



**Tri-State
Consortium**

Croton-Harmon Union Free School District

TRI-STATE CONSULTANCY 2020

Critical Thinking, February 26-28, 2020

Table of Contents

District Visit Personnel and Information	2
Executive Summary	4
Essential Questions	9



Tri-State Consortium

Croton-Harmon Public Schools TRI-STATE CONSULTANCY 2020 Critical Thinking, February 26-28, 2020

Michelle Gosh

Assistant Superintendent
Brewster
Brewster Public School
30 Farm to Market Road, Brewster, NY 10509
845-279-8000 x611
mgosh@brewsterschools.org

Samantha Lalik

Social Studies Chair
Fayetteville
Wellwood Middle School
700 S. Manlius Street, Fayetteville, NY 13066
315-692-1300
slalik@fmschools.org

Louis Adapietro

Principal
Hastings on Hudson
Hastings High School
One Mt. Hope Blvd, Hastings on Hudson, NY 10706
914-478-6250
adapietro@hohschools.org

Kristin Sautner

Assistant Principal
Byram Hills
Byram Hills High School
12 Tripp Lane, Armonk, NY 10504
914-273-9200 x4920
ksautner@byramhills.org

John Kennedy

Social Studies Chair
Fayetteville
Eagle Hill Middle School
4645 Enders Road, Fayetteville, NY 13066
315-692-1400
Jkennedy@fmschools.org

Frank Panasci

Principal
Sachem
Sagamore Middle School
57 Division Street, Holtsville, NY 11742
631-696-8600 x3900
fpanasci@sachem.edu

Maria Stile

Principal
Scarsdale
Heathcote Elementary School
26 Palmer Ave., Scarsdale, NY 10583
914-721-2760
mstile@scarsdaleschools.org

Pete Rodriguez

Assistant Principal
Somers
Somers High School
120 Primrose Street, Lincolndale, NY 10540
914-248-8585
prodrigues@somersschools.org

Jon Hirsch

Principal
Valhalla
Valhalla High School
300 Columbus Avenue, Valhalla, NY 10595
914-683-5000
jhirsch@valhallaschools.org

Natalie Carrigan

Director of Technology
Westport
Staples High School
70 North Avenue, Westport, CT 06880
203-341-1217
ncarrigan@westportps.org

Jeff Melendez

Superintendent
Sherman
The Sherman School
2 Route 37 East, Sherman, CT 6784
860-355-3793 x310
melendezj@shermanschool.com

Steven Walker

Superintendent
Sullivan West
Sullivan West Central School District
33 Schoolhouse Road, Jeffersonville, NY 12748
845-482-4610 x3000
walkerste@swcsd.org

Georgianna Diopoulos

Principal
Warwick Valley
Warwick Valley Middle School
225 West Street, Warwick, NY 10990
845-987-3100
gdiopoulos@wvcsd.org

Rebecca Marsick

Literacy Coach
Westport
Staples High School
70 North Avenue, Westport, CT 06880
203-341-1423
rmarsick@westportps.org

TRI-STATE LIAISONS:**Kathleen Reilly**

Director of Training
Tri-State Consortium
203-762-2004
kathleenreillyct@gmail.com

Martin G. Brooks

Executive Director
Tri-State Consortium
631-478-9954
mgbrooks@optonline.net

David Quattrone

Staff
Tri-State Consortium
dfq517@gmail.com

Lauren Allan

Senior Associate
Tri-State Consortium
Lauren.allan@tristateconsortium.org

Executive Summary

The Tri-State Consortium, a professional network of fifty-three public school districts in Connecticut, New Jersey, and New York, advances student performance through a continuous improvement process. Based on a framework of [eight quality indicators](#), the process involves self-study by member districts and a triennial cycle of review by teams of fellow educators whose districts also belong to the Consortium. Serving as critical friends, these teams provide Tri-State districts with external feedback about current strengths and promising next steps.

The Croton-Harmon Union Free School District has participated in the work of the Consortium for many years; past visits focused on world languages and social studies. This year the district invited the Consortium to examine its K-12 efforts to advance *critical thinking through problem-solving*. A K-12 steering committee developed three essential questions to guide the visit, each question linked to one of the consortium's indicators.

Tri-State Indicator	Essential Question
Indicator 7: Shared Vision and Environment for Change	To what extent do we have a common understanding of what is meant by “critical thinking through problem-solving?”
Indicator 5: Professional Learning, Supervision and Evaluation	To what extent has the district provided professional development opportunities that prepare teachers to create problem-based learning experiences that promote critical thinking?
Indicator 4: Curriculum and Instruction	To what extent do students have opportunities to engage in critical thinking through problem-solving in all disciplines and at all levels, K-12?

To undertake this review, the Tri-State Consortium formed a team of seventeen educators comprised of teachers, department chairs, assistant principals, principals, central office

administrators, and Consortium staff. Croton-Harmon prepared a comprehensive schedule for the team, including classroom visits, an interview with Board members, and focus groups with students, teachers, and administrators at each school.

In addition, the district assembled and organized a large number of digital artifacts, including the common definitions and rubrics associated with critical thinking, lesson plans, and examples of student work. The entire faculty participated in evidence-gathering; some Wednesday meetings were devoted to the task. Working with assistant superintendent John Griffiths, the curriculum coordinators at each school played an instrumental role in leading this process and organizing the material.

Deborah O'Connell, district superintendent, and John Griffiths made introductory presentations to the Tri-State team. The team then reviewed the digital materials and carried out the school visits and interviews. After analyzing and synthesizing the evidence, the team shared its initial insights with the district staff through two-way dialogue. A brief exit interview with district leaders concluded the process.

The Croton-Harmon staff attended to the logistics of the visit in every respect, and the team offers thanks and appreciation to all who supported our comfort and productivity. A full list of acknowledgments appears at the close of this report. District staff gracefully handled the inevitable inconveniences of parking, food, lodging, security, and travel between schools. John Griffiths deserves enormous credit for his meticulous planning and responsiveness to the team's needs, large and small. He provided invaluable support every step of the way. Ultimately, however, the welcoming attitude of the entire staff made the Tri-State visit an invigorating experience. Teachers welcomed us into their classrooms, students offered their insights with sincerity and genuineness, and administrators expressed their eagerness for candid constructive feedback. The conditions for continued growth are already firmly in place.

Background

The Croton-Harmon Union Free School District consists of three schools: the Carrie E. Tompkins Elementary School, grades K-4, enrolls 577 students; Pierre Van Cortlandt Middle School, grades 5-8, enrolls 572 students, and Croton-Harmon High School enrolls 496 students. The demographic composition of the student population is 72% white, 16% Hispanic/Latino, 6% Asian, 3% African American, and 2% multiracial.¹ Over 95% of students graduate from high school, and achievement measures are in the top 5% of New York State.

To a large extent, Croton-Harmon's improvement efforts rise above state mandates. Indeed, district leaders have tended to view such mandates as "distractions" that "threaten to shift focus away from student learning."² Instead of emphasizing compliance, the district has taken a proactive stance, defining its highest aspirations for students as part of a larger strategic plan:

- Content knowledge and high test scores are no longer the only variables that portend student success, we know now that they also need to develop a sophisticated set of skills to ensure they can navigate the challenges we know they will encounter.
- In Croton-Harmon, after thoughtful consideration and research, we believe the priorities among those required skills include communication (speaking, writing & listening), information literacy, critical and creative thinking for problem-solving and the ability to find resources to help solve those problems.³

¹ [New York State report card data](#)

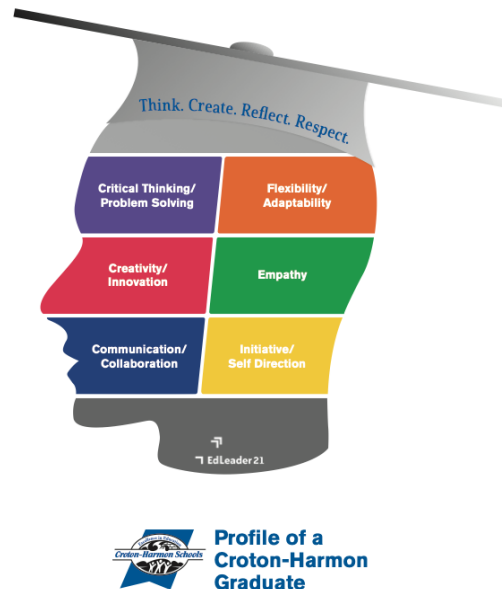
² [Strategic coherence plan executive summary, pp 3-6.](#)

³ [Strategic coherence plan executive summary, p. 3.](#)

This [Strategic Coherence Plan](#) resulted from an extensive participatory process of assessing current reality, setting goals, and defining potential action steps. Adopted by the Board in May, 2017, the plan provided an overall blueprint for assistant superintendent Deborah O’Connell as she stepped into the superintendency in 2018. Two years later, several major elements of the plan have already been accomplished, most notably

- a bolder, simpler representation of the district vision,
- common definitions of critical thinking and creative thinking, and
- assessment rubrics for critical thinking.

As part of its effort to communicate with parents and the larger community, district leaders translated its new learning priorities into a [Profile of the Graduate](#). The defining image shows a silhouette of a person, seen at the right. This image, which incorporates both cognitive skills and social-emotional attributes, has been widely displayed and disseminated, and a motto captures its essence with four verbs that describe what Croton-Harmon wants all students to do: *think, create, reflect, and respect*.



An earlier Tri-State visit played a role in carrying out one part of the strategic plan. That visit (World Languages) recommended developing a common definition of metacognition, one of the Consortium’s key indicators.⁴ District leaders took that recommendation to heart, eventually broadening the effort to include critical thinking, creative thinking/innovation, and presentation.

⁴ Indicator #2: Educators design and provide a learning environment that asks students to reflect not just on *what* they have learned, but also on *how* they have learned. The district encourages and enables students to engage in metacognition continuously and systemically. Students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

An extensive leadership structure supported this effort. Central office leaders worked with building administrators and a large group of peer leaders. Three teachers serve as K-12 Curriculum Fellows. Each school also has curriculum coordinators representing core subjects (ELA, mathematics, science, social studies, and student services). The middle and high schools add world languages coordinators to their teams. Finally, there are four K-12 coordinators for music, art, support services, and health/PE. Although they have full teaching loads, coordinators meet monthly with their building administrators, both as individuals and as a group. They also participate in summer planning for professional development.⁵

These peer leaders served as the prime mechanism for communication, feedback, and revision during the “iterative process” of developing common definitions (displayed on the next page). One curriculum coordinator described the process this way:

When we first started we all had our separate ideas. It was a heated process. We went away and we came back. We went away and we came back.

Developing the associated rubrics and their specific performance expectations proved equally complex, involving extensive professional development, time, and support. The process “pushed us to articulate what we were looking for.” Indeed, the process itself increased awareness and ownership of the district vision -- perhaps even more valuable than the rubrics produced. Teachers use the rubrics as they see fit, drawing upon or adapting particular elements to fit a lesson. Some use rubrics as a planning guide; some use them to help students understand what is expected; some use them for assessment. But ALL teachers participated (or had the chance to) in the effort to find common language connecting instructional practice to larger purpose. This brings us to the first essential question.

⁵ They also served as members of the steering committee organizing the Tri-State visit.

Essential Question #1:

To what extent do we have a common understanding of what is meant by “critical thinking through problem-solving?”

Croton-Harman has developed and articulated a portrait of the graduate that encompasses six elements:

- critical thinking/problem-solving,
- creativity/innovation,
- communication/collaboration,
- flexibility/adaptability,
- empathy, and
- initiative/self-direction.

Working collaboratively, district leaders and teachers have established a shared vision for critical thinking, including common definitions and associated assessment rubrics that spell out performance expectations for students at each level of the system. The vision for critical thinking has clear connections to a larger strategic plan. The district has also undertaken comprehensive efforts to communicate the vision to all stakeholders through faculty meeting time, evening meetings, newsletters and prominently posted graphic representations. The vision for critical thinking also supports students’ capacity for reflection and metacognition, creativity and innovation, and

Critical Thinking Definition

Critical thinking is the process of continuously asking questions while acquiring knowledge, developing a plan, evaluating a claim, supporting an idea, and considering different perspectives to revise and enhance one’s thinking.

Creative Thinking/Innovation (Draft 01/17/18)

Creative and innovative thinking is the act of generating ideas, experimenting, and taking risks in an effort to devise unique solutions or alternatives.

Metacognition Definition

Metacognition is the process of being self-aware, setting goals, using feedback, and managing your time in order to assess personal progress, while using this knowledge to make adjustments and evaluate where you are in your journey toward a goal.

Presentation Definition

Presentation is the act of demonstrating knowledge about a topic or subject using evidence and appropriate delivery to engage and enlighten the audience.

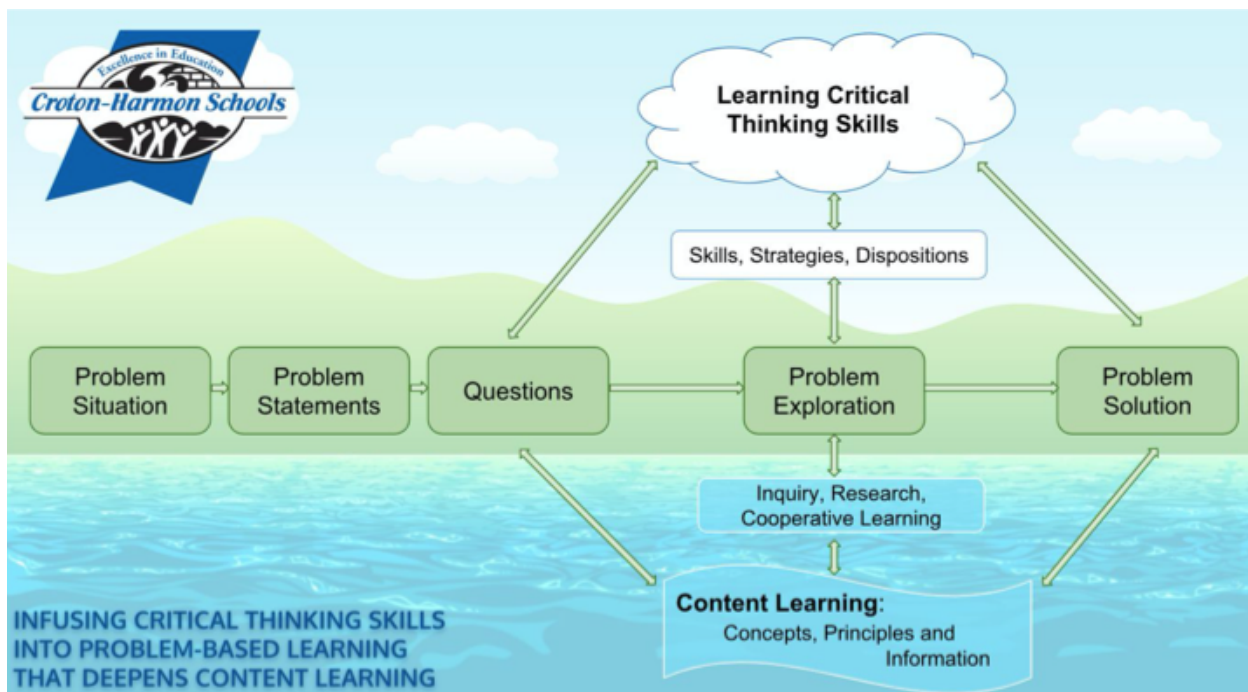
effective presentation. Informally, or on occasional Wednesday meetings, teachers have the opportunity to review student work and share successful practices.

The Tri-state team commends many aspects of this initiative:

- The district has an extensive structure of teacher leadership to guide its improvement efforts. This structure ensures that the voice of teachers is part of the process and teacher and helps build teacher commitment to the district vision
- Written definitions exist for critical thinking, metacognition, presentation, and creative/thinking innovation.
- The definitions were developed through an iterative, collaborative process with teachers, curriculum coordinators, fellows, and administrators.
- The District provided time and support for the development of associated rubrics.
- Evidence of common understanding and implementation of critical thinking activities exist in many classrooms across the district.
- The common definitions and rubrics serve as key resources for teachers, but the district acknowledges that there are multiple ways to implement the vision, with variations appropriate for different student levels of readiness and different content areas. This flexibility has created a positive environment for change.

The district has built a robust framework for its overall vision. Despite these significant strengths, the next level of work for Croton-Harmon presents a number of challenges. Critical thinking exists in many quarters of the course of study, but links to problem-solving are less well developed. The district is poised to move forward on this front. The problem-solving dimension suggests it is not enough to think clearly; students also need to apply their knowledge and analytic skills to real-world issues. Such issues typically cut across disciplines and have multiple solutions, all of which have trade-offs. While the team observed some examples of problem-solving imbedded in the curriculum (as when students analyzing *Lord of the Flies* were asked to make connections to the collapse of other civilizations), Croton-Harmon is at the early stages of providing such learning activities across the board. District leaders have identified the [Rigor-Relevance framework](#) as a useful resource that matches levels of thinking

to types of problems. After creating a metaphor for the vision, the silhouette of a person's head wearing a mortarboard, the district has now created a metaphor for action, the River:



The Profile of the Graduate also encompasses social-emotional attributes, including flexibility/adaptability, empathy, and initiative/self-direction. While the district could address these attributes one at a time, district leaders suggest that a more powerful approach is to integrate them into the ongoing work. This would elevate the importance of social and emotional learning to the center of the academic enterprise. For example, flexibility, adaptability, and empathy are part of the design process, not a separate strand. The Tri-State team finds merit in this approach and encourages Croton-Harmon to go deeper, identifying how these various attributes overlap with each other, rather than marching through a checklist of separate items. A number of programs related to social-emotional learning, such as RULER, are now in place within and among the schools. These programs might improve effectiveness by consolidating, simplifying, and making clear connections with critical thinking and the district vision.

Parents played an active role in the strategic planning process, and the district has communicated with them about the vision in a sustained manner, using high quality materials and multiple venues. As critical/thinking and problem-solving practices expand, the work students bring home will change; feedback may shift from competitive letter grades to performance-based assessments. It will become even more important for parents to understand what the district is doing, not just in terms of direction but also in terms of what students experience daily. To this end, the district's communication program may need to supplement high quality information with additional opportunities for active partnership.

As Croton-Harmon translates its vision into consistent and coherent practice, district leaders might consider the following steps:

- Creating a narrative for students, teachers, and parents that explains WHY problem-solving is a key part of critical thinking and HOW critical thinking connects to the social-emotional components of the district vision.
- Establishing regular opportunities for student focus groups in order to gather qualitative evidence of progress.
- Using the rigor/relevance framework as a resource for developing a common definition of problem-solving.
- Establishing regular opportunities for teacher focus groups as a way of identifying and sharing successful practices related to critical thinking and problem-solving
- Developing a more explicit process for reviewing student work to inform and adjust the vision.
- Finding ways to engage parents actively as the Profile of the Graduate takes root in the district's course of study.

Essential Question #2:

To what extent has the district provided professional development opportunities that prepare teachers to create problem-based learning experiences that promote critical thinking?

The preceding analysis confirms that Croton-Harmon has established and deployed a solid, robust, progressive vision for its students. This next essential question addresses how the district is developing and nurturing the faculty capacity to carry out this work.

The district's professional learning plan has several components - leadership development, ongoing support through Wednesday meetings, district-sponsored programs, and individual choice. For several years, external consultants have provided intensive workshops on critical thinking and performance-based assessments. As a result, the district has developed a cohort of leaders with the expertise to lead this work in an ongoing, embedded manner. For example, curriculum leaders plan and carry out grade level and departmental meetings on Wednesday afternoons. They also support individual teachers as they design and deliver critical thinking lessons. This work has continued for several years. The district also engages all teachers new to the district through orientation and follow-up sessions.

Croton-Harmon also sponsors professional development related to the adoption of particular programs such as RULER and Science21. With respect to critical thinking, all teachers have been exposed to initial [LATIC](#) training⁶ that emphasizes problem-solving and applied technology. Beyond these system-wide efforts, individual teachers have multiple opportunities to pursue their own interests through various conferences and workshops. More than one teacher praised the administration for its support of multiple approaches to professional growth. In addition, informal feedback about critical thinking runs through supervisory conferences and the classroom observation process.

The district professional development program has numerous strengths, including

- Curriculum Coordinators, Fellows, and interested teachers have participated in extensive critical thinking orientation and professional development.

⁶ Learner-Active Technology-Infused Classroom

- The peer leadership structure of curriculum coordinators and fellows has provided embedded, ongoing support for teachers.
- Wednesday meetings provide time to advance the work through collaborative planning, presentations, and reflection.
- LATIC and STEM training has advanced problem-based learning in all schools.
- Learning walks at each school have provided administrators and teachers with insights about how critical thinking occurs in classrooms.
- The culture of self-initiated professional growth ensures that teacher voice is integral to professional learning and has created a positive environment for change.
- The district has participated in a partnership with Haldane, North Salem, and Pleasantville for the purpose of sharing ideas and collaborative planning.

Croton-Harmon has established a solid framework and knowledge base for critical thinking. Multiple forms of professional learning provide mechanisms of support. In order to move to the next level of learning, district leaders might consider some or all of the following options:

- Shifting the focus from critical thinking to problem-solving, or, put another way, shifting the focus from approach to classroom implementation. Such a shift might entail support from a different set of consultants.
- Establishing regular opportunities and a protocol for looking at student work through the lens of the rubrics.
- Expanding opportunities for collaboration and reflection within and across schools.
- Providing regular opportunities for building administrators to share successful practices that reinforce the work, including how best to use the supervision and evaluation process.
- Strengthening the feedback loop between student results and planning for professional development.
- Incorporating the elementary school perspective into the Curriculum Fellows group.

Essential Question #3:

To what extent do students have opportunities to engage in critical thinking through problem-solving in all disciplines and at all levels, K-12?

Each school has an organized course of study designed to meet students' learning needs. While learning activities focused on critical thinking exist throughout the district, the extent to which they are infused across subjects varies. For example, at the elementary school, the library-based STEM experiences and the emerging Science 21 program have explicit elements of critical thinking, but it is less clear how critical thinking explicitly plays out in the other content areas.

At the middle school, teachers use Fast Efficient Baseline Assessments (FEBAs) to sharpen the focus on student performance. The 8th-grade CHANGE Project stands as the centerpiece of the district's efforts to integrate content across disciplines, critical thinking, and problem-solving. This long-term project also gives students the opportunity to exercise choice and independent learning strategies. They select a topic of personal interest, such as gun control, the common core, vaccines, gang violence, and elephant poaching. They learn to frame their topic as a question amenable to research and civic action. At the end of their research students complete a written analysis and make a public presentation. The rubric, designed for this particular assignment, sets forth clear performance criteria and has a strong component of self-assessment.

At the high school, critical thinking projects exist within each subject; for example, there are strong research sequences in English and social studies that ask students to engage in reasoned discourse and analysis. These projects also ask students to make connections between classroom content and present-day issues. In these cases interdisciplinary inquiry occurs *within* a particular class; there may be opportunities to expand and deepen student inquiry through collaboration *across* departments.

While it is clear that elements of critical thinking and problem-solving are valued, the materials reviewed and the classrooms visited indicate there is wide variation in practice. High levels of student engagement and positive classroom culture pervade all three schools; this is a remarkable and significant accomplishment that should serve as a source of pride for all. However, critical thinking and problem-solving are not always explicit and not always central to instruction.

To some extent this is intentional. The faculty values flexibility in approach, and district leaders have honored that value. As mentioned above, the shared vision has produced a framework and related rubrics that serve as resources rather than a mandate. As a result, teachers use common definitions and rubrics in various ways, differing in purpose and scope. With respect to purpose, some use the rubrics as a planning tool, some as a way to help students know what is expected, and some as a culminating assessment. With respect to scope, “critical thinking” can range from a single lesson activity to the structure of a long-term project. There is ample evidence that teachers value critical thinking. One consideration for further growth is to think about how explicit the District would like this work to be. Critical thinking as an explicit aspect of instructional planning, lesson design, classroom instruction, assessment, and reflection would look different from an expectation that this work should naturally occur, embedded into what it is that “we already do”. Students, teachers, and administrators could benefit from the clarity of articulated expectations.

As the district makes progress toward its Profile of the Graduate, it will become important to determine and communicate the impact of this work, not only through assessment but through other forms of qualitative evidence. To this end, it may serve the district well to specify particular points in the course of study that verify desired student outcomes, such as other capstone projects. The Tri-State team learned that a fourth-grade capstone project is under consideration. To some extent, the senior internship experience, CHOOSE, is a kind of proxy for a capstone project, but not all students participate. In any event, the capstone project approach is only one way to look at assessment.

It is important to note that the district provides important organizational support for critical thinking, including the way it has organized space, time, and institutional practices:

- Each school has created physical spaces that are conducive to collaboration, design/innovation, and the use of technology, such as the “Indie Lab.
- The master schedule accommodates longer blocks of time for extended inquiry.
- The elementary and middle schools have designed and implemented a standards-based report card; thus, feedback about student performance matches the critical thinking and problem-solving skills valued by the district.
- The district sponsors numerous co-curricular activities where students can apply their knowledge and skills to real-world problems.⁷

A post-graduate survey of students confirms a high degree of confidence in the quality of education in the Croton-Harmon schools. The Tri-State team identified many exemplary curriculum experiences across the schools. Some of the programs where critical thinking and problem-solving skills were most evident include the following:

- the CHANGE project at the middle school
- K-8 STEM experiences
- the Peer Mediation program
- the CHOOSE project at the high school
- the art program’s focus on critique
- the high school advisory program (CHAP)
- the elementary mathematics cycle for enrichment and reinforcement.

As Croton-Harmon determines what steps will best advance its vision for students, three transitions come to mind. The first is the *shift from vision to implementation*. Thus far, the

⁷ A list of high school clubs can be found [here](#).

district has moved in a deliberately organic fashion, giving teachers a lot of latitude in how (and how much) they incorporate critical thinking into their classrooms. The district may wish to get more explicit in this endeavor so that teachers clarify how the definitions and rubrics are used not only in unit design and assessment but also in daily practice. By “saying what they do and doing what they say,” teachers can help students themselves articulate what they are learning and make connections across disciplines. When their critical thinking strategies are explicit, teachers may find it easier not only to share successful practices but also to reinforce and amplify each other’s work. Finally, school leaders may also be able to expand implementation by making critical thinking a more formal part of the supervision and evaluation process. With more deliberate use of the definitions, rubrics, and pedagogy, the district will expand its collective efficacy, and the work will become more systemic.

An important aspect of this transition is strengthening the way school leaders reinforce this work. While building administrators are all supportive of this initiative, as a group they might benefit from regular opportunities to share what works (and what doesn’t), just as K-12 opportunities for teachers to share what they do will have a positive impact.

The second transition, overlapping with the first, is the *shift from implementation to results*. As district leaders grapple with the question, “How will you know the impact of this work?” they will consider multiple forms of assessment -- formal and informal, quantitative and qualitative, formative and summative. However, they may not wish to rush into a comprehensive assessment plan, preferring instead to experiment with what kinds of student performance data and evidence are helpful. Yet, as the work takes hold and becomes more a part of daily practice, the district will want to understand where they are making progress and what curriculum adjustments are needed. As the strategic coherence plan notes, “Measure what you value, value what you measure.” This will entail determining where and how to verify what students know and are able to do. As suggested above, one fruitful line of inquiry may involve the rich qualitative information that comes from student (and teacher) focus groups.

The third transition involves the shifts in *knowledge and skill that future students will bring*, and the curriculum needed to address the new skills and experiences that future students will bring. Just as the introduction of a new FLES program requires adjustments in the middle school world languages, so will the high school need to adjust to the rapidly expanding exposure of young students to STEM experiences and the design process. Similarly, the high school may wish to consider how the freshman course of study could build on the high levels of engagement and depth of inquiry offered by the CHANGE project in grade 8.

The district is poised to advance in the months and years ahead. Croton-Harmon has the professional capital, the goodwill of the community, and the capable leadership necessary to make its vision a reality for all students. Some on the Tri-State team called this initiative “the right work”; others praised it “brave.” There is no reason to think it cannot also be invigorating and fulfilling, and there is every reason to believe that Croton-Harmon will thrive along the way.

Acknowledgments

Tri-State Steering Committee: Wendy Armstrong, Deborah August, Denise Baker, Kelly Banas, Kerri Bianchi, Susan Bree, John Buonamano, Rebekah Capone, Christina Carmosino, Laura Dubak, Susan Dudman, Noah Gallagher, Kym Garrett, Karen Gatto, Marisa Gendron, Zhanna Glazenburg, John Griffiths, Kelly Ingraham, Michael Katzman, Glenn Klugherz, Suzanne Leslie, Patricia Lynch, Lauren Maiolo, Kelly Maloney, Mark Maxam, Renoir McManus, Travis Moll, Deborah O’Connell, Stephen Palencsar, Michael Plotkin, Jennifer Rescigno, Alison Romm, Jamie Rooney, Noel Schoenleber, Lauren Scollins, Eric Schmidt, Ruth Sullivan, Tanya Thibideau, Kerri Tracy, Ashley Valentine, Sarah Wellman, David Xavier, Maryann Zabbia

Curriculum Fellows: Jennifer Rescigno, Sarah Wellman, Ashley Valentine

Curriculum Coordinators: Wendy Armstrong, Maria Ault, Susan Bree, Susan Dudman, DebraGagliano, Noah Gallagher, Marisa Gendron, Kelly Ingraham-Friedman, MichaelKatzman, Glenn Klugerz, Stephanie Liss, Patricia Lynch, Lauren Maiolo, RenoirMcManus, Jennifer Rescigno, Jamie Rooney, Noel Schoenleber, Ruth Sullivan, Kerri Tracy, Sarah Wellman, Maryann Zabbia

Administrative Team: Deba August, Kerri Bianchi, John Buonamano, Laura Dubak, Karen Gatto, Paul Gibbons, John Griffiths, Denise Harrington-Cohen, Kelly Maloney, Mark Maxam, Deborah O’Connell, Rochelle O’Mara, Michael Plotkin, Lauren Scollins

Head Custodian of CHHS: Gregory Cicero

Human Resources Assistant: Jacquie Meyer