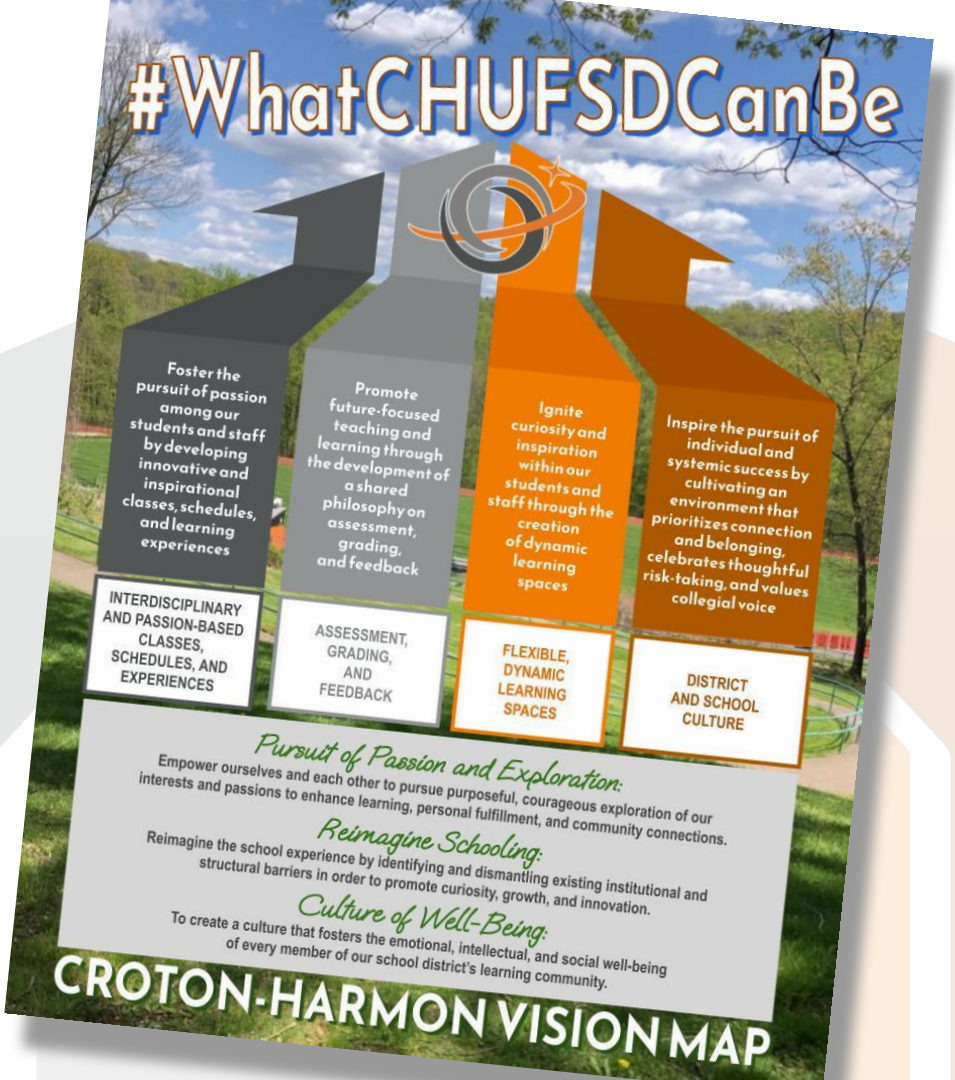

TIGER DAY
#whatschoolcanbe
CROTON HARMON
SCHOOLS


#WhatCHUFSDCanBe
Foster the pursuit of passion among our students and staff by developing innovative and inspirational classes, schedules, and learning experiences
Promote future-focused teaching and learning through the development of a shared philosophy on assessment, grading, and feedback
Ignite curiosity and inspiration within our students and staff through the creation of dynamic learning spaces
Inspire the pursuit of individual and systemic success by cultivating an environment that prioritizes connection and belonging, celebrates thoughtful risk-taking, and values collegial voice
INTERDISCIPLINARY AND PASSION-BASED CLASSES, SCHEDULES, AND EXPERIENCES
ASSESSMENT, GRADING, AND FEEDBACK
FLEXIBLE, DYNAMIC LEARNING SPACES
DISTRICT AND SCHOOL CULTURE
Pursuit of Passion and Exploration:
Empower ourselves and each other to pursue purposeful, courageous exploration of our interests and passions to enhance learning, personal fulfillment, and community connections.
Reimagine Schooling:
Reimagine the school experience by identifying and dismantling existing institutional and structural barriers in order to promote curiosity, growth, and innovation.
Culture of Well-Being:
To create a culture that fosters the emotional, intellectual, and social well-being of every member of our school district's learning community.
CROTON-HARMON VISION MAP

CET: Class Design

3-YEAR VISION

- Create flexible, multi-age class configurations and learning experiences
- Build an interdisciplinary elementary curriculum for all students based on environmental topics

2024-25 GOAL(S)

- Pilot and implement interdisciplinary and authentic student learning experiences, including those that are multi-age

2024-25 ACTIONS

- iTad pushing into Gen Ed (K-4) classes/curriculum
- Expanding "Multi-grade Teaming" opportunities
- Implement academic-based learning experiences through the House model (e.g., One School One Book, Holidays, Community, etc.)
- Skill-based configuration intervention (AIS) services
- Bring together stakeholders interested in innovating classroom design

CET: Master Schedule and Calendar

3-YEAR VISION

- Students attend passion-based classes for unique exposures/opportunities

2024-25 GOAL(S)

- Investigate, research, and explore "X" day (Tiger Day) schedule for collaboration, multiage/multigrade, interdisciplinary opportunities

2024-25 ACTIONS

- Create opportunities for students and teachers to share their passions with each other
- Implement passion-based electives in the second semester ("Tiger Day" every 7th day)
- Implement Morning Program in the second semester ("Tiger Day" every 7th day)



What is Tiger Day?

The purpose of Tiger Day is twofold. Our goal is to provide all of our students with an opportunity to come together as a whole school in the morning to experience a special assembly or presentation as an extension of our iTad program.

Our Special Area Teachers are working together to create fun and engaging experiences for our students. During the assembly time, classroom teachers will have the opportunity to engage in extra collaborative time with each other. The result of these collaborations will be additional multi-age or grade level experiences to enhance our students' learning experiences.

Our teachers are very excited about the opportunity to work elbow-to-elbow with each other and provide unique and authentic learning opportunities for our students. Our Special Area teachers will be significantly involved in providing engaging experiences to our students in collaboration with our classroom teachers. Tiger Days will break down the barrier of the scheduling confines of a typical school day and provide opportunities for more unique and in depth experiences.



Why Tiger Day?

Promoting innovation and collaboration in teaching is crucial because it:

- **Creates a more dynamic learning environment**
- **Fosters critical thinking skills in students**
- **Prepares students for the complexities of the modern world**
- **Allows for diverse perspectives to be considered**
- **Leads to deeper understanding and improved student outcomes**

Changing the Educational Paradigm









Tiger Day is:

- **A full academic school day primarily spent with their class and their classroom teacher**
- **A day where teachers plan their schedule based on the needs and interests of their students**
- **A day that starts with a school-wide assembly as an extension of iTad**
- **A modified schedule that provides an opportunity for teachers to plan together to provide students the opportunity to dive deeper into their learning and build their skills in creativity, problem-solving and collaboration.**
- **A day that teachers are looking forward to and have been provided time to plan with their colleagues**
- **An opportunity to provide additional rigor to the curriculum**
- **A flexible day where teachers can determine the needs of the students in their class**
- **A day where specials can take place outside of their regular space and join classes in different environments**

Tiger Day is not:



- **A day without structure or academics**
- **A House Day**
  (students will be with their class, not with their House members)
- **A day without specials or related services**
- **A day where teachers are directed on what**
  Teachers have the autonomy to plan for Tiger Days based on their and their students' needs, interests and passions

A Typical School Day vs. A Tiger Day

Typical School Day	Tiger Day
Start the day as a class ie. Morning Meeting	Start the day as a class ie. Morning Meeting
Grade level curriculum and subjects taught in isolation	Grade level curriculum and subjects taught through multi-age or grade level groups, transdisciplinary topics, passion and project based
Specials attended in isolation	Specials integrated with other subject areas to facilitate meaningful connections
Students with IEPs receive mandated services	Students with IEPs receive mandated services
Majority of the day is spent in their single classroom	Opportunities for multi-age, differentiated experiences in a variety of environments
Opportunities for small group and whole group instruction	Opportunities for small group and whole group instruction

Multi-age Teams for Tiger Days

At the beginning of the school year each teacher chose their Multi-age team colleague.

Tara Carlucci	Dorothy Morales and Ruth Sullivan
Jen Battista	Margaret McCarthy and Danielle VanTassel
Kristen Aviles	Lori Ann Mihalczo
Joanna Besana	Gina Glynn
James Lucadamo	Kelly Banas and Joe Pascarelli
Dafna Stouber	Annemarie Barone
Megan Weiss	Ana Maria Strattner
Elizabeth Sofroniou	Joanne Chousa
Kelley Birney	Lanie Oles
Stefanie Liss	Jo-Ann Moore
Eileen Deacy	Rebekah Capone and Jessica Valentino
Jill Shapiro	Jenna Jacobi
Erica Hubbard	Dana Buckhout
Lisa Frey	Tammi Trudell
K. Walter and D. Baker	M. Burke and B. Pizzuti



Field Trip Opportunities

- Standing permission slip
  - The purpose of the standing permission slip was to cut down on clerical work and paper distribution of additional permission slips. Parents will always be notified in advance of a scheduled field trip and will have the option to make a decision about a trip on an individual basis.
- Sample Field Trips
  - May include museums, theaters, local businesses, zoos
- Chaperones
  - Chaperones will be invited if the destination permits/requires it.
- Expenses
  - There should not be additional expenses than any other year
- No specials missed if the field trip occurs on a Tiger Day

Alignment with District Wide Goals for What School Can Be:

PVC

- Passion based electives
- Interdisciplinary courses
- Create project based interdisciplinary learning experiences that incorporate real-world problems to develop/apply a variety of life skills
- Creation of Zero period

Croton Harmon High School

- Develop interdisciplinary courses
- Focus on yearlong progress vs. marking periods
- Schedule time for passion based mini-courses
- Opportunities for more co-curricular experiences within the school day
- Creation an enhanced Tuesday schedule for passion based experiences

Additional Questions?

