers in ELA endeavors. Time is the one resource that is limited. I am hoping that next year will afford more opportunity to work with all buildings.

ADDITIONAL COMMENTS:

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

District-Wide: K-12	Department: District - STEM	Coordinator: STEM-D Curriculum Coordinator Mr. Philip Raneri
CURRICULUM MEETINGS:		
1. List of topics and issues your department/grade level discussed/addressed this year:		
<u>Topics and issues discussed:</u> • What is STEM-D? • Have we implemented it already without knowing it? • What can we do to implement it further? • How does STEM-D fit in the Science 21 curriculum at CET? • How does STEM-D in PVC's 5th and 6th grades connect with the STEM-D taking place in the 7th and 8th grades? ○ How can PVC integrate a differentiated STEM-D curriculum that encompasses all grades together? (Using STEM-D as performance based projects and assessments so students can gain deeper understanding of material at their own pace) • How does technology and design assist in completing the STEM-D model? • How can we transition into a flipped classroom/hybrid model ? • How does STEM-D spark intrinsic motivation amongst most students so real learning can take place? • How can STEM-D collaboration with all disciplines have an effect on the overall growth of students and assist them on the path to independent life learners? • How can we evolve the Croton-Harmon Experience Science Fair from a STEM-D perspective?		
2. What were the outcomes of the discussions? • The outcome of most of these discussions revolved around the definition of STEM-D and where is it already practiced in our buildings and our own curriculums. Many discussions and meetings took place with the teachers at the middle school level and we started to generate ideas of how we can not only implement STEM-D cross curriculums but even across grade levels. • Transition into a flipped classrooms/hybrid models were also discussed and implemented into some rooms, or at least some of the ideas. • STEM-D was implemented in many eight grade students' "End of Year" projects where design and construction of a model was attained through mathematical thinking and scientific research. • We implemented block schedules at the middle school level in the eighth grade. Not only did this help transition students into the high school schedule, but more		

importantly, it allowed students to take extra time to discover and think mathematically and in accordance with the scientific method when designing projects or solving problems.

- Deba August, Dr. O'Connell and I collaborated in preparing a new section for our annual Experience Science Fair. This year we opened a new section which celebrates our young inventors in the district. Students had the opportunity to present an invention of their own at the science fair to demonstrate to the community STEM-D at its best.

3. What are the outstanding curricular issues, if any, that you feel still need to be addressed?

- Teachers of all disciplines are gradually buying into performance, project, and/or problem-based activities. We need to provide more collaborative time to make a curriculum with these activities implemented into it so all students are sharing the same experiences. These issues need to start from the classroom; then to the grade; then to the building; and finally the district.
- Teachers need to see the benefits of STEM-D in the classroom in order to properly implement it. Once again, teachers may already be doing this but just not know it. That, in itself causes an issue because then it is looked upon as something extra to do rather than something that is done but could be better.
- Teachers need to list and place the many STEM-D activities that they do in their curriculum and then come up with more to add into units that may not have that performance, problem, or project based STEM-D assessment.

CURRICULUM MAPPING:

4. What time was used to map? (Cross building, curriculum days, release time, summer, etc.)

- Designated curriculum time
- Designated collaborative time
- Prep periods
- Before and after school
- Lunch periods
- Two days during the summer Of 2012

5. What progress did your department/grade level making regarding curriculum

mapping this year?

- Now that Atlas Rubicon has been finished and the new CCLS standards have been implemented, we are aggregating STEM-D activities and assessments into units. The projects and assessments have not been recorded into Atlas Rubicon yet. Once we collaborate more to make the STEM-D activities and assessments more uniform we will then make officially part of the new CCLS curriculum.

6. How have maps changed the department curriculum and instruction?

- Maps haven't changed the department curriculum that much due to new standards being applied across the board. It has been helpful to reorganize concepts and the timeline of teaching these concepts due to the prior knowledge and understanding that the students come to us with.

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

- The next step is for grade level to come up with a map that includes all STEM-D activities so it can be uniform across the whole grade (for each grade).
- Once this is done, it should be immediately implemented and reflected upon for modifications before submitted into Atlas Rubicon.
- Those teachers who plan on flipping the classroom or have already made a transition into a hybrid model should further their efforts in completing that process.
- Discuss and implement cross-collaboration amongst all disciplines in all grades to make STEM-D fluent for all students.

PROFESSIONAL DEVELOPMENT:

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

- Professional Development activities included, but not limited to, in-district collaboration with using technology to flip the classroom; collaboration to facilitate the 3rd Croton-Harmon Experience Science Fair; workshops on new CCLS standards to properly implement STEM-D in an evolving curriculum; and maximizing third party programs (Renaissance Star) and technology to properly intertwine STEM-D with new standards.
- There should be after school Wednesday meetings dedicated to STEM-D collaboration.

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

- STEM-D
 - Workshops for implementing STEM-D activities, ideas, and assessments
- Flipped/Hybrid Classroom
 - Workshops with Dr. Gerald Ardito to explore different set ups for different teachers but learn how to implement the core for a positive, independent learning environment

ACCOMPLISHMENTS:

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

- The new inventors section in the "2013 Croton-Harmon Experience Science Fair".
- Started to implement lessons on video for students to watch at home.
- Created an initial relationship with CET teachers (Patricia Lynch) in implementing STEM-D across curriculums.
- Have a good start on listing and educating each other on what we already do at PVC.

SCHOOL YEAR:

11. What areas of need, including summer work exist?

- I see this as a very gradual program implementation due to implementation of new CCLS standards and APPR for teachers. As comfort grows for teachers to be more familiar with how to implement a new rigorous curriculum, we can really maximize our efforts in the implementation of STEM-D. Summer programs will be very useful when that time comes.

12. What resources are needed to move forward?

- Workshops
- Collaboration
- Project collaboration between classes and grades

ADDITIONAL COMMENTS:

- I feel that as stepping stones are cemented for teachers in implementing new standards and experiencing APPR for at least the first year, more and more will aggregate STEM-D into their classrooms. More resources are needed for that purpose before a vision of STEM-D can be truly realized.

