State of the District

A LEADERSHIP TEAM REPORT OF THE DISTRICT 2017-2018

SUBMITTED TO THE BOARD OF EDUCATION BY MARIA C. RICE, SUPERINTENDENT OF SCHOOLS

2018

New Paltz

Central School District

CORE INTELLIGENCE

Our Mission... The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision... Our school community – students, staff, families and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

Our Guiding Principles...

1. To maintain a focus on learning and success for all.
2. To create a cohesive and inclusive culture PK-12, across buildings and departments.
3. To empower and create success for disengaged and disenfranchised students.

Educational Standards

These standards are the scaffolding upon which the educational master plan is built:

Core Intelligence:
Standard 1.0
All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence:
Standard 2.0
All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency:
Standard 3.0
All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment:
Standard 4.0
A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity:
Standard 5.0
Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Resources:
Standard 6.0
The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0
The District is a valued resource within the community.

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Section One

SUPERINTENDENT'S OVERVIEW

Superintendent's Overview

The New Paltz Central School District has a strong sense of its purpose and reason for its existence. We refer to this as our Core Intelligence – the formal and informal understanding of the way things are done in New Paltz. These shared understandings and common values are the main elements of our District. It is the collective commitment to these principles that articulate what the people in the District believe and what they seek to create. It is our mission, the vision we live, our guiding principles, and the educational standards designed by and for our District.

Each and every day our schools—students, faculty, and staff—are engaged in meaningful and productive learning and growing. In fact, we are focused on learning and growing as a collective and adaptive organization. It is this focus and this adaptive process that enables our school District to consistently achieve excellence.

There is one new sections added to this report, the Equity Report Card, which was introduced last year as a separate supplemental report in January.

District-wide

In concert with the District's Core Intelligence and Educational Standards, all schools and departments focused their work accordingly.

Cultural Proficiency/Racial Equity

During the 2017-2018 school year, the District continued its focus on becoming a more culturally proficient institution with a renewed and intensified focus on racial equity. The following Action Steps were undertaken in 2017-2018:

- Continued work was done to address institutional racism in the New Paltz Central School District by:
    - Reviewing the hiring practices in the District and revising the online application process to include a writing sample that would assist screeners to have an understanding of the applicant's commitment to social justice.
    - Creating and implementing an Anti-Bias Hiring Video used with interview committees hiring administrative personnel. The video will be viewed by all administrative personnel responsible for hiring staff. Consideration is being given to using the video with all interview teams, not just when hiring administrative or training administrative personnel.
    - Providing Professional development (locally or regionally) for all staff, beginning with teachers and administrators, was expanded to include workshops on microagressions, bias, book studies, and other social justice or racial equity.
    - Offering student workshops at the middle level on bias, stereotypes, and microaggressions.

- The Board of Education enhanced their support by creating a new Board Committee. The Racial Equity Initiative Advisory Committee was established by the Board on March 14, 2018. (See details below under Board of Education)

- The District convened a pilot group of teachers and administrators who participated in Racial Equity professional development including both Undoing Racism and Cultural Proficiency. This Pilot Group has provided building-based communication around equity as well as building-level leadership.

- Racial equity curriculum and developmental guideposts are slated for development during the 2018-2019 school year.

- A series of meetings to inform and involve parents and community members in the process was implemented. For example, special Board of Education meetings and a Superintendent Dialogue focused on the District's racial equity initiative were scheduled.

Educational Programs

The purpose of the Educational Programs Department is to ensure that the instructional staff has the knowledge and resources it needs to optimize student learning. Highlights are included below:

Data Inquiry:

Supporting literacy instruction is the research-based best practice of Data Inquiry. Teachers have learned systematic protocols for reviewing student work produced from common formative and summative assessments. The goal of the professional development is to grow the practice of data inquiry so that it becomes an embedded practice in each building. Throughout the 2017-2018 school year, grade level teachers practiced and then applied data inquiry protocols during faculty meetings and during morning meeting hours. Teachers found the practice to be very valuable and are receptive to the full-scale implementation for the 2018-2019 school year. It is worth noting that the practice of data inquiry is applicable to all disciplines and behavior management practices. As such, the program will be broadened to include these areas.

Response to Intervention:

Data are at the heart of the work of the Instructional Study Teams (ISTs) and Response to Intervention (RtI). The assessment frameworks created for Duzine and Lenape, in tandem with the Data Inquiry Teams, have established a source of accurate data for Instructional Study Team decisions and related interventions. Professional development is underway which is focused on modeling classroom sets of data, analysis of the data, and the development of appropriate learning groups and interventions. This professional development will continue into the 2018-2019 school year.

Pupil Personnel Services and Special Education

The special education program is continuing to meet the needs of all children in the District including students classified under the Individuals with Disabilities Education Act (IDEA), students receiving accommodations under Section 504 of the Rehabilitation Act, students that are entitled to home instruction, homeless students, as well as Central Registration responsibilities.

During the 2017-2018 school year, the program focused on mental health. The Director of Pupil Personnel Services applied for, and was granted, Project Serv funds to support an additional full-time Mental Health clinician in the High School to enhance crisis counseling needs as well as staff support. The grant-funded clinician was available five days a week and saw students and staff without any insurance obligations or appointments. Unfortunately, this funding ended June 30, 2018. A subsequent application has been submitted to continue the service.

The Special Education Department worked throughout the year to design a pilot program for all special education students in Grade 9. Based on need, this new program will be implemented in the Resource Room to explicitly teach Executive Function skills

The District is continuing to provide support and training consistent with the Blueprint for Special Education, the long-range plan for New York State special education. Graduation options continue to expand and there is a definite focus by the State to ensure students with disabilities have opportunities to work toward Regents/local diplomas and CDOS certificates.

Budget

The District produced a sound and fiscally responsible budget with a 3.2% tax levy increase, which required the District receive a simple majority in order to pass. The timely budget presentation provided adequate time for input from both Board and community.

Board of Education

The Board of Education focused on two main initiatives in 2017-2018:

Racial Equity

- o Racial Equity is a major focus of the Board of Education, and the Board's commitment and leadership in this area is evident through their actions as noted below:

- o A Racial Equity consultant to the Board of Education was hired to assist them in both Board development and community outreach.

- o In addition to attending the scheduled Racial Equity forums and presentations, the Board included presentations during Board meetings by District personnel and consultants.

- o The Board also hosted Community Outreach workshops for the purpose of data gathering.

- o The Board of Education created a Board Advisory Committee called the Racial Equity Initiative Advisory Committee (REIAC). The initial charge of the committee is to evaluate and support the District's evolving Racial Equity Initiative in accordance to the District's Guiding Principles. Members of the

Committee were asked to apply. Membership was open to students, staff, and members of the community. One member of the Board of Education was appointed by the Board president to serve on the committee and act as the Board's liaison. The superintendent is an ex-officio member. All others wishing to represent their demographic (students from the Middle or High School, members of the instructional staff, non-instructional staff, administrators, or community members) needed to apply using the Board developed application. All applications were kept anonymous and reviewed and selected exclusively by members of the Board of Education.

Non-Academic Indicators of Success

This is the second year the Board of Education has maintained a focus on educating the whole child. They continued to lead the District in focusing on social emotional learning, non-academic opportunities for students to learn and grow. This is the second year the State of the District Report includes the building level reports in this domain.

Spotlight on Program

Getting a glimpse inside a classroom, club, or special event is always an exciting way to begin a Board meeting. This school year our students and staff have shared the following exciting learning activities with us:

- High School Mathletes shared their competitions and what it felt like being a mathlete.

- Duzine- "Hooping it Up" Grade 2 students highlighted a popular Physical Education unit using holla hoops.

- Lenape Elementary Grade 5 students presented Geodes and Geology: An inter-disciplinary art and geology project. They presented clay geodes they created and shared their experiences in Howe Caverns.

- New Paltz Middle School Rock 'n Soul Review entertained everyone with their upbeat ensemble of vocalists and musicians.

- New Paltz High School-Youth for Unity shared their activities, endeavors, and accomplishments in their quest for unity and respect for all people.

- Duzine Elementary kindergarteners shared the "Big Words" they learned from Dr. Martin Luther King, Jr.

- Grade 5 students from Lenape Elementary explained about the Conflict Management program they were implementing. The most insightful piece was the question and answer period where students felt so comfortable and knowledgeable about their work that they answered every question without the assistance of an adult advisor.

- New Paltz Middle School Grade 8 students shared their major community service activity, The Blood Drive.

- On June 20th the Board will be able to share in the life of our High School students by viewing the Student Life Video.

Duzine

The State Education Department Office of Early Learning identified Duzine Elementary as an exemplary program. They will be working to create guidance documents and videos to support classroom teachers in creating engaging environments, including how teachers are using the environment as a teaching tool. They have invited Duzine Elementary to participate in this project by videotaping some of our classrooms during instruction. It is most exciting to know that the New York State Education Department will be showcasing Duzine and the wonderful classrooms we have for the young children we serve.

Lenape

At the Lenape Elementary School an Innovation for Learning Team was established. The goal of this team is to develop and support the implementation of a common organic curriculum for Grades 3-5. Each grade level will have common understanding of what should be taught, when, and how. Unifying resources will be identified and shared to promote best practices and grade level alignment. The first curricular area identified for review is mathematics.

Middle School

The Middle School Kindness Initiative is based on social media and positive interactions. This school year the homeroom period was extended to allow for videos and discussions pertinent to the topics of sharing, kindness, and respect. These conversations were supported by grade-level assemblies where teachers shared their personal experiences. One of the highlights was the interactive presentation on social media safety done for the entire student body by Trooper Vedder.

Through the efforts of SUNY Ulster's President, Dr. Alan P. Roberts, students in our Grade 8 classes will have the opportunity to take the SUNY Ulster President's Challenge. This scholarship is to be awarded to students with overwhelming financial barriers associated with attending college. These students would be the first in their families to go to college, and usually see no possibility in finding a way to attend. Five donors in the New Paltz Community will make it possible for five students to receive guidance and mentoring through the completion of high school in addition to a two-year scholarship to attend SUNY Ulster, which includes the cost of tuition, fees, books, and incidentals.

High School

The New Paltz High School has consistently been recognized as one of the most challenging high schools. This is a designation bestowed by education columnist Jay Mathews from the Washington Post. A philosophy that opens the most challenging courses to all students (rather than imposing strict exit and entrance criteria) contributes to the High School's continued designation as a "challenging" school.

The High School staff focused on continuing efforts to meet the needs of students to support post-high school transition and provide positive social/emotional opportunities for students with Section 504 and Individual Education Plans. These programs also include non-classified students that benefit from the programs and/or can provide peer support to participate in the programs.

Non-Instructional Highlights

Non-instructional departments have worked diligently to bring the District's Core Intelligence to life in their areas of supervision. Some highlights are as follows:

Food Service

The Food Service Department's goal is to efficiently and economically provide nutritious meals to the District's students. The major focus in 2017-2018 has been preparing for the tri-annual Child Nutrition Administrative Review. This review was held on February 13th and the Food Service Program was found to be in full compliance with all regulations.

A challenge for the Food Service Department was in implementing the new Charge Policy as written. In order to comply with both the District's Core Intelligence (Vision, Mission, and Guiding Principles), as well as follow the nurses' advice regarding feeding students, it was difficult complying with the policy. The Board's Policy Committee listened to the concerns voiced by the Director of Food Service and added a paragraph to the policy that would alleviate the conflict. The change was subsequently approved by the full Board.

Transportation

The Transportation Department rose to the occasion when the need for repairs of the buses increased due to the lack of a bus proposition. In response to this need the mechanics revised their standard schedule of repairs and were able to keep the buses up and running and barring any mechanical emergencies. The buses were always able to pass Department of Transportation (DOT) inspections ensuring our students' safety.

Facilities & Operations

The Facilities and Operations Department continues to utilize all the talents and skills of its members. The maintenance workers have accomplished many major projects over the summer and school year. A few are listed below:

- Rebuilt two catch basins in the Lenape Parking Lot that were failing and collapsing.
- Converted the Middle School domestic hot water boiler from oil to natural gas so that the oil fuel tank could be removed.
- Removed the wall in the High School Room 201 to create on larger learning space.

Capital Project

The District's $52.9 million Capital Project work entered its third year in 2017-2018. To date, the following work has begun or has been completed:

- The HS addition, which has created a collaborative learning environment for the students, was completed. Bullet resistant glass treatments on the corridor windows addressed the concerns raised at the Safety Committee meetings in regard to there being no place for students to hide in the event of an active shooter.

- The new High School Guidance area was completed, yet is still in need of furniture for the waiting and computer areas.

- The new network wiring has been completed in three of the four buildings. The Middle School work will be done in conjunction with the renovations and will be completed by fall of 2019.

- The work on the complete redesign of the Middle School Project was a major focus of the work this school year and will continue into the 2018-2019 school year. Over the summer the interior of the new space will be completed. Once completed, students will be moved to the new space while the existing facility is renovated.

We all look forward to December 2019 when the entire Middle School project is complete and the new collaborative learning environment will be open and enhance student learning by its design and function.

Completed Projects in 2017-2018

Project F: Expansion and renovations at the HS

- Addition opened in September

- Guidance opened in October

- Conference Room completed in November

Project E: Renovations to Lenape & Duzine Elementary Schools were completed

Projects Under Construction

Project G: Middle School expansion renovation

- Addition to be completed by end of the Summer 2018

- Renovations completed by the end of the Summer 2019

Project F1 Bus Garage expansion

- Work has started and is planned to be done in the Fall of 2018.

This introduction has merely touched upon the many accomplishments of our District. The State of the District Report is a complete review of the efforts and achievements of our schools and departments during the 2017-2018 school year, and some of the activities our Board of Education has done to support our mission, vision, and guiding principles.

Section Two

EDUCATIONAL MASTER PLAN

The following resolution was approved by the BOE on June 16, 2010 and reaffirmed on January 6, 2016.

BE IT RESOLVED, that the Board of Education approve the Educational Master Plan dated June 2010 from the Superintendent of Schools thereby approving the Educational Standards by which the Educational Master Plan is built. The Board of Education recognizes that such plan is flexible, designed to guide the learning process by focusing on educational programs and practices, administrative procedures, and the board's decision making and planning process.

Motion carried 7 – 0 with 7 members voting.

EDUCATIONAL MASTER PLAN

Adopted by the Board of Education
on
June 16, 2010

Revised December 2011
Reaffirmed January 6, 2016

New Paltz
Central School District

Introduction to the Plan
by
Superintendent Maria C. Rice

This planning document is designed to create and maintain school excellence through a focus on results. It is built on a complex adaptive planning model and replaces the complicated, command and control strategic planning process. The Plan is based on seven district approved educational standards that flow directly from a clearly articulated, compelling purpose for the district and its schools. It provides the Board of Education with a vehicle to clarify and set annual priorities, monitor the progress of long-range plans, and embed continuous improvement throughout the organization.

This comprehensive District *Educational Master Plan* for the New Paltz Central District is the result of much discussion, assessment, collaboration and envisioning since the fall of 2006. The district staff and community constituents have worked diligently to define the vision, mission, and beliefs. They are already beginning to put these aspects into action by refining the curriculum, reforming the instruction, and refocusing on learning.

As these actions and intentions take form, they bring clarity and purpose to our endeavors disclosing the strength and potential of the New Paltz Central School District. They provide an understanding of the actions we must take today to achieve our aspirations.

This document describes a dynamic and an evolutionary process. It is not complete and, perhaps, as an evolutionary process, ought never to be complete. This *Master Plan* is designed to be a learning and living document, and not to be placed on the shelf to gather dust. It is designed to breathe life into the learning process for all of us by guiding and focusing the educational program and student learning, the administrative procedures, and the board's decisions and planning process.

I am grateful for the many hours of effort and work on the part of the district administration, faculty, and staff.

CORE INTELLIGENCE

Our Mission...

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision...

Our school community – students, staff, families and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

Our Guiding Principles...

1. To maintain a focus on learning and success for all.
2. To create a cohesive and inclusive culture PK-12, across buildings and departments.
3. To empower and create success for disengaged and disenfranchised students.

Educational Master Plan

Core Intelligence
Program Coherence
Teacher Skill & Competency
Learning Environment
Leadership Capacity
Resources

**EDUCATIONAL
STANDARDS**

To maintain our focus on
learning and success for all.

To create a cohesive and
inclusive culture PK-12, across
every building and department.

To empower and create
success for disengaged and
disenfranchised students.

GUIDING PRINCIPLES

Our school community -
students, staff, families,
and community members
are **citizens of the world,
passionate about
learning** and **empowered**
to achieve their dreams...

OUR VISION

The NPCSD exists for
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OUR MISSION

Educational Master Plan

Introduction and Rationale:

This *Educational Master Plan* is a shared and collaborative endeavor built around the concept of a "Transformational School Model." This is an amalgamation of several pertinent concepts and models, including systems theory, professional learning communities, 21st century schools, transformational leadership, cognitive learning theory, and standards-based instruction.

Organizational research and education literature are quite clear about what these various models look and act like. The *Educational Master Plan* has incorporated all of these models into a framework to provide focus and direction for our decisions, actions, and programs for the future. The six areas of focus within the Plan and for our planning endeavors are:

- A Core Intelligence: the shared vision and mission developed from staff's steadfast commitment to students' learning and are consistently articulated and referenced for the staff's work. This area also includes the policies, regulations, beliefs and philosophical frameworks we hold as a school and a learning community.

- Program Coherence: a comprehensive, coherent, standards-based curriculum.

- Teaching Skills and Abilities: incorporates an instructional staff with an understanding of the curriculum content, learning theory, and teaching process, and who continuously seek to improve and learn.

- Learning Environment: incorporates collegial inquiry and collaborative learning among all staff, and the application of that learning to solutions that address students' diverse needs and improve student learning.

- Leadership Capacity: effective schools require leaders who can guide and direct the learning process and empower all to excellence. This requires collegial and facilitative participation by school administrators, who share leadership through inviting staff input in decision making and learning.

- Resources: the appropriate and necessary facilities, instructional resources, materials, physical conditions, and the human capital that support an effective learning community, and

Transformational schools are comprised of these six interacting elements which must be understood and considered together – holistically. An important point to emphasize is that **none of these elements stands alone and separate**. Because of the nature of systems, all of the parts and elements interact and these interrelationships often cause new elements to form and new phenomena, new structures, and new rules of behavior to occur. For example, the *learning environment* interacts with and alters the *program* which influences the leadership capacity which can influence the teacher capacity, etc. The relationships and the interactions become more important than the structures and activities.

Therefore, a school should not be perceived, as a machine comprised of parts and pieces which can be changed and altered from outside, or which can be "repaired" one part at a time. **It must be seen as a living organism with each component a vital and contributing member of the system**. We cannot change or tinker with one part without influencing the other parts or the whole system. In this way, the whole is greater than the sum of the component parts.

Achieving the concepts and ideals contained within this Plan will require a paradigm shift by the public, the administration, and by teachers themselves about the role of the teacher, the school, and the teaching and

learning process. However, research demonstrates that this model does make a difference and produces the kind of learning outcomes and climate that we envision. For example, for staff the following results have already been observed in various research studies:

- A reduction in the isolation of teachers.
- An increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission and vision [core intelligence].
- A shared responsibility for the total development of students and collective responsibility for students' success.
- Powerful learning that defines good teaching and classroom practice and creates new knowledge and beliefs about teaching and learners.
- Increased meaning and understanding of the content that teachers teach and the roles they play in helping **all** students learn and achieve expectations.
- Higher likelihood that teachers are well-informed, professionally renewed, and motivated to inspire students.
- More satisfaction, higher morale, and lower rates of absenteeism.
- Significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools.
- Commitment to making significant and lasting changes.
- Higher likelihood of undertaking fundamental systemic change.

As a result of the changes and learning for the teachers, the research shows the results of students' participation include:

- Decreased dropout rate and fewer classes "skipped."
- Lower rates of absenteeism.
- Increased learning that is distributed more equitably in the smaller high schools.
- Greater academic gains in math, science, history, and reading than in traditional schools.
- Smaller achievement gaps between students from different and diverse backgrounds.[1]

All of these outcomes are within our vision and goals, and within our grasp. It will require dedication, good planning, and lots and lots of communication and work. However, it is also important to note that, despite our greatest intentions, foresight, training, and knowledge, the future is impossible to predict. Change and growth in any human organization is not linear. One can only build a structure or scaffolding and a guide for the organization to "grow" upon.

The standards provided in this *Educational Master Plan* are the scaffolding for the district's growth. If all proceeds as hoped, then, in the words of Michael Fullan, "More good things will result than bad things."

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[1] Hord, S. (1997) Professional Learning Communities: Communities of continuous inquiry and improvement, Southwest Development Laboratory: Austin TX. (p. 27. 28).

The graphic below provides a visual of the component parts of our *Educational Master Plan*.

Leadership Capacity

Resources

Program Coherence

Core Intelligence

Teacher Skills and Abilities

Learning Environment

Educational Standards

These standards are the scaffolding upon which the educational master plan is built:

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A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

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Resources:

Standard 6.0

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0

The District is a valued resource within the community.

EDUCATIONAL STANDARDS AND EVIDENCE OF ACHIEVEMENT

The Core Intelligence [Mission, Vision, Guiding Principles, and Traditions]:

In any organization there is a purpose and reason for its existence and for the subsequent activities. The members of the organization have both a formal and informal understanding of the way things are done in the organization. These shared understandings and common values are the "main element" of a school. The collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create is what separates a transformational school from an ordinary school.

These guiding principles are not just articulated by those in positions of leadership; they are embedded in the hearts and minds of people throughout the school. Mission, vision, and principles are so integral to an effective school that they are considered the "core intelligence" of the organization, describing **who** we are, **what** we do, and **how** we do it. The greater the congruence between the formal and the informal understanding of the mission, vision, and philosophical beliefs the more powerful, appealing and motivational these "core intelligence" elements are for the members.

The New Paltz community has worked diligently to discover and formalize the "core intelligence," make it public, use it to make program decisions, drive policy, and develop plans, and make it a part of the heart of the organization. In this sense, the vision/mission is the guiding and informing force that brings direction, clarity, and purpose to the organization. It is an integral part of all of our plans, discussions, and deliberations.

The core intelligence of the *New Paltz Central School District* makes clear that the school's purpose is *for the children of the* community and all involved have a *commitment to measured excellence and continuous growth and development for all.* This is *why* we do what we do. (Mission)

The vision is a statement of *Who we are* rather than what we hope to be someday. Vision statements directed toward the future are simply dreams, and are seldom achieved. Vision statements that are directed toward the potential and strength of the organization today empower the members to work diligently toward achieving the goals and aspirations of the district. They have an understanding of what the school is, its abilities, strengths and potential.

The New Paltz School District *– students, staff, families and community members – are <u>citizens of the world</u>, passionate about learning, and empowered to achieve our dreams.*

As Citizens of the World:
We are responsible, ethical, contributing, participating members of local, national and global communities.
Who value all peoples and care about each other.
We respect the environment.
Work to improve the society in which we live, and to understand our role in it.

We are Passionate about Learning:
We are confident and reflective, curious, nimble thinkers, whose knowledge of the past make us capable of questioning, analyzing, and assimilating new information.
We are technologically creative and able to imagine alternatives to what is and what is yet to be.
We also dare to be risk takers in crafting our futures.

We are Empowered:

We are well prepared to be self-directed and expressive,
to develop and use our personal skills and abilities,
to be comfortable with change, achieve deep understanding,
make informed and wise decisions, and
to cooperate, collaborate, and compete.
We live a healthy life style, are creative, and
are empowered to achieve our dreams.

This is "who we are!" The New Paltz Central School District is learner-focused and all of us in the organization are learners who are passionate about learning and growing and striving for excellence in everything that we do. There is an understanding that the students entrusted to our care will be living in a world that is quite different from ours and will require competencies, skills, and dispositions that are different from what has been traditionally taught. We perceive learning to be the heart of education and we understand that students must be self-directed, creative, imaginative, and enabled to construct their own understandings and knowledge.

Finally, we believe that education is more than facts, algorithms, and formulae. We believe an effective education empowers the learner with deep understanding and appreciation for learning, for him/herself, and for others.

Our educational master plan reflects and resonates with these values, beliefs, and purposes, as do our decisions, policies, procedures, and daily activities.

Standard 1.0

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Decisions, policies, and procedures made by the Board of Education are congruent with the core intelligence, and enhance and enrich all aspects of the school and its purpose, especially student learning and success.

2. Decisions, procedures, and actions conducted by school district leadership and staff are congruent with the core intelligence, and enhance and enrich all aspects of the school and its purpose, especially student learning and success.

3. The formal structures, policies, mandates, and regulations developed and applied by the Board of Education and administration is appropriate and sufficient to empower the staff and students, and allow for effective learning and success.

4. The District is in compliance and observance of New York State laws, regulations, and program regulations, and applies these to effectively enrich and enhance student learning and success.

Program Coherence:

The primary and driving purpose of school is found in its curriculum. It determines what learners are to understand, how we must teach, and how we must assess the learning and our endeavors. In a transformational model of education the curriculum must have meaning and purpose to all of the learners who come in contact with it. It must be coherent, i.e. rational, sound, logical, and reasoned. The school curriculum can no longer be an endless listing of behavioral objectives for students to master without question. It can no longer be simply an instructional guide or a scope and sequenced map of interesting activities for teachers to apply. Nor can it be a catalog of skills to be exhibited by students in anticipation that they may "someday" use them "on the job" or, even more critical, appear on a test.

As we come to better understand the way we learn, more effective teaching methods, and the needs of the citizen of the future, the more we understand that our curriculum must be continually revised and reformed. These activities are guided and assessed by standards that have been derived from our current planning process with staff, New York State Standards, including the Common Core Learning Standards in mathematics and English language arts and literacy in the content areas, and the New Paltz CSD mission, vision, and guiding principles.

The New Paltz Board of Education has developed and accepted the following District Standard to guide and direct the action plans and program evaluation to assure program coherence throughout the district, and to achieve success for all learners. This standard is the scaffolding upon which the educational master plan is built. The standard for the _Program Coherence_ area is listed below:

Standard 2.0
All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

**Evidence of Achievement:** When this standard is achieved, the following elements and components will be evidenced in the district.

1. The learning activities, strategies, and assessment techniques used in the district classrooms are congruent to the learning outcome, have purpose and provide meaning and understanding.

2. Learners in the district are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

3. Programs and curricula offered within the district are based on the district's core intelligence and consistent with student needs as **Citizens of the Future** including, but not limited to, the concepts, skills, and dispositions in
    a. problem solving,
    b. creative and flexible thinking,
    c. love of learning,
    d. life-long learning, and
    e. confidence in their abilities.

4. The curriculum structure fosters and enables constructivist learning and the building of understanding by students, including affective learning outcomes for all students.

5. Curricula within the district are
   a. *structurally coherent*, built on the standards and the disciplines, with meaning, purpose, and having consistency and congruence from grade to grade, between and among all classrooms, and pre-K through graduation,
   b. *conceptually coherent*, having clear and consistent conceptual integrity throughout, and
   c. *functionally coherent,* providing performance indicators focused on students and student learning.

6. The curriculum, instruction, and learning activities in the district classrooms encourage and empower students to exhibit:
   a. self-direction, responsibility, ethical behavior and confidence as demonstrated through self selection of voluntary activities, school related activities, and personal behaviors and communication,
   b. fluency, flexibility, and efficiency when applying their knowledge and understanding in a variety of contexts and problem solutions,
   c. reflective learning through open ended instructional activities, volunteer activities, and challenging questions and curiosity,
   d. an awareness of the boundaries of their own and others understanding, and
   e. recognition of their own prejudices and projections.

7. Curriculum revision, instructional planning, and program implementation are based on comprehensive data gathering and analysis.

8. Student learning and achievement are continuously assessed and reported, using both formal and informal means.

9. Students within the district achieve at the highest levels of the New York State and other selected examinations and assessments.

Teacher Skill and Competency Area:

To effectively implement a standards-based curriculum and foster student understanding, construction of knowledge, and love of learning, the teachers need to have skills and competencies in three areas.

- First, the teacher must be a scholar of the academic area they are teaching. They must know, be comfortable with, and understand the concepts, skills, and processes of the discipline.
- Secondly, the teachers must have a thorough understanding of how people learn. They must be able to apply different strategies and modalities to assure each child is learning at his/her maximum.
- Finally, the teacher must be an expert in the art and science of instruction, applying the appropriate motivational techniques, activities, and questions to enable the student to construct his/her own understanding and knowledge.

The third educational standard addresses teacher skill and competency. It is presented here as an indication of the drive for excellence that the district has initiated, and to provide an indication of the kind of resources, skills, and directions we will need in the near future.

Standard 3.0:
All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Instructional staff throughout the district demonstrates a thorough knowledge of the subject matter area and curriculum for the area the teacher is responsible for teaching and demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction resulting in student learning.

2. Student learning and the achievement of intended learning outcomes are the result of meaningful lesson planning, appropriate teacher/student interaction, and active student involvement.

3. Instructional staff members demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

4. Instructional staff members implement assessment techniques based on appropriate learning standards designed to measure students' learning progress.

Learning Environment:

In the New Paltz Central School District, the focus is on *learning for all*. A learning environment is one which allows learners to explore, inquire, and take learning risks in a safe and supportive climate. As students are learning about their world and its many wonders, teachers are improving their craft, adapting their techniques, and learning how to improve student learning. This collaborative learning process creates a community in which teachers, administrators, and even students are engaged in collegial inquiry and research. Collegial inquiry helps participants to overcome disconnection caused by various specializations of grade level and subject matter. Collaborative and collegial inquiry forces debate among teachers about what is important and promotes understanding and appreciation for the work of others

This includes the need for shared values and vision [core intelligence], supportive physical settings, time allotments and scheduling, and a culture of inquiry and problem solving as a shared personal practice for all. This impinges upon the facilities and resources by requiring that flexible areas for meeting be provided and accommodated. It also has impact on the teaching schedule and the traditional roles of administrators, teachers, students, and community members.

Administrative staff encourages and supports such exploration and facilitates the collaboration by providing time and space for teachers to meet and share the findings of their action research. Data and information about the learning process and other elements that impinge upon it are shared and used for making improvements in the school, to enhance student learning, and to refine teaching practices. Everyone works to assure that successful learning is the focus for all as is clearly stated in the fourth educational standard:

Standard 4.0
A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Instructional staff members develop effective collaborative relationships with students, parents/caregivers, teachers, administrators and other school professionals, and appropriate support personnel to meet the learning needs of each student.

2. The programs, curricula, instructional strategies and the school culture within the district are supportive and designed to motivate and empower learners to fluently, flexibly, and efficiently apply their knowledge and understanding in a variety of contexts.

3. Learners at all levels voluntarily take advantage of multiple opportunities to apply their learning and understanding toward community service: classroom-wide, school-wide, community-wide, or world-wide.

4. Action research and studies of effective instruction and learning are conducted throughout the district.

Leadership Capacity:

The traditional pattern that "teachers teach, students learn, and administrators supervise and manage" is being revised in the New Paltz schools to more closely align with the transformational school model. In a "learning and collaborative system" there is no longer a hierarchy of who knows more than someone else, but rather the need for everyone to contribute and lead within the context of the problem and challenge. A transformational school requires the collegial and facilitative participation of the school administrator, who shares leadership through inviting staff input.

This is a redefinition of the traditional role and characteristics of school administrators. The collegial leader is willing to share authority in certain areas, has a capacity to facilitate the work of staff, and has the ability to participate without dominating. Most importantly, New Paltz administrators are able to create an environment in which the staff can learn continuously within a safe and supportive environment.

An important factor in this process is communication and interaction and encouraging staff to stay in tune with the district mission, purpose, and vision [core intelligence]. A collaborative relationship between administrators and staff leads to a shared and collegial leadership in the school – a learning community - where all grow professionally and learn to view themselves as all working toward the same goals and purpose - [core intelligence]. The fifth standard, Leadership Capacity is listed below:

Standard 5.0
Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. Leaders within the district support and facilitate the emergence of new ideas, knowledge, skills, and patterns of operation which enhance student learning and achievement.

2. Leaders support, facilitate, and encourage collaboration, dialogue, and activities to enhance instruction and student learning.

3. Leaders within the district develop and maintain clear, consistent, and interactive channels of communication and dialogue and provide staff with decision-making parameters.

4. Leaders within the district use a variety of evaluation and assessment techniques and data informed decision processes to assure effective and efficient student learning and success.

5. Leaders are supportive of and provide opportunities for staff to improve skills and content knowledge.

6. Leaders involve staff in decision making and empower individuals to act by delegating responsibility to the areas, groups, and individuals.

7. Leaders maintain and model continuous improvement and life-long learning.

8. Leaders understand and consistently communicate, model, and lead through the tenets, principles, and values of the district's core intelligence.

9. Leaders in the district involve staff in the development, maintenance, evaluation, and implementation of Action Plans.

Resources:

In the New Paltz Central Schools, as in the transformational school model, the amount, appropriateness, and nature of the resources that are introduced into the system, and the facilities and structures in which the school is housed influence the effectiveness and ability of the school to achieve its goals. Resources should be seen not only as a one-way import into the system, but as the way the school influences its surrounding community.

As an open system, the school must interact with its environment to survive; it both consumes resources and exports resources to the environment. Not only is the school a resource **to** the community, but it should also be seen as a resource **in** the community, exporting experience, learning, skills, creativity, problem solving, and knowledge.

The resources have a great deal of influence on all of the areas and are critical to its success. These resources include *time, capital, technology, support personnel, instructional materials,* and all other *peripheral equipment* and *facilities* that go to support and sustain the learning.

The implications to future planning and preparation are many. It is in the area of financial support that often drives the program. There must be a high correlation and coherence between the program goals and the financial resources and the community's ability to pay. Neither should overwhelm the other.

The fact that the facilities are "permanent" resources and can have a great deal of influence over the nature of the learning, the program, and the environment, it is imperative that the facilities be planned with these aspects in mind.

There are two Resource standards, one that addresses the internal resources, and the other the external resources. They are as follows:

Standard 6.0
The District assures that all resources (human, physical and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. The district resources (including capital funds) are allotted and expended efficiently.

2. The district budget is developed to provide maximum student benefit for a reasonable and acceptable cost to the taxpayer.

3. A variety of avenues and opportunities are employed to assure an efficient and effective operation, including, but not limited to – BOCES programs, energy conservation, transportation routing, regular budget audits and reviews, food service, facilities maintenance and operations, and state contracting.

4. District faculty and staff are dedicated to innovative and creative ways of lowering district costs without hindering student learning opportunities and the learning climate.

5. District facilities are physically accessible, appropriate and sufficient for all learners, and provide a safe, supportive, and enriching environment for student learning and success.

6. Learning resources, materials, technologies, and equipment are selected in consideration of the core intelligence, the curriculum expectations, and the learning environment and recognizing financial constraints.

7. Teachers, students, staff and administrators have the necessary training required to effectively and efficiently utilize the learning technologies.

8. The network and technology infrastructure is designed to support learning, instruction, and the District curriculum.

9. The network and technology infrastructure is sustainable, and extensible to support the dynamic changes in technology and the adoption/integration by teachers, staff and administration.

10. Classroom resources and instructional support personnel are used effectively and efficiently to support and enrich student learning and success.

Standard 7.0
The District is a valued resource within the community.

Evidence of Achievement: When this standard is achieved, the following elements and components will be evidenced in the district.

1. The school is perceived by the general public as a resource and contributor to the community, including, but not limited to facilities use, academic center, creative center for problem solving and research.

2. There is rich and strong collaboration and interaction between the District [staff, administration, and students] with the college, area businesses, and community members.

ACTION PLANNING

Action Planning Process:

The strength of adaptive planning is in its dynamic nature. A traditional strategic planning process is often considered complete when all the activities have been assigned, timelines established, and goals delineated. Far too often the plan dies on the shelf as new and challenging problems arise across the district that could not be foreseen or incorporated into the strategic plan by the master planners. An adaptive plan, such as this, is a dynamic and evolutionary process, in that it is not complete and, perhaps, like evolution, ought never to be complete. This Educational Master Plan is a living and flexible document, and designed to breathe life into the learning process for all by enabling us to address problems as they arise and to learn from our experiences. It will guide and focus the educational program and practice, the administrative procedures, and the board's and staff's decisions and planning process.

The *Core Intelligence* and *Educational Standards* are the foundation of the *Educational Master Plan*. The *Core Intelligence* with its mission, vision, and guiding values, informs our actions and intentions, and directs our decisions by engaging everyone in a common purpose. The approved District Standards, built on the *Core Intelligence* are the scaffolding upon which we have developed our action plans and by which we shall judge our growth and achievement. This process provides focus, singularity of effort, and efficiency to the operation by assuring that all are expending effort and time on the same priorities. It is also important to note that in adaptive planning, the effectiveness is assessed on the basis of documented results rather than emotional satisfaction and good intentions. Individuals, teams, and schools seek relevant data and information to assess the achievement of the strategies and activities of the action plan and then use that information to work for and to promote continuous improvement.

The Action Planning process is the most involved and active part of Adaptive Planning and must be done at the point of decision making and problem involvement. This may be at the classroom level, the building level, or at the Central Office level, and in many cases there will be overlap in the activities and strategies. However, this overlapping process brings coherence and clarity to our endeavors, allows for quick revision and modification, when needed, and produces a dynamic and living Plan.

The *Action Plans* delineate and specify the strategies, activities, tactics and timeframe that are being implemented to assure the achievement and fulfillment of the Standards. They begin by clearly defining the need and then creating a results-oriented goal. For example, if the purpose of the standard is to increase student learning, that purpose should be explicitly stated in a goal that will answer the question, "How will we know if our strategies are resulting in gains in student learning?" Effective team goals will focus on the intended outcome rather than on the strategies to achieve the outcome.[2] Once again this is contrary to the traditional approach of writing goals where the focus is on evidence of what teachers will do [Activity] rather than on evidence of what students will learn [Results].

This plan engages all employees, the Board of Education, and the community in a process of *ongoing* and continuous improvement, in which they establish short-term goals at the point of the decision, and develop strategies and activities to achieve them. It seeks to make the complex nature of planning a simpler and more dynamic endeavor by allowing for frequent adjustments based on the analysis of the evidence and degree of success. By revisiting and reviewing the progress and achievements we have made, by revising as new problems arise, and by communicating with one another as we learn together, the Plan provides a vehicle for future actions.

The inclusion of the *Action Planning Process* into the *Educational Master Plan* is also an ongoing process. While there should be documentation available for all members to know the extent and degree of completion or processing of the *Actions Plans*, it is this ongoing process that makes the *Educational Master Plan* viable. It is a networking, interacting, collaborating, communicating, and re-formational process, not a control, command, directive, and static process.

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[2] Dufour, Richard and Rebecca, Eaker, Robert, Many Thomas, <u>Learning by Doing</u>, p. 134.

State of the District Report:

Peter Sengè tells us that the rationale and purpose for building a learning organization revolves around the premise and intent that such organizations will produce dramatically improved results in student learning. [3]   As we learn and improve as individuals and as an organization, these results and improvement strategies, if they are to have any meaning or purpose, must be recorded, communicated, and used in decision-making.

The District's Annual Report is designed to provide a consistent means and process of communicating and reporting the results and achievements of the Action Plans, and subsequently, the attainment of the standards and priorities of the *Educational Master Plan*.   Regardless of the status of the *Action Plans*, it is important that each group report as to the current effectiveness and degree of achievement of the goals on at least an annual basis. This provides continuity of effort and a current "picture" of the district for all to see, set priorities, and allocate resources.

The Board of Education is ultimately responsible for judging the extent of improvement and achievement of the district in meeting its Standards and living up to the mission, vision, and core principles. The superintendent will provide, on an annual basis, a State of the District Report to the Board that communicates the degree to which the district is meeting its *Educational Master Plan*'s Standards, priorities, and commitment to the children of the community.

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[3] Senge, Peter, The fifth Discipline: The Art and Practice of the Learning Organization, (1994), p. 44.

APPENDIX

Action Plan Template
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Sample Action Plans
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Annual Report Template
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Action Plan Template

The following Action Plan framework is designed to assure the achievement and attainment of the guidelines, principles, and expectations contained within the *Standards* and the *Evidence of Achievement*. The Action Plan provides a statement of the current status of the situation, a "SMART" goal or set of SMART goals including a timeline for achievement. **SMART** goals are **S**pecific, **M**easureable, **A**ttainable, **R**esults-oriented, and **T**imebound.[4]

Action Plans are the focus and topic of discussion and assessment on a periodic basis. The process is based on data, research, and assessment information, and these should be the foundation for all discussion that occurs regarding achievement and success. A focus on outcomes rather than inputs or intentions maintains the commitment to seeing evidence that the efforts are producing the intended outcomes and achieving the desired results.

Action Plan Framework:

Action Plan for			
Team Leader/Facilitator: *Team Members:*			
Time Frame of the Action Plan (School Year(s)):			
Standard:			
Evidence of Achievement (What it looks like when we have achieved the Standard.):			
Needs Statement (Where we are right now.):			
SMART Goal: (To bring us to, or close to the criteria in the Evidence of Achievement) *(Specific, Measurable, Attainable, Results-oriented, and Timebound)*			
Strategies/Activities *To Attain Goal*	*Responsibility*	*Timeline*	*Evidence of Effectiveness* *(What will be in place when the activity is complete and how will you measure it?)*

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[4] Cozemius & O'Neill, 2005.

Action Plan for Comprehensive Facilities Planning

Team Leader/Facilitator: BOE Facilities Committee Chair
Team Members: Members, Board of Education, Director of Facilities and Operations, Assistant Superintendent for Business, Superintendent of Schools

Time Frame of the Action Plan (School Year(s)): *May 2010 – June 2011*

Standard 6.0
The District assures that all resources (human, physical and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like when we have achieved the Standard.):
1. *The district resources (including capital funds) are allotted and expended efficiently.*

2. *District facilities are physically accessible, appropriate and sufficient for all learners, and provide a safe, supportive, and enriching environment for student learning and success.*

Needs Statement (Where we are right now.):

The first step in the action planning process will be the completion of the **Building Conditions Survey** and a ***Five-Year Capital Facilities Plan*** in accordance with the NYSED requirements of 8 NYCRR Section 155, and get an in-depth assessment.

SMART Goal: (To bring us to, or close to the criteria in the Evidence of Achievement)
(Specific, Measurable, Attainable, Results-oriented, and Timebound)
By June 30, 2011, the Board of Education will adopt a Comprehensive Facilities Plan that is both educationally and fiscally responsive to the needs of the School District as measured by full engagement of the district's stakeholders,(i.e., community, staff, students, parents, Board of Education, and business owners), in-depth assessment of facilities and grounds, capital budget planning, long-range facility repair and renovation projects, demographic planning and enrollment projections and its foundation in the district's core intelligence and community values.

Strategies/Activities To Attain Goal	Responsibility	Timeline	Evidence of Effectiveness *(What will be in place when the activity is complete and how will you measure it?)*
Appoint Facilities Planning Firm	BOE	May, 2010	BOE resolution in minutes
Complete Needs Assessment in form of the **Building Conditions Survey** and a **Five-Year Capital Facilities Plan**	CSArch, Facilities Planning Firm	October 15, 2010	Submitted to BOE prior to SED
Full engagement of the district's stakeholders,(i.e., community, staff, students, parents, Board of Education, and business owners)	CSArch	Ongoing thru completion of plan	Data shows that the facilities planning process rests upon a foundation formed by the District's educational mission and vision, an understanding of community values and a thorough grasp of the changing nature and needs of its student body
To be determined by the Facilities Planning Firm, CSArch	CSArch	By June 30, 2011	Plan includes realistic and acceptable target levels for each of tax levy, state aid, and bonded indebtedness over a multi-year time horizon with yearly contingencies

THIS ACTION PLAN IS INCOMPLETE

Action Plan for Grade 2

Team Leader/Facilitator: Grade 2 Teacher A

Team Members: Grade 2 Teacher B   Grade 2 Teacher C   Grade 2 Teacher D   Grade 2 Teacher E

 Grade 2 Teacher F   Grade 2 Teacher G

Time Frame of the Action Plan (School Year(s)): 2010 - 2011

Standard 2 - Program Coherence:

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective learners who have a love of learning.

Evidence of Achievement (What it looks like when we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means to measure student learning achievement and the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

Needs Statement (Where we are right now.):

Last year (2009 – 2010), 18% of our third graders were unable to meet grade-level proficiency standards in reading fluency and comprehension as measured by a standardized, individualized assessment program for early literacy development. Six percent (6%) of Caucasian and 33% of minority students were unable to demonstrate proficiency.

SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Timebound) (To bring us to, or close to the criteria in the Evidence of Achievement):

In 2010 – 2011, 100% of third graders will demonstrate proficiency in reading fluency and comprehension as measured by the standardized individualized program for early literacy.

Strategies/Activities To Attain Goal	*Responsibility*	*Timeline*	*Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?)*
We will create a common team schedule that reserves 9:00 – 10:30 a.m. for language arts each day. We will designate 45 minutes (9:15 – 10:00 a.m.) each day for regrouping students into three groups (intensive e support, strategic support, and achieving benchmark) based on demonstration of reading fluency and comprehension.	Third-grade team will adhere to the agreed-upon schedule and identify the appropriate reading group for each student by the end of September.	End of September, 2010	Students will be assigned one of three groups on the basis of individual reading assessment results.
The team will expand to include the special education teacher, AIS teacher, and speech therapist during the designated 45 minutes each day. Students in need of intensive support will be assigned to a member of the team in groups of no more than four students. Students in need of more strategic support will be assigned to groups of no more than eight students. Students at benchmark proficiency will be assigned to the remaining team members for reading enrichment and extension activities created by the team. Student proficiency will be monitored on an ongoing basis and membership in the three groups will be fluid.	The team will: 1. Work with the principal and staff members listed above to create the schedule that allows for this intervention. 2. Create a series of ongoing assessments of reading fluency and comprehension and analyze the results. 3. Align assessments with the content of the curriculum for language arts. 4. Identify specific and precise instructional strategies to address the needs of students assigned to each group. 5. Create a variety of enrichment activities for proficient readers, including reading circles, independent and group research projects, computerized based explorations, silent sustained reading, and teacher read-alouds.	The team will administer the standardized assessment three times per year to determine growth in student learning: in mid September (baseline), January, and late May The team will develop and administer its own authentic/ performance assessments every six weeks.	Evidence will include: 1. Student movements to higher groups. 2. All students demonstrating growth in fluency and comprehension on the standardized assessments. 3. All students meeting the proficiency standard on the state assessment in language arts/ reading.

Annual Report

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results."[5] Unless these results are recorded, reported, and used in decision making the efforts have little meaning and purpose. The Annual Report framework below is designed to provide a consistent means of reporting the results of the Action Plans implemented on a yearly basis. These reports will be incorporated into the annual State of the District Report.

Annual Report for
Team Leader/Facilitator: *Team Members:*
Standard:
Evidence of Achievement (What it looks like if we have achieved the Standard.):
To What Degree have you met your goals and attained the Evidence of Achievement of this Standard? • *Summary of where we were at beginning: (Needs Assessment Data)*   • *Goal(s) [in Action Plan] established to achieve Standard.*   • *Results, as evidenced by evaluation and assessment data.*   • *Conclusions, recommendations, and priorities for future.*

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[5] Senge, Peter, The fifth Discipline: The Art and Practice of the Learning Organization, (1994), p. 44.

Section Three

Building Level Activities Toward Meeting District Goals

Section Three
Duzine/Lenape Elementary Schools

Progress Toward the District Goals

2017-2018

Submitted by:

Debra Hogencamp, Principal
Dr. Tarkan Ceng, Principal

Duzine & Lenape Elementary Schools

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." Unless these results are recorded, reported, and used in decision-making, the efforts have little meaning and purpose. The following narrative, data analysis, and Annual Reports contained in this section are designed to provide a consistent means of reporting the results of the Action Plans implemented in the Duzine and Lenape schools during the 2017-2018 school year.

Duzine and Lenape Elementary Schools continue to collaborate in an effort to provide an environment that supports the whole child in terms of individual growth. This encompasses the children's social, emotional, and academic development. We work together to align our efforts so that a learning environment that supports all learners is perpetuated. Strengthening our educational practices and student learning experiences remains a mutual goal. The District's Core Intelligence is key as we work toward this end.

The 2017-2018 school year focused on efforts:

- To implement data inquiry protocols and continue to build a strong Professional Learning Community within and between the two schools by having the trained teacher representatives work with their grade-level colleagues so that data inquiry becomes an embedded practice.

- To continue to build a kind, caring, and inclusive school community through the Responsive Classroom approach.

- To provide the necessary training relevant to the creation of a Racial Equity curriculum.

- To continue the efficient administration of 504s at the building level.

- Communicating regularly with families.

Duzine Elementary School: Evidence of Achievement

DATA TABLE 1: COMPARATIVE ACADEMIC DATA

English Language Arts (ELA)			16-17	17-18
Kindergarten	Passing		76%	64%
Kindergarten	Mastery		41%	47%
Grade 1	Passing		87%	74%
Grade 1	Mastery		57%	49%
Grade 2	Passing		83%	91%
Grade 2	Mastery		52%	56%
Writing			16-17	17-18
Kindergarten	Conventions-Passing		75%	75%
Kindergarten	Conventions-Mastery		29%	27%
Kindergarten	Meaning-Passing		91%	87%
Kindergarten	Meaning-Mastery		35%	26%
Grade 1	Conventions-Passing		81%	66%
Grade 1	Conventions-Mastery		18%	23%
Grade 1	Meaning-Passing		96%	79%
Grade 1	Meaning-Mastery		28%	28%
Grade 2	Passing		74%	73%
Grade 2	Mastery		16%	26%
Mathematics			16-17	17-18
Kindergarten	Passing		83%	94%
Kindergarten	Mastery		49%	66%
Grade 1	Passing		91%	88%
Grade 1	Mastery		18%	22%
Grade 2	Passing		95%	91%
Grade 2	Mastery		49%	49%
Social Studies			16-17	17-18
Kindergarten	Passing		99%	97%
Kindergarten	Mastery		91%	82%
Grade 1	Passing		100%	86%
Grade 1	Mastery		95%	78%
Grade 2	Passing		91%	100%
Grade 2	Mastery		40%	70%
Science			16-17	17-18
Kindergarten	Passing		100%	98%
Kindergarten	Mastery		93%	83%
Grade 1	Passing		100%	85%
Grade 1	Mastery		100%	81%
Grade 2	Passing		96%	99%
Grade 2	Mastery		53%	71%

Data Table I Narrative Analysis:

In terms of English language arts (running record) scores, Kindergarten demonstrated an overall decrease in passing (12%) but an increase in mastery (6%). Grade 1 demonstrated a decrease in overall passing and mastery (13% and 8%) compared to the previous year's class. The number of Grade 2 students performing at mastery increased (8%), and the overall passing rate increased as well (4%).

Kindergarten mathematics scores showed demonstrated improvement in both overall passing rate (11%) and mastery (17%). Grade 1 showed a decrease in overall passing rate (3%) but mastery improved (4%), and in Grade 2 overall passing decreased (4%), however mastery remained consistent.

Lenape Elementary School

DATA TABLE II: ACADEMIC DATA

Grades 3-5 NYS English Language Arts Test Scores					
2017-2018					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**% Proficient (3+4 together)**
3	25.0%	37.5%	34.7%	2.8%	37.5%
4	14.9%	37.8%	33.8%	13.5%	47.3%
5	21.2%	37.9%	24.2%	16.7%	40.9%

Grades 3-5 NYS Math Test Scores					
2017-2018					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**% Proficient (3+4 together)**
3	40.0%	22.7%	28.0%	9.3%	37.3%
4	31.9%	30.6%	29.2%	89.3%	37.5%
5	29.9%	20.0%	23.9%	29.9%	53.7%

Data Table II Narrative Analysis:

Lenape remains focused on designing and delivering instruction that not only incorporates the Common Core Learning Standards, but serves to engage our students in developing a deep understanding of the curricula that will be demonstrated on academic assessments. In the 2017-2018 school year, approximately 55% of the students in Grades 3-5 refused New York State testing. Given the data we have received from these assessments, it is difficult to draw accurate conclusions regarding overall student growth or achievement. Consequently, we have focused on our local assessment data in order to form a clearer understanding of student performance. To this end, formative assessments in mathematics and data collected from the Fountas & Pinnell Benchmark Assessment System for English language arts were used.

In the 2018-2019 school year, our focus will be to continue improving overall student performance. As we work on the design of integrated curriculum units, utilizing unifying resources, administration and faculty will also continue to refine assessments in math, social studies, and science. As in the past, data will be collected using formative and summative assessments to measure student growth. We will continue to strengthen our data inquiry protocols, including Collaborative Data Inquiry, which will inform our instruction and enhance assessment.

2017-2018: Elementary School Student Racial Demographics

2017-2018: Duzine Elementary School Student Racial Demographic Data

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multiracial	Native Hawaiian/ Pacific Island	White
K	128	2%	3%	13%	0%	6%	<1%	75%
1	132	2%	3%	17%	0%	8%	0%	70%
2	142	5%	4%	12%	<1%	3%	0%	70%
TOTAL K - 2	402	3%	3%	14%	<1%	6%	<1%	73%

2017-2018: Lenape Elementary School Student Racial Demographic Data

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multiracial	Native Hawaiian/ Pacific Island	White
3	147	5%	5%	10%	0%	2%	<1%	78%
4	162	3%	3%	14%	0%	8%	0%	72%
5	150	1%	3%	16%	0%	6%	0%	74%
TOTAL 3 - 5	459	3%	3%	13%	0%	5%	<1%	74%

Annual Report for Duzine/Lenape Elementary Schools

Team Leaders/Facilitators:

Debra Hogencamp and Dr. Tarkan Ceng

Team Members:

Educational Staff

Standard 1.0: Core Intelligence

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision, and guiding principles, and enhance and assure the learning and success for all students.

Standard 2.0: Program Coherence

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application, current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Standard 5.0: Leadership Capacity

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Standard 6.0: Resources

The district assures that all resources (human, physical, and financial) are allocated and provide equitably, efficiently, and in a timely fashion to support and enhance student learning.

Evidence of Achievement (What it looks like when we have achieved the Standard):

Administrators and staff will collaborate to resolve complex problems including but not limited to:

- Data Inquiry Teams are an embedded practice.
    - Professional development in the use of data to drive instructional decisions.
    - Use of a common approach following district-wide protocols.
- Provided support and clarity in refining appropriate protocols for 504 plan eligibility and referral practices; developed and implemented accommodations with integrity that were consistent with disabling conditions.
- Instructional Study Teams and Response to Intervention are implemented with consistency.
    - Professional development in the use of data to drive instructional decisions.
    - Use of a common approach following district-wide protocols.
- Non-academic indicators of learning are identified and measured (see individual building reports).
- Communication from faculty to families is timely, frequent, and efficient.
    - Parent-Teacher Conferences.
    - Written communication (e.g. newsletters, notes, updated webpages).
    - Informal family communication (e.g. phone calls, face-to-face conversations).

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

<u>Summary of where we were at beginning (Needs Assessment Data)</u>

Educational Programs

Beginning in the 2015-2016 school year, Duzine faculty began the development, implementation, and refinement of interdisciplinary/integrated curriculum units of study. This focus continued to be a priority for the 2017-2018 school year.

During the 2017-2018 school year, teachers continued to engage in professional development related to data inquiry teams (specifically Collaborative Data Inquiry or CDI) and continued to work on implementing consistent protocols for the building-level Instructional Study Teams.

Non-Academic Learning

During the 2016-2017 school year, the need to recognize and measure non-academic learning became a priority (see individual building reports in the Non-Academic Indicators of Success section).

Goal(s) [in Action Plan] to achieve Standard

By June 30, 2018:

- 100% of the educational staff will increase their ability to analyze student work to determine levels of skill and competency.

- 100% of the educational staff will utilize information from the analysis of student work for the purpose of adjusting teaching practices to improve student learning.

- 100% of students will demonstrate growth as evidenced by formative, local, common, and/or New York State assessments.

- 100% of the decisions and recommendations for research-based strategies (RtI) made by the Instructional Study Team will be based on data provided by the classroom teacher and other school professionals.

- 100% of teachers will implement curricula and related programs:
    - Balanced Literacy (including Fountas & Pinnell assessments and Word Study)
    - Teaching for conceptual understanding
    - Integrated/Interdisciplinary units
    - Common, authentic, embedded assessment

- 100% of teachers will implement strategies identified to address non-academic learning goals:
    - Responsive Classroom
    - Diversity work

- 100% of teachers will communicate regularly with families.

Results, as evidenced by evaluation and assessment data

Professional Development

- A team of teachers from both Duzine and Lenape faculties received professional development in data inquiry protocols and practices. Along with the facilitator, this team helped introduce these strategies and turn keyed them to the remaining teachers resulting in increasing their abilities to analyze student work and professional practice to ensure effective instruction leading to student growth.

- Duzine and Lenape teachers received professional development in balanced literacy practices to support the continued implementation of the Fountas & Pinnell Word Study Program and Words Their Way Program.

Interdisciplinary/Integrated Units

- Duzine and Lenape teachers reviewed and revised curriculum and instructional practices in English language arts and social studies to align instruction across all levels, Kindergarten through Grade 5.

- Duzine teachers refined and continued to develop interdisciplinary units that integrated English language arts with math, social studies, and science, which included appropriate formative assessments.

- Lenape teachers further developed integrated units that connected English Language Arts and social studies, incorporating formative assessments.

Student Growth and Achievement

- Both faculties continued to engage in discussions identifying data points to support learning interventions.

- Administrators conferred with teachers regarding student progress.

- See data tables and accompanying narratives.

Non-Academic Indicators of Success

- Duzine and Lenape Elementary Schools worked through building-level teams to encourage kindness and respect in student interactions in the classroom, building-wide, and between schools.

- The Responsive Classroom Approach continues to be used kindergarten through Grade 5 to develop positive classroom and building communities.

Response to Intervention (RtI)

- Duzine and Lenape Elementary Schools continued to implement the revised Instructional Study Team process.

- Instructional Study Teams in both elementary schools utilized data to inform decisions regarding interventions.

Communication

- Faculty and staff members maintained ample communication with families through newsletters, written correspondence, electronic communication, phone calls, and face-to-face meetings.

Conclusions, recommendations, and priorities for future

The goals for the 2018-2019 school year are:

- To continue to foster the connection between the two schools.

- To implement data inquiry protocols and continue to build a strong Professional Learning Community within and between the two schools by having the trained teacher representatives work with their grade-level colleagues so that data inquiry becomes an embedded practice.

- To continue to maintain a focus on data and procedures within the Instructional Study Team.

- To continue the efficient administration of 504s at the building level.

- To continue to build a kind, caring, and inclusive school community through the Responsive Classroom Approach and Cultural Proficiency Action Planning.

- To revisit assessments (formative and summative; math; writing prompts; implement new ELP and report card revisions).

- To continue reviewing the Science Standards and integrating them into interdisciplinary/integrated units.

Kindergarten

Team Leader/Facilitator:

Collaborative Process

Team Members:

Tina Bodo, Rebecca Burdett, Trish Lewis, Kerri McIntyre, Iva Profaci, Michaela Schaller, Elayne Zinn, Rachel Busher

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application, current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Administrators and staff will collaborate to resolve complex problems, including but not limited to:

- Data Inquiry Teams are an embedded practice.
- Non-academic indicators of learning are identified and measured as evidenced by Responsive Classroom practices.
- Communication from faculty to families is timely, frequent, and efficient.
- The Fountas and Pinnell reading assessment system and Word Study programs are fully implemented.
- Teachers continue to collaborate, create, and revise interdisciplinary units.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning:

At the beginning of the 2017-2018 school year:

- Collaborative Data Inquiry Teams were in the transition stage of implementation. In other words, during faculty meetings, teachers met as grade levels to practice CBI protocols. Lead teachers trained in CBI continued to provide guidance and input.
- Teachers continued to unpack the Fountas and Pinnell Word Study Program and to implement phonics strategies.
- Teachers continued to implement Responsive Classroom techniques. New teachers participated in initial training. Tenured teachers participated in updates to Responsive Classroom training.
- Teachers continued to implement well developed inter-disciplinary units of study.

Goal(s) [in Action Plan] established to achieve Standard.

- Teacher will engage in Collaborative Data Inquiry (CDI) on a regular basis (every two weeks) by grade level.
- Teachers will utilize information gleaned from CDI to change instruction for the purpose of improving learning outcomes.
- 100% of students will demonstrate growth as evidenced by formative, local, and/or common assessments.
- 100% of the decisions and recommendations for research-based strategies (RtI) made by the Instructional Study Team will be based on data provided by the classroom teacher and other school professionals.
- 100% of teachers will develop and/or implement curricula and related programs:
  - Balanced Literacy (including Fountas & Pinnell assessments and Word Study)
  - Teaching for conceptual understanding
  - Integrated/interdisciplinary units
  - Common, authentic, embedded assessment
- 100% of teachers will implement strategies identified to address non-academic learning goals.
- 100% of teachers will communicate regularly with families.
- 100% of students will show growth in ELA and Math.

Results, as evidenced by evaluation and assessment data.

Student Achievement Data in Literacy (Based on Fountas an Pinnell Benchmark Assessment)

Percent of Students Achieving this Level of Growth	Achievement Level
64%	One year's growth
49%	One-half year's growth or more (less than one year's growth)
66%	Students ending the year at or above grade level benchmark

- Kindergarten representatives attended professional development focusing on Data Inquiry with Dr. Jenn Duerr from SUNY New Paltz.

- A reading specialists conferred with all of the kindergarten teachers in order to provide reading support to those students performing below grade level. The reading specialist met with students who were identified through the Early Literacy Profile (ELP) assessment data as needing reading and writing support. This was an integral part of our literacy instruction.

- Kindergarten teachers conferred with one another and the deputy superintendent around integrating formative assessments into the interdisciplinary units.

- Kindergarten teachers continued to focus on best practices regarding designing curricula, instruction, and assessment, as well as differentiation.

- Kindergarten teachers met to create a timeline/continuum regarding phonemic awareness.

- Kindergarten teachers reflected and discussed expanding the interdisciplinary unit on community into a yearlong study.

- Kindergarten representatives attended a workshop at BOCES on developing interdisciplinary units using a project-based approach.

- Kindergarten teachers continued to implement Responsive Classroom practices throughout the day to support social and emotional growth.

- All kindergarten teachers implemented ongoing integration of diversity concepts within and throughout the curriculum, including the interdisciplinary unit and Reader's and Writer's Workshop. They continually provided instruction regarding promoting an understanding of people's differences and similarities. In the fall, kindergarten teachers introduced _The Bucket Book_, which focuses on kindness within a community. All kindergarten classrooms also participated in the Dr. Martin Luther King, Jr. Kindness and Justice Challenge. This work is cumulative throughout the year.

Conclusions, recommendations, and priorities for future.

- Kindergarten teachers collected and collated resources and materials to create a comprehensive Word Study Resource. They will continue to implement the Fountas and Pinnell Word Study/phonemic awareness program.

- Kindergarten teachers will continue to use the Fountas and Pinnell benchmark assessment system to monitor student growth in reading.

- Kindergarten teachers successfully implemented an Interdisciplinary Community Unit. They will continue to further develop the unit. As they review student work, they will continue to revise the yearlong unit and rubric in order to enhance instruction. Their focus will be on: *Who am I in my classroom community*? *Who am I in my school community*? and *Who am I in my New Paltz community*?

- Kindergarten teachers revised the social studies and science components of the report card to reflect the interdisciplinary unit. These data will be reported to the families.

- The English as a New Language (ENL) Committee successfully held its third ENL Family Night. The teachers, staff, and families collaborated to culminate this event. This created a strong sense of community. Another Family Night will be planned.

- Kindergarten representatives were part of the Data Inquiry Team professional development and met to monitor and analyze student data. This process was turn-keyed with colleagues.

- The kindergarten teachers are pleased with assessment results this year. They will continue to engage in collegial collaborations during grade-level meeting time in order to share lessons and discuss assessments.

- Many of the school events helped develop a sense of community and belonging for all children and families. Kindergarten participated in the Art and Music Celebration, two garden festivals, as well as classroom field trips. The classroom field trips were part of the interdisciplinary unit on community. Participation in such activities will continue in the future.

Grade 1

Team Members:

Lynn Bartlett, Luke Biffar, Laura Biffar, Marcia Cotten, Matt Elkin, Susan Kobza, Elizabeth Rizza, Andrea Shaver, Sara Sheppard, Robin Taliaferro, Brandi Keyser

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application, current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity: Standard 5.0

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Administrators and staff will collaborate to resolve complex problems including but not limited to:

- Data Inquiry Teams are an embedded practice.
- Non-academic indicators of learning are identified and measured.
- Communication from faculty to families is timely, frequent, and efficient.
- The Fountas and Pinnell reading assessment system and Word Study programs are fully implemented.
- Teachers continue to collaborate, create, and revise interdisciplinary units.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning:

At the beginning of the 2017-2018 school year:

- Collaborative data inquiry teams were in the transition stage of implementation. In other words, during faculty meetings, teachers met as grade levels to practice CDI protocols. Lead teachers trained in CDI continued to provide guidance and input.

- The first grade curriculum included two fully developed integrated units of study.

- Teachers continued to unpack and to implement the Fountas and Pinnell Word Study Program.

- Teachers continued to implement Responsive Classroom techniques. Some new teachers participated in initial training. Some tenured teachers participated in updates to responsive classroom training.

- In addition to parent teacher conferences, teachers continued to communicate with parents via newsletters, phone calls, and emails.

Goal(s) [in Action Plan] established to achieve Standard.

- Teachers will engage in Collaborative Data Inquiry (CDI) on a regular basis (every two weeks) by grade level.

- Teachers will utilize information gleaned from CDI to change instruction for the purpose of improving learning outcomes.

- 100% of students will demonstrate growth as evidenced by formative, local, and/or common assessments.

- 100% of the decisions and recommendations for research-based strategies (RtI) made by the Instructional Study Team will be based on data provided by the classroom teacher and other school professionals.

- 100% of teachers will develop and/or implement curricula and related programs:
    - Balanced Literacy (including Fountas & Pinnell assessments and Word Study)
    - Teaching for conceptual understanding
    - Integrated/Interdisciplinary units
    - Common, authentic, embedded assessment

- 100% of teachers will implement strategies identified to address non-academic learning goals.

- 100% of teachers will communicate regularly with families.

- 100% of students will show growth in ELA and Math.

Results, as evidenced by evaluation and assessment data.

Student Achievement Data in Literacy (Based on Fountas an Pinnell Benchmark Assessment)

Percent of Students Achieving this Level of Growth	Achievement Level
74%	One year's growth
71%	One-half year's growth or more (less than one year's growth)
74%	Students ending the year at or above grade level benchmark

- Teachers engaged in professional development to increase their ability to monitor student learning, identify data points, and monitor student growth. Based on these data, teachers will change their teaching strategies to effect a change in the learning outcome.

- Grade 1 teachers participated in Data Inquiry Teams following Data Inquiry protocols.

- Teachers used the updated Early Literacy Profile (ELP) to gather student data for informing instruction and interventions throughout the 2017-2018 school year.

- Grade level representatives participated in cultural proficiency training as part of the Racial Equity Initiative.

- Teachers attended a presentation on the signs, symptoms, prevention, and safety of students at risk of suicide and violence.

- Teachers participated in a workshop to further develop a K-2-word study scope and sequence.

- First grade teachers attended a math training for Guided Math practices.

- Teachers continued to implement Responsive Classroom practices addressing non-academic learning goals.

- Teachers watched and discussed the three-part documentary series, _Race: The Power of Illusion._

- All K-5 teachers participated in the Introduction to Microaggressions Workshop by Michael D. Smith, PhD.

- Teachers further developed integrated and interdisciplinary units.
  - Throughout the year, teachers collaborated on the development of a new interdisciplinary unit.
  - First grade teachers piloted the new fall units sharing insights and resources.

Conclusions, recommendations, and priorities for future.

Word Study:

Grade 1 teachers will continue to create a progressions document, design intervention materials/resources for word study, and implement program.

Interdisciplinary Units:

Grade 1 teachers will continually refine interdisciplinary units in content and through resource selection.

Diversity:

Grade 1 teachers will collaborate with colleagues to redesign The Kindness and Justice Challenge to increase its relevancy and developmental appropriateness as we continue to strive for Racial Equity.

Data Inquiry:

Grade 1 teachers will meet to engage in collaborative data inquiry practices.

Early Literacy Profile (ELP):

Grade 1 teachers will reflect on student learning outcomes with specific attention to the impact of the revised Early Learning Profile Assessment.

Grade 2

Team Leader/Facilitator:

Lisa Hasbrouck and Lilly Andino-Skinner

Team Members:

Lilly Andino-Skinner, Janice Doherty, Lisa Hasbrouck, Arielle Chiger, Michele Favale, Katherine Losee, Katherine Gulitti, Cheryl Tomasetti, Joanna Wilcox

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application, current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Data Inquiry Teams are an embedded practice.
- Curriculum is articulated within and across disciplines.
    - Balanced Literacy, Math, Interdisciplinary/Integrated Units
- Non-academic indicators of learning are identified and measured. Duzine Action Plans include these indicators as a way of ensuring attention to and measurement of these indicators.
    - Responsive Classroom, Diversity/Racial Equity best practices, Physical and Emotional Health
- Communication from faculty to families is timely, frequent, and efficient.
    - Parent - Teacher Conferences
    - Written communication (e.g. newsletters, notes, updated webpages)

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning:

- At the beginning of the 2017-2018 school year, collaborative Data Inquiry Teams were in the transition stage of implementation. In other words, during faculty meetings, teachers met as grade levels to practice CBI protocols. Lead teachers trained in CBI continued to provide guidance and input.

- At the beginning of the 2017-2018 school year, the second grade curriculum included one integrated unit of study, which occurred in the fall.

- At the beginning of the 2017-2018 school year, second grade teachers continued to unpack and to implement the Words their Way Word Study program.

- At the beginning of the 2017-2018 school year, second grade teachers continued to implement responsive classroom techniques. New teachers participated in initial training. Tenured teachers participated in updates to responsive classroom training.

- Second grade teachers participated in both cultural proficiency training and in the development of the Racial Equity curriculum.

- In addition to parent teacher conferences, second grade teachers continue to communicate with parents via newsletters, phone calls, and emails.

Goal(s) [in Action Plan] established to achieve Standard.

- Teacher will engage in Collaborative Data Inquiry (CBI) on a regular basis (every two weeks) by grade level.

- Teachers will utilize information gleaned from CBI to change instruction for the purpose of improving learning outcomes.

- 100% of students will demonstrate growth as evidenced by formative, local, and common assessments.

- Teachers will utilize data to make decision related to RtI and CSE decisions and recommendations

- 100% of teachers will develop and/or implement curricula and related programs:
    - Balanced Literacy (including Fountas & Pinnell assessments and Word Study)
    - Teaching for conceptual understanding
    - Integrated/interdisciplinary units
    - Common, authentic, embedded assessment

Results, as evidenced by evaluation and assessment data.

Student Achievement Data in Literacy (Based on Fountas an Pinnell Benchmark Assessment)

Percent of Students Achieving this Level of Growth	Achievement Level
91%	One year's growth
73%	One-half year's growth or more (less than one year's growth)
91%	Students ending the year at or above grade level benchmark

- Grade level reps had professional training in data inquiry.
- Teachers engaged in data inquiry protocols during faculty and grade level meetings.
- Continue to focus on increasing achievement levels for all students.
- By fine-tuning and implementing the interdisciplinary units, we are creating developmentally appropriate and engaging lessons.
- Grade level representatives participated in cultural proficiency training as part of the Racial Equity Initiative.
- On Superintendent's Conference Day, teachers attended a presentation on ***The Signs and Symptoms of Students at Risk for Suicide and Mass Violence.***
- On our Superintendent's Conference Day on April 20, we gathered materials for our word study units.
- Several second grade teachers participated in Guided Math training.
- Rubrics are being researched and created to assess student's growth.
- Teachers continue to adapt and implement the Fountas and Pinnell phonics program.
- Due to our intensive work on our interdisciplinary unit, teacher are working individually on the word study program.
- Teachers will develop and implement interdisciplinary units.
- Teachers will continue to implement Responsive Classroom practices addressing non-academic learning goals.
- Teachers incorporate community building activities and practices from the Responsive Classroom program on a daily basis.
- Teachers watched and discussed the three part documentary series: *Race the Power of Illusion.*
- All teachers attended an *Introduction to Microaggressions Workshop* by Michael D. Smith Ph.D.

Conclusions, recommendations, and priorities for future.

- Teachers will continue to work on a new scope and sequence for the phonics program.

- We will continue to adapt and implement the program into our classrooms.

- Teacher will work on finalizing the spring interdisciplinary unit as well as the rubric/checklist.

- Teachers will continue to outline the fall interdisciplinary unit.

- Teachers will look into a reptile assembly for students.

- Teachers request guidance/assistance from local experts on indigenous people and reputable research.

- Representatives from second grade will continue to participate in the Racial Equity curriculum team.

- Second grade teachers will implement data inquiry practices and protocols in the 2019 school year.

- Teachers are interested in Responsive Classroom refreshers/training.

- One representative went to mindfulness training. A second grade teacher is representing the grade-level on the Mental Health Implementation Team.

Grade 3

Team Members:

Jill Christensen, Jim Longbotham, Ellen Makow, Liz Burdick, Christiane Dates, Kacie Fisher, Tanya Foret, Traci Miranda, Melissa Manning, Joanna Wilcox, Amy Chapman

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective learners who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported using both formal and informal means. Data from formative and summative assessments are used to set academic goals for individual students as measured by State and local assessments.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

In the 2017-2018 school year, the Fountas & Pinnell benchmark system was utilized as a common assessment for Grades K- 5. In this third year of implementation, teachers engaged in professional development to increase accuracy in the administration of this measurement tool.

In addition, a comprehensive assessment system was utilized for Grades 3-5 that included formative and summative assessments.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of Grade 3 teachers will gain competency in coding students' work samples for level of skill competencies.
- 100% of Grade 3 teachers will utilize this information for the purpose of changing teaching to effect a change in learning.
- 100% of Grade 3 students will demonstrate growth as evidenced by formative, local, common, or State assessments.

- As a result of improved data collection, student achievement in reading will increase. 100% of Grade 3 students will demonstrate at least one year's growth as measured by the Fountas & Pinnell benchmark assessment system.

Results, as evidenced by evaluation and assessment data.

- 100% of students were assessed for reading levels in English Language Arts at the beginning and end of the 2017-2018 school year using the Fountas & Pinnell benchmark system.

- 100% of Grade 3 students demonstrated a one year and/or above grade level growth in reading as measured by the Fountas & Pinnell benchmark system.

- As a result of ongoing assessments and data collection as well as ongoing collaboration among the grade level teachers, we continued to better align our instruction and assessments to the NYS Standards. We met collaboratively as a grade level to analyze student work and plan differentiated instruction.

Conclusions, recommendations, and priorities for future.

- Grade 3 teachers will continue to hone their skills in terms of administration of the common assessments.

- In order to increase skill, teachers will participate in professional development. Teachers will apply the knowledge gained through professional development to classroom practice.

- Teachers will utilize collaborative time to discuss the administration of the common assessments with specific attention to student results and the commonalties and disparities evident in student results.

- Teachers will utilize collaborative time to discuss newly designed integrated units, both the STEAM and Humanities curriculum matrices, and our newly acquired resources.

- Based on student results (data), teachers will recommend changes to teaching strategies to effect a change in the learning outcome.

- Teachers will conduct a mid-year reflection for the purpose of evaluating progress toward 2018-2019 SMART goals.

- Teachers will continue to participate in staff development related to the NYS Science Standards.

- Teachers will continue to participate in Responsive Classroom workshops.

- Teachers will participate in professional development on the newly developed Racial Equity curriculum.

Grade 4

Team Leader/Facilitator:

Collaborative Process

Team Members:

Ginger King, Erin Bulson , Adrienne Houk Maley, Trina Naclerio, Jenna Ranellone, Alex Majthenyi, Kelsey Rice, Tara Crowder, Ellen Allis, Suzanne Seaholm, Janine Brutvan, Daniel Monheit

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Grade 4 teachers utilize student running records, formative assessments, exit tickets, conferences with students, discussion, and observation to monitor student learning. These tools facilitate our efforts to address areas of strengths and needs, track student growth and progress, and guide our instruction.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

- 100% of Grade 4 students were assessed with the Fountas & Pinnell benchmark assessment system.

- 100% of Grade 4 students made growth from September to June as measured by the Fountas & Pinnell benchmark assessment system.

Summary of where we were at beginning: (Needs Assessment Data)

- In the 2017-2018 school year, the Fountas & Pinnell benchmark assessment system was utilized as the common assessment in literacy for students in Grades K-5. Teachers participated in professional development to increase their ability to utilize this tool effectively.

- Data gathered from the Fountas & Pinnell assessments indicated a need to increase comprehension skills. Teachers participated in professional development to implement Words Their Way spelling inventory and connected resources.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of Grade 4 teachers will gain competency in analyzing Words Their Way spelling inventories.

- 100% of Grade 4 teachers will utilize Fountas and Pinnell running record data for the purpose of changing teaching to effect a change in learning.

- 100% of Grade 4 students will demonstrate growth as evidenced by formative, local, common, or State assessments.

- 100% of Grade 4 teachers will use data from formative and ongoing assessments to determine student needs and implement appropriate instruction to meet State standards.

Results, as evidenced by evaluation and assessment data.

100% of all Grade 4 students made growth from September to June as measured by the Fountas & Pinnell benchmark assessment system. 94% of students showed growth of one year or above grade level. 5% of students showed growth from .5 years up to 1 year. 1% showed up to .5-year growth.

Conclusions, recommendations, and priorities for future.

- Continued participation in professional development in literacy and tools for literacy assessment.

- Continued development of formative and summative assessments for mathematics.

- Continued development of integrated units for ELA and social studies.

Grade 5

Team Members:

J. Beck, M. Oppenheimer, P. Easterlin, R. Fisher (K. Gruskin), A. Gogerty, D. Monheit, A. DeMaro, E. Thomas, T. Harris, A. Macur, M. Serrao

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application, current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Grade 5 will use formative and summative assessments to monitor student achievement and progress. Data will be utilized to set academic goals and inform instruction.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

In the 2017-2018 school year, the Fountas & Pinnell benchmark system was used as a common assessment for Grades K-5. In the first year of implementation, Grade 5 teachers engaged in professional development to increase accuracy and consistency in the administration of this measurement tool.

Goal(s) [in Action Plan] established to achieve Standard.

100% of Grade 5 students will demonstrate growth as evidenced by local, formative, and summative assessments.

Results, as evidenced by evaluation and assessment data.

As evidenced by the Fountas & Pinnell assessment, 100% of students showed growth. 95% of students showed growth of one year or ended the year above grade level. 4% of students showed growth from .5 years up to 1 year. 1% showed up to .5-year growth.

Conclusions, recommendations, and priorities for future.

Continued professional collaboration to align and refine our Common Unit Assessments in English language arts, math, science, and social studies.

Elementary School World Languages

Team Leader/Facilitator:

Jennifer Pizzarello

Team Members:

Jenny Delfini, Jennifer Pizzarello

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students will grow in their Spanish proficiency each year by utilizing the four skills of language learning: listening and speaking; and reading and writing (added in gr. 3 and beyond). Students will interpret and respond to real-world situations using their knowledge of Spanish vocabulary and syntax. The Spanish language classroom will allow the learner to feel safe and enable him/her to take risks and apply the knowledge s/he has received. Enthusiastic language learners will be focused and on task during Spanish class.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning:

Educational Programs

In the 2017-2018 school year, students in Grades 1-5 were assessed throughout the year using local assessments to evaluate their proficiency in the Spanish language. In addition, a comprehensive assessment of the four language learning skills (listening, speaking, reading and writing in Grades 3-5 and listening and speaking in Grades 1-2) was implemented. According to the results from the 2017-2018 local assessments, 100% of students achieved proficiency.

Goal(s) [in Action Plan] established to achieve Standard.

100% of students will demonstrate proficiency of the Spanish FLES performance indicators, as measured by the district-developed summative assessments in June 2018.

Results, as evidenced by evaluation and assessment data.

100% of students demonstrated proficiency of the Spanish FLES performance indicators, as measured by the district-developed summative assessments.

We achieved this goal through careful review and revision of our assessments. We collaborated during preparation time to review and compile data for our students. We attended conferences and workshops and shared knowledge of current pedagogy. We continued to implement Responsive Classroom practices addressing non-academic learning goals. We implemented engaging and diverse learning activities and modes.

Conclusions, recommendations, and priorities for future.

The results of our formative assessments were successful. We will continue to collaborate on best practices and methods, and share pedagogy learned from workshops and web-based language learning groups. In the future, our immediate priority is to research and implement more theme-based cultural learning for our students. Our goal is to incorporate more music and authentic resources into our lessons. This will allow us to teach language in a more content and culturally rich environment.

Library Media Specialists

Team Leader/Facilitator:

Joann Martin

Team Members:

Joann Martin; Joanna Arkans; MaryAnn Lis-Simmons

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

District-wide, teacher librarians will implement the Common Core Learning Standards through inquiry-based work. Using the Information Fluency Continuum (IFC) and the Common Core Learning Standards (CCLS), data is collected and examined to measure ongoing student learning and ensure individual student growth. Data is available to support use of our electronic resources from book catalogs to electronic databases that show wide usage of the library resources.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning:

Librarians conduct assessments to determine baseline Common Core (CC) Anchor ELA/IFC skills. In addition, librarians conduct inquiry and strategy skill assessments developed by the Empire State Information Continuum (IFC) to determine information literacy baseline. All schools will continue to obtain circulation statics using the cataloging system-OPALS.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of district librarians will utilize data from assessments to gauge student learning related to Common Core Anchor ELA/IFC standards.

Results, as evidenced by evaluation and assessment data.

- LMS will apply CCLS and IFC standards in the development and implementation of lessons and authentic assessments whenever possible.
- LMS will use literature on a variety of topics and themes to meet IFC and CC Standards
- Teachers will engage in professional development to increase their ability to monitor student learning and monitor student growth. Based on data, teachers will change their teaching strategies to effect a change in the learning outcome.
- Teachers will engage in professional development in literacy/computer technology skills and utilize these skills and knowledge in their classroom practice.
- Continue to focus on increasing achievement levels for all students.

Conclusions, recommendations, and priorities for future.

A review of formative assessment data showed that kindergarten students showed growth in:

- Identifying the five sections in the library and their location in the library, including spine label identification (811-Poetry: 398.2 – Fairytale: F-Fiction, E – Picture Books, Non-Fiction books have many different numbers based on subject matter).
- Connecting ideas to own interests.
- Differentiating between fiction and non-fiction sources.
- Navigating the library and using tools, such as a shelf marker, to make reading selections based on interest level.
- Understanding the basic organizational structure of a book
- Presenting facts and simple answers to questions.

A review of both formal and informal assessment data showed that first grade students showed growth in:

- Identifying the five sections in the library and their location in the library, including spine label identification (811-Poetry: 398.2 – Fairytale: F-Fiction, E – Picture Books, Non-Fiction books have many different numbers based on subject matter), locating authors in alphabetical order.
- Differentiating between fiction and non-fiction sources.
- Sharing what is known about a general topic to elicit and make connections to prior knowledge.
- Recognizing the function and parts of a non-fiction book in order to develop research skills.
- Developing note-taking skills.
- Navigating online subscription databases in order to research a particular topic.
- Developing problem-solving skills through coding/computer programming.

A review of both formal and informal assessment data showed that second grade students showed growth in:

- Identifying the five sections in the library by title, author, and call number in addition to using the spine label containing the genre.

- Recognizing the function of the Dewey Decimal Classification System and identifying specific classifications of the self.

- Expanding their ability to distinguish between fact and opinion, fiction and non-fiction sources, and to utilize the elements of a non-fiction text (e.g. table of contents, index, captions, glossary) to locate information.

- Continuing to increase and enhance their skill level in researching topics using print and non-print formats (e.g. on-line subscription data bases; the On-line Public Access Catalog) that incorporates note-taking.

- Developing a simple bibliography (e.g. Title, Author, Copyright) and knowing that credit must be given to the author/creator of the information (e.g. plagiarism).

- Amplifying problem-solving skills through coding/computer programming.

Conclusions, recommendations, and priorities for future.

- Librarians will continue professional development opportunities in order to meet student/staff literacy and library media needs.

- Significant time was spent analyzing student data to determine the degree of growth in both information literacy skills and the analysis of coding data in Grades 1-5. The analysis shows that students increased their ability to apply information literacy skills and strategies.

- Students progressively increased their level of complexity with the completing of each coding level. This self-paced program (Code.org) provided a non-competitive platform for students to engage in computer coding skills. The benefits of learning programming at a young age provide advantages in thinking, processing, and communicating. Coding will continue to be a part of the library curriculum in the upcoming 2018-2019 school year.

- Building on the Common Core and IFC integration, we will continue to focus on these skills in an effort to strengthen students' college and career readiness skills.

- Further emphasis will be placed on growing students' ability to locate books related to a specific genre or topic when researching or selecting a book for pleasure.

- The librarian will continue a collegial relationship with staff in order to meet common goals and expectations.

Lenape Reading Department

Team Leader/Facilitator:

Kristian Anderson

Team Members:

Kristian Anderson

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

100% of students that participated in reading services will demonstrate growth in reading according to the Fountas & Pinnell Benchmark assessment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

100% of students that participated in reading services have demonstrated growth in reading according to the Fountas & Pinnell Benchmark assessment.

Summary of where we were at beginning: (Needs Assessment Data)

In the 2017-2018 school year, the Fountas & Pinnell Benchmark assessment was utilized as an assessment tool in reading.

Goal(s) [in Action Plan] established to achieve Standard.

The reading teacher will use formative and ongoing data to determine student needs and implement appropriate instruction to meet student needs. As a result of data collection and appropriate instruction, student achievement in reading will increase. All students will demonstrate growth in reading.

Results, as evidenced by evaluation and assessment data.

- 100% of students that participated in reading services have demonstrated growth in reading according to the Fountas & Pinnell Benchmark assessment.

- 46% of students that started below grade level and participated in reading services for at least three months have demonstrated ability to read on grade level according to the Fountas & Pinnell Benchmark assessment.

- 5% of the students that participated in reading services for at least three months demonstrated growth of two years or greater.

- 14% of the students that participated in reading services for at least three months demonstrated growth of at least a year and a half.

- 24% of the students that participated in reading services for at least three months demonstrated at least one year of growth.

Conclusions, recommendations, and priorities for future.

- The reading teacher will continue to develop explicit ways to teach specific reading skills.

- The reading teacher and classroom teachers will meet to analyze students' work and assessments in order to provide consistent and appropriate support for students.

Elementary School Art

Team Leader/Facilitator:

Jen Cone and Krista Pachomski

Team Members:

Jen Cone, Krista Pachomski

Program Coherence: Standard 2.0

All programs, curricula, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Art projects will reflect student interest and responses to art concepts and media.
- Art projects will be collaborative or individual and will support alignment to the core curriculum.
- Students will feel confident about personal choices using various media.
- Students will explore the connections between art and other disciplines.
- Students will continue to view the art room as a safe place to create artwork.
- Art units encourage a personal connection to the artwork students create and will foster self-reflection.
- Art units will include and integrate STEAM concepts to encourage problem-solving and project-based solutions.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Our students demonstrated proficiency through participation in art-making processes and skills. Students were actively engaged in creating artwork that had personal meaning. Student artwork was displayed at the annual art and music festivals.

Summary of where we were at beginning:

Our expectations were for students to develop an appreciation of art and its valuable role in culture and society. With encouragement and inspiration, students will become more confident in using art as an expressive medium. Students will also gain confidence and skill through making choices and solving problems as both elements are present in every lesson.

Goals established to achieve standard

- Lessons will contain a problem-solving component and include cross-curricular concepts and ideas.

- Lessons will demonstrate attention to helping students to become citizens of the world, and encourage independent and creative thinking.

- Lessons will foster skill development in using a variety of art media and processes and include STEAM concepts.
- Lessons will incorporate choice-based and problem-solving components.

Results, as evidenced by evaluation and assessment data.

- Performance and observation based assessment was used to display and review student work (e.g. Art Shows).

- Observations of the students while they were engaged in the process of art making revealed that they were able to discover a variety of solutions to problems related to their artwork.

Conclusions, recommendations, and priorities for future.

- Teachers will further develop integrated and interdisciplinary art units.

- Teachers will continue to reflect on Racial and Cultural Equity to address the NPCSD mission and vision statement and non-academic learning goals.

- Maintaining a portfolio will serve as a way for students to preserve their work and for both student and teacher to be able to visually review the artwork.

- Teachers will integrate STEAM concepts into art units where applicable or related.

Grade 5 Band

Team Leader/Facilitator:

David Finch

Team Members:

Sonja Beard and David Finch

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

A high level of achievement is met through a high level of participation and performance in the Grade 5 instrumental program. This high level of participation continues throughout the school year. Evidence of achievement is met through assessments and reporting using both formal and informal means to measure student learning. This evidence of achievement is seen in differentiated assessments including but not limited to individual and group playing performances, written tests, and question and answer sessions.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

The goals were met through continued high student participation throughout the school year. Students met achievements through a variety of both formal and informal assessments. These assessments included individual and group playing performances, written tests, and question and answer sessions.

Summary of where we were at beginning: (Needs Assessment Data)

There is a continued level of high participation amongst the Grade 5 students. Continuing high levels of participation strengthens the district music program as a whole. Students in the beginning of the school year have little to no instrumental background. Students are in need of understanding how to read music notation while performing on their instruments.

Goal(s) [in Action Plan] established to achieve Standard.

1. Specify the reading music notation skills to be taught in Grade 5.
2. Create a system of assessing the degree to which these skills were being learned.
3. Identify and utilize the specific skills related to sight-reading.

Results, as evidenced by evaluation and assessment data.

- A Band 5 curriculum exists for student achievement and is continually edited for continued student growth.

- Music notation reading skills are assessed throughout the school year. Students are assessed throughout the year on their knowledge of music notation. Indications of student growth in reading music notation were noted throughout Grade 5.

Conclusions, recommendations, and priorities for future.

- The Band curriculums in both Grade 5 and Grade 6 are continually revised and edited to best work towards the goals of each band.

- One priority for the future is to provide a continued cohesive instrumental band program from Grade 5 through Grade 8 while maintaining high levels of participation.

- Another priority for the 2018 -2019 school year is to concentrate more time with sight-reading abilities.

K-2 Physical Education

Team Members:

Roger Norcross & Patrick Barberio

Core Intelligence: Standard 1.0

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision, and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Teacher Skill and Competency: Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application, current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity: Standard 5.0

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Resources: Standard 6.0

The district assures that all resources (human, physical, and financial) are allocated and provide equitably, efficiently, and in a timely fashion to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Here at Duzine, physical education staff will continue to implement the NYS Physical Education Learning Standards. Using our current units, data are collected and examined to continually measure student learning and student growth. Data will be available to help supplement and support the existing program.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning:

The physical education staff wanted to continue to add newer activities and skills to our curriculum.

Goal(s) [in Action Plan] established to achieve Standard.

- The physical education staff at Duzine will utilize the data from assessments to gauge student learning and achievement related to the NYS Physical Education Learning Standards.

- Physical education staff will meet with fellow colleagues in and out of the district.

- 100% of our students in K-2 will demonstrate growth in relation to the NYS Physical Education Learning Standards as evidenced by observation and by participation in the newer skills, drills, and activities.

Results, as evidenced by evaluation and assessment data.

- The kindergarten grade level demonstrated improvement in their motor skills based upon formal and informal assessment.

- In Grades 1 and 2, our students met the benchmarks in motor and object control/manipulative skills.

- Students in Grades 1 and 2 demonstrated growth in personal and social responsibility as evidenced by the new formal observation rubric.

- Teachers will engage in professional development to increase their ability to monitor student learning, identify data points, and monitor student growth. Based on these data, teachers will change their teaching strategies to effect a change in the learning outcome.
    - Collaboration with Greg Warren and physical education staff regarding program and units.

- Continue to focus on increasing achievement levels for all students.
    - Continuing to implement new activities and games keeps achievement fun and exciting.
    - A staff visitation to neighboring schools for development of best practices.
    - A Duzine PE staff member attended a conference concerning healthy eating practices.
    - Duzine PE department members are attending webinars and conferences.

- Teachers will further develop integrated and interdisciplinary units.
    - The physical education team continues to add newer activities to our program.
    - Newer equipment purchases aided our activities.

- Teachers will continue to reflect on Racial and Cultural Equity to address the NPCSD mission and vision statement and non-academic learning goals.
  - Webinars attended by physical education staff.

Conclusions, recommendations, and priorities for future.

- As a department, significant time was spent analyzing student data to determine the degree of growth. The analysis shows that students were able to integrate discrete skills into more complex games and activities.

- We need to continue to use collaboration time to work together on researching and sharing best classroom practices.

Grades 3-5 Physical Education

Team Leader/Facilitator:

Bill Defino

Team Members:

Bill Defino/Dal Veeder

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and skill development are monitored and assessed on a continuous basis through observation of student performance. Students gain knowledge of a variety of athletic and fitness activities as well as a sense of community and individual responsibility within the community. Teachers monitor student growth through both formal and informal assessments.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

95.3% of students demonstrated proficiency on tracking (Grade 3), readiness (Grade 4), and overhand throw (Grade 5) as measured by their performance rubric.

Summary of where we were at beginning: (Needs Assessment Data)

We are continuing to work on visual tracking, readiness, and the performance of the overhand throw, with a focus on using the entire body and stepping with the correct foot. Being successful at both throwing and catching becomes a very important aspect in the success of students as they begin to play more and more games each year in physical education class. As the students advance towards the Middle School, the competition in those games often depends on being successful at both throwing and catching (for example, you cannot make an out in kickball or softball if you are unable to catch the ball or throw it accurately to a base). Despite earlier skill work, we found many students who simply did not move to get to the ball, did not understand the correct hand position, and didn't step on the opposite foot and follow through with their throwing action.

The third graders have been receiving a fourth physical education class as an enrichment period. Half of the class comes to us for small group instruction and extra skill practice.

Goal(s) [in Action Plan] established to achieve Standard.

As a result of focus on tracking (eyes on the ball, feet and shoulders facing the ball, and body behind the ball) in Grade 3; readiness (body behind ball, arms extended, pinkies/thumbs together depending on height of the ball, and body position) in Grade 4; and the performance of the overhand throw (opposite shoulder facing, throwing arm going behind the head, stepping on the opposite foot, and the follow through) in Grade 5, student skills in each area will improve.

The Grade 3 enrichment classes will be used to provide students with extra small group instruction.

Results, as evidenced by evaluation and assessment data.

A performance-based rubric was used to assess student skills. A review of the data collected indicated student growth in their abilities in tracking (Grade 3), in readiness (Grade 4), and in overhand throw (Grade 5). Students demonstrated an increasing level of sportsmanship over time.

Conclusions, recommendations, and priorities for future.

- The Physical Education department is undergoing a change in physical fitness testing that will give us a broader picture of student progress in physical education. Additionally, we will continue to do informal assessments to monitor student growth.

- Physical Education teachers will continue to collaborate with classroom teachers on an informal basis and special education teachers through monthly meetings.

- We will continue to enrich student fitness and community-building through the following activities: A Grade 5 volleyball tournament, collaboration with the music department, an all-day/all-school field day, and picnic and games for the students at the Grade 5 Moving Up. These are great ways to apply the sportsmanship we teach and practice all year.

Annual Report for Elementary Social Workers

Team Leader/Facilitator:

Renee Reynolds

Team Members:

Renee Reynolds, Meri Lederer

Standard 2.0: Learning Environment

A safe and healthy environment. Students will acquire knowledge and the ability necessary to create and maintain a safe and healthy environment.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

A new social history form/template will be developed for use in new referrals to the CSE.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Social workers were currently utilizing an outdated social history form which included information that was no longer relevant and excluded certain relevant items. Social workers have been diligent at making sure appropriate information is included in current social histories but the need for a uniform, updated instrument remained.

Goal(s) [in Action Plan] established to achieve Standard.

- Explored existing social history forms from various school districts.
- Explored social histories used in clinical settings to ascertain relevance of items for a school-based form.
- Developed a new social history form for the New Paltz elementary schools.
- Shared form with other social workers in the District.
- Submitted form for approval.

Results, as evidenced by evaluation and assessment data.

- Sample social histories were obtained and evaluated.
- Items were either included or excluded based on their relevance.
- A new form was developed and shared.
- The new form was submitted for approval.

Conclusions, recommendations, and priorities for future.

Through this process, we were able to streamline the social history form and procedure and ensure that relevant and current information is included in an effort to assist the CSE in looking at the whole child during the course of evaluations.

Section Three
New Paltz Middle School

PROGRESS TOWARD THE DISTRICT GOALS

2017-2018

SUBMITTED BY:
DR. RICHARD WIESENTHAL, PRINCIPAL

New Paltz Middle School

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." Unless these results are recorded, reported, and used in decision-making, the efforts have little meaning and purpose. The following narrative, data analysis, and Annual Reports contained in this section are designed to provide a consistent means of reporting the results of the Action Plans implemented in New Paltz Middle School during the 2017-2018 school year.

Middle School teachers continued to align their work with the Common Core Learning Standards and the new Next Generation Standards, as well as with associated assessments. In the absence of state assessment data, we continue to re-evaluate our local authentic assessments to enable us to collect and use data to inform instruction. In addition, we have maintained our current outstanding programs and kept the focus on student learning. This was accomplished through collaborative efforts and dialogue with staff and our learning community. All of our work continues to be aligned with the District Core Intelligence and Educational Standards.

We continue to address the following items;

1. Revision of departmental action plans using 2017-2018 data (collected throughout the year).

2. Final authentic assessments aligned to Common Core Standards and student needs. These were jointly prepared and scored (common among grade level) to align teaching and assessment.

3. Teacher team meetings continue to focus on data collection, student learning, and student growth.

4. Grade 7 hosted a Literature Symposium, bringing all Grade 7 students together, regardless of team for a full day activity, to provide a culminating activity after reading various "Dystopian" titles in ELA classes. The students showcased projects that demonstrated their understanding of theme and plot.

5. Technology:
   - Continued to integrate robotics with both Grade 6 and Grade 7 with focus on critical thinking skills and integrated with mathematics and science
   - Continued to enhance Flipped Classroom at Grade 6 as well as exploration by the Grade 7 and Grade 8 teachers for inclusion in their teaching methods
   - Expanded Literature Circles to all grades. A literature circle format was also integrated in the Foreign Language classes.
   - The use of grade level tablets was integrated with all subjects.

6. Create/revise plans to reduce bullying at the Middle School.
   - Diversity training was provided at the MS and for Grade 6 students as well as any new students to the Middle School. Special diversity activities were hosted for Grade 8 students through health classes.
   - Trooper Vedder presented to all grades about the hazards of social media.

- As a school community we collaborated multiple times to prepare activities to present to all students with a focus on Social Media and its effects on Middle School students.

7. Instructional study teams were revised and restructured to align with District protocols as well as better meet the needs of our students. Progress monitoring and intervention recommendations were made and recorded.

8. Grade six teachers began to apply the data inquiry techniques during team meetings. Team meetings at all grade levels continue to focus on curriculum, instruction, data, and assessment.

Additional major areas of success at the Middle School this year included:

- *Mary Poppins*, our drama production, involved over 155 Middle School students. Three performances were open to the public. The play was performed for both the Grade 2 and Grade 5 students as an effort to bridge our schools.

- Internet safety/social media continues to be an important Middle School topic. We have hosted a variety of different programs highlighting Internet safety and social media responsibility.

Ongoing:

We continue to use a variety of approached to encourage students to become involved. We have our grade-level field trips, various other field trips that are tied to specific curriculum, many clubs for student involvement, the Step-Up Program (which includes our Step-Up Breakfasts), our various modified sports teams, collaboration with the college for student teachers and tutors, as well as PTA sponsored Co-Recs throughout the year.

It is our focus on learning that provides our students with an outstanding education. The Middle School teaching staff continues to revise curriculum and make modifications to their teaching, as appropriate. Using our in-house assessments to help determine student growth has been a large component for our pedagogy this year. Common unit assessments, teacher-created grading rubrics, along with authentic assessments, continue to move us in the right direction.

We coordinate with the District Office, both with the Superintendent and Deputy Superintendent, to create meaningful activities and professional development opportunities. The Middle School staff is flexible in adapting to new circumstances while still motivating students to be successful and productive members of our community.

2017-2018: Middle School Student Racial Demographic Data

Grade Level	Number of Students	Asian/Pacific Islander	African American	Hispanic/ Latino	American Indian/ Alaskan Native	Multiracial	White
6	183	4%	4%	15%	0%	2%	75%
7	169	4%	2%	11%	0%	2%	81%
8	157	4%	4%	8%	1%	2%	81%
Total	509	4%	3%	12%	0%	2%	79%

Data Tables (Algebra 1 / Biology)

Algebra 1 Regents	2014-2015	2015-2016	2016-2017	2017-2018
Average for the class	83% (40 students)	85% (40 students)	88% (52 students)	86% (48 students)

Living Environment Regents	2014-2015	2015-2016	2016-2017	2017-2018
Average for the class	91% (49 students)	91% (49 students)	88% (62 students)	90% (50 students)

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient
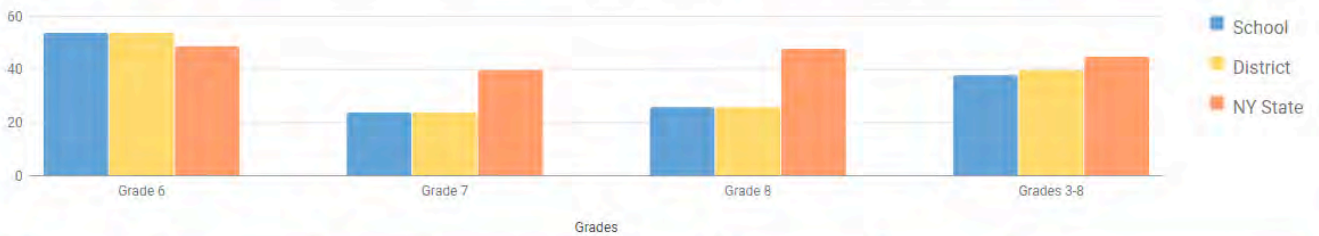
Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	111	71	14	20%	19	27%	20	28%	18	25%	38	54%
Grade 7	122	49	14	29%	23	47%	5	10%	7	14%	12	24%
Grade 8	125	31	9	29%	14	45%	7	23%	1	3%	8	26%
Grades 3-8	359	151	37	25%	56	37%	32	21%	26	17%	58	38%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

Percent Proficient
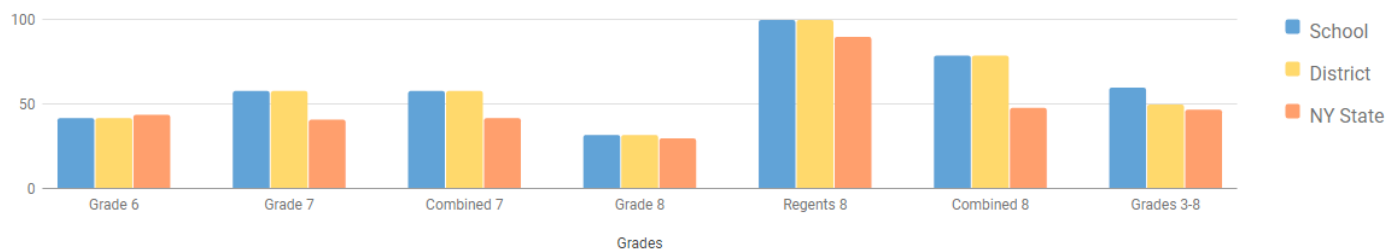
Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	116	67	17	25%	22	33%	22	33%	6	9%	28	42%
Grade 7	125	45	11	24%	8	18%	16	36%	10	22%	26	58%
Combined 7	125	45	11	24%	8	18%	16	36%	10	22%	26	58%
Grade 8	135	22	7	32%	8	36%	7	32%	0	0%	7	32%
Regents 8	—	48	0	0%	0	0%	0	0%	48	100%	48	100%
Combined 8	135	70	7	10%	8	11%	7	10%	48	69%	55	79%
Grades 3-8	377	182	35	19%	38	21%	45	25%	64	35%	109	60%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

Annual Report for New Paltz Middle School

Team Leader/Facilitator:

Dr. Richard Wiesenthal and Ann Sheldon

Team Members:

Educational Staff

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Administrators and staff will collaborate to resolve complex issues, such as:

- Identifying data points to be used in analyzing student growth and guiding instruction.
- Implementation of Instructional Study Teams and Response to Intervention.
- Special Education referrals based on data and student need.

To what degree have you met your goals and attained the Evidence of Achievement of this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Identify data points.
- Analyze data points to inform intervention.
- Recommendations of appropriate interventions, based on data.
- Monitor and analyze ongoing student growth and when necessary, change direction of teaching and the outcome of student learning.

Goal(s) [in Action Plan] established to achieve Standard.

By June 30, 2018:

- 100% of the educational staff will gain competency in analyzing student products for level of skill competencies.
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- Response to Intervention and Instructional Study Teams will be re-articulated to align with District parameters.
- 100% of teachers will engage in professional development to increase their abilities to monitor student growth.

Goals were achieved as evidenced by the following:

- Assessments were analyzed and the data collected was used in the redesign of lessons to address student growth, student development, as well as alignment to the standards.

- Teachers attended in-house as well as outside staff development activities to continue professional growth.

- Common unit assessments are given and evaluated by various members of the department with a common teacher-created grading rubric as a method to monitor student learning, as well as alignment of curriculum.

- The Instructional Study Team continued with its alignment to the District model. Teachers were encouraged to bring evidence of needs based on data and RTI strategies were provided, as well as follow-up meetings scheduled.

- Team meetings focus on monitoring student progress; collection and analysis of data.

Results, as evidenced by evaluation and assessment data. (See Department annual reports)

100% of the educational staff was responsible for pursuing the critical questions of teaching and learning.

- Teachers attended in-house as well as outside staff development activities to continue their professional growth. These activities were shared and translated into newly designed lessons and assessments.

- 100% of the professional staff designed lessons focusing on the shifts to the Next Generation Standards. The data from these assessments is used to determine student growth.

- The process of collecting, reviewing, and using data in decision making continued. 100% of staff implemented data-based strategies.

- Authentic assessments are being revised to align with the Next Generation Standards. Revision of our end-of-year authentic assessment is ongoing to stress analysis and evaluation.

- IST process was streamlined and enhanced. Data driven strategies were advanced to promote student progress and associated monitoring. Data were collected and recorded.

The Middle School continues to develop a positive climate through innovative activities that engage students in the learning process. We continue to promote positive student behavior through a variety of methods such as: assemblies, teacher talk, Step-Up program, grade level initiatives, as well as overall positive attitude.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year focused on implementation of standards-aligned lessons, collecting data, and using the data to make decisions about instruction. Coupled with this is the monitoring of student progress. The IST along with our RtI program supports data-based decision making to enhance student learning.

Review

- Curricular and co-curricular programs and activities continue to address the diverse needs of all students. The Middle School Play, the student Talent Show, grade level field trips, Modified Sports, PTA-sponsored Co-Recs, student clubs, choral and band programs, the Step-Up Program, as well as others, play an important part in making the New Paltz Middle School an inclusive community.

- Technology integration continues to be a focus for all teachers. A robotics program was provided for two grade levels with a focus on critical thinking skills, coding, and ethics that connect science, math, and English.

- Increased use of green screens (provided by the New Paltz Central School District Foundation for Student Enrichment) in Foreign Language classes provided teachers with the ability to enhance their instruction as well as provided students an opportunity to increase technology skills and make learning interactive and fun.

- Flipped Classroom teacher training has continued and the use of the Flipped Classroom was increased, allowing integration of 21st century technology skills for our students.

Recommendations

- Continue to support student learning by designing assessments from which we use data to monitor student growth.

- Continue to provide meaningful staff development on data collection and use of data to enhance teaching and learning.

- Continue the work of the Cultural Proficiency staff development and begin to implement the action plan for the 2018-2019 school year.

- Begin to align curriculum to the Next Generation Learning Standards.

- Continue to provide time to review data and reflect on and revise our practice.

- Continue to monitor the results of the RTI interventions provided by the IST committee, as related to student progress.

Priorities

- Offer staff development to provide teachers with advanced assessment development and associated data collection to enhance student learning.

- Provide staff development on ongoing data analysis.

- Continue the work of the Cultural Proficiency professional development and implement short-term goals from the action plan.

- Continue to develop alternative assessment modes to determine student knowledge and progress.

- Develop a user-friendly process to share relevant student information, between grade levels and buildings.

- Continue to research effects of social media on Middle School students and create opportunities for teaching, dialogue, and reflection that move students in positive directions.

Grade 6 English Language Arts

Team Members:

Barbara Weiner, Barbara Sunshine, Heather Hopper, Melissa Giordano, Stacie Erceg, Nicole Walker, Eric Savelson, Kelly Costello

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills and dispositions that are expected of the citizens of the future are founded on strategies that lead learners to the highest level of understanding, empathy and self-knowledge and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Pre-assessment (GSRT –Greys Silent Reading Test): Students who achieve the standard score above a 50% on the GSRT.

- Independent Reading: Students will choose and read independent books and complete assignments applying skills learned in class.

- Literature Circles: Students will read in Literature Circles, as well as write and discuss key literary elements in an independent group.

- Final Authentic Assessment: Students will complete an independent reading and writing project in class. This assessment will incorporate literary elements and writing components taught throughout the year.

- Formal Literary Writing: Students will write paragraphs and essays including text evidence for shared texts, independent books, and Literature Circle books. Students will write extended responses on tests and quizzes about shared texts and Literature Circle books. Students also will write paragraphs and essays citing evidence from nonfiction articles that compare and contrast to the novel they are reading in class.

- Nonfiction and Informational Text: Students will read nonfiction articles related to class novels and write paragraphs and essays that incorporate how this piece of nonfiction enhances their understanding of the class novel.

- Whole Class Novel or Shared Text Instruction: Whole class novels and shared texts will be read to introduce literary elements, reinforce citing text evidence to answer comprehension questions, and teach new vocabulary.

- During the year, students will write several pieces, including writing to prove literary elements, a friendly letter, text summaries, and a book review.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Based on the end of the year authentic assessment, 100% of the Grade 6 students demonstrated proficiency.

Summary of where we were at beginning: (Needs Assessment Data)

Using pre-assessment data in ELA, curriculum was developed to meet the students' needs within the parameters of the District's goals. Common assessments were used to evaluate end-of-the-unit goals.

Goal(s) [in Action Plan] established to achieve Standard.

- Students will read, interpret, apply, synthesize, and reflect on a variety of genres with emphasis on informational text.

- Students will write for different purposes, including to explain, compare/contrast, summarize, describe, narrate, persuade, or express feelings.

- Students will recognize and apply conventions of Standard English, use language appropriately in different context, and acquire new vocabulary and use it appropriately.

- Students will analyze, compare, contrast, and synthesize various pieces of fiction and nonfiction using text elements to prove their reasoning.

- Students will demonstrate standard paragraph and essay format, including organization of ideas and supporting details.

- Students will read class novels and short stories in different genres, applying the skills and concepts above.

Results, as evidenced by evaluation and assessment data.

- Independent Reading: Students chose and read at least one book and completed a journal entry, an independent reading project (which included a written and a creative component), and a book notes sheet for each of the first three quarters. In the fourth quarter, students also read a nonfiction book and completed a book notes sheet. Each quarter students showed improvement in their independent reading projects. This culminated in 100% of Grade 6 students demonstrating proficiency on the end-of-year authentic assessment.

- Literature Circles: Students read in Literature Circles, as well as wrote and discussed key literary elements in an independent group.

- Final Authentic Assessment: Students completed an independent reading and writing project. The creative component was completed as a home assignment and all of the writing was completed in class. This assessment incorporated literary elements and writing components taught throughout the year.

- Formal Literary Writing: Students wrote paragraphs including text evidence for class novels, independent books, and Literature Circle books. Students wrote extended responses on tests and quizzes about class novels and Literature Circle books. Students also wrote paragraphs and essays citing evidence from nonfiction articles that compared and contrasted to the novel they were reading in class.

- Nonfiction and Informational Text: Students were required to read at least one nonfiction book for the fourth quarter independent reading project. Students also read nonfiction articles related to class novels and wrote paragraphs that incorporated how this piece of nonfiction enhanced their understanding of the class novel.

- Whole Class Novel Instruction: Whole class novels were read to introduce literary elements, reinforce citing text evidence to answer comprehension questions, and teach new vocabulary.

- During the year, students wrote several pieces, including writing to prove literary elements, a friendly letter, and a book review.

- Data was gathered during September through ELA pre-assessments.

Conclusions, recommendations, and priorities for future.

- Continue to incorporate the new Common Core Learning Standards as they fit into the District goals and curriculum.

- Students need to continue to develop reading skills and concepts in order to be successful in independent small group literature discussions.

- Continue to provide students with a variety of experiences in finding main ideas and supporting details in informational text.

- Horizontal alignment meetings have continued to align Grade 6 curriculum with emphasis on unified, content-specific vocabulary for the writing process.

- Across the subject areas, common writing structure and vocabulary as related to the writing process is ongoing.

Grade 7 English

Team Leader/Facilitator:

Valerie Hughes and Randi Rosen

Team Members:

Valerie Hughes, Randi Rosen, Kristen Conrad, Ayesha Ibrahim, Michelle Olson, Mary Guirma, Rebecca Masters

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills and dispositions that are expected of the citizens of the future are founded on strategies that lead learners to the highest level of understanding, empathy and self-knowledge and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard):

- Students in Grade 7 will independently read two teacher-approved, self-selected books per quarter. Each quarter students will complete a creatively inspired project. Students are encouraged to read at least two nonfiction books over the course of the year.

- Students will demonstrate reading comprehension strategies and apply them to whole-class novels. Students make thematic connections to essential questions about identity, racial equity, empathy, overcoming obstacles, etc.

- Students will work collaboratively during the Literature Circle unit by applying reading strategies practiced during instruction of whole-class novels.

- Students will correctly incorporate literary, domain-specific language into formal writing. Students will incorporate meaningful commentary into literary writing and will analyze writer's craft.

- Students will make meaning for new vocabulary. They will be able to use that vocabulary correctly in their writing.

- Students will read and understand informational texts, summarize, synthesize, and respond alongside corresponding fictional works.

- Students will analyze poetry in whole-class settings and individually. Students will compare poetry to multiple forms of literature, media, and art. Students will understand how poetry reflects real-world problems.

- Students will view a dramatic work on the annual Grade 7 field trip. Students will review a performance. Students will identify elements of drama in *The Miracle Worker* and analyze the text thematically.

- Students will demonstrate proficiency on their Final Authentic Assessment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Based on the end of the year Final Authentic Assessment and yearly average, 93% of the Grade 7 students demonstrated proficiency.

Summary of where we were at beginning: (Needs Assessment Data)

- Each student was assessed using the GSRT (Gray's Silent Reading Test). The English department worked towards improving the process for getting students into support classes. Working in conjunction with the reading specialists in our building, English 7 teachers administered the GSRT. Students who scored below average were evaluated using the oral version of the assessment, the GORT (Gray's Oral Reading Test).

- In the first several weeks, we gathered writing samples to use as a pre-assessment of prior writing ability. Based on pre-assessments, teachers made recommendations for further support services (Writing Workshop).

- Students needed guidance in choosing appropriate book titles and completing long-term independent reading assignments and goals.

- Students had limited exposure to commentary within the literary paragraph.

Goal(s) [in Action Plan] established to achieve Standard.

- Teachers will continue to use student data to inform assessment, questioning, and teaching practices.

- Teachers will continue to refine curriculum (essential questions and assessments) to enhance student progress.

- Teachers will use model and mentor texts to demonstrate student expectations.

- Students will achieve proficiency in writing literary essays, meeting their Independent Reading goals, working in groups, and making connections between literature and the real world.

Results, as evidenced by evaluation and assessment data.

- Students identified as below average on the GSRT were re-evaluated for support services. Placement into support classes was revised after assessing student need.

- Students completed Independent Reading each quarter and demonstrated their understanding through choice writing, projects, and discussions.

- Students demonstrated reading comprehension strategies and applied them to whole-class novels. Students made thematic connections and applied literary analysis.

- Students directed their own learning during the Literature Circle unit, as evidenced by their Literature Circle journals. 100% of students participated in a school-wide symposium.

- Students improved their understanding of what makes sophisticated commentary, as evidenced by their final literary essay.

- 100% of students incorporated literary language into their writing and classroom discussions, appropriate to their grade level.

- Students read and understood informational texts, summarized, synthesized, and responded alongside corresponding fictional works.

- Students self-selected appropriate poetry, and analyzed, responded, and created a culminating poetry project.

- Students viewed a performance of *Inherit the Wind*. Students reviewed the performance. Students identified elements of drama in *The Miracle Worker* and analyzed the text thematically.

- 93% of Grade 7 students demonstrated proficiency on their Final Authentic Assessments.

Conclusions, recommendations, and priorities for future.

- Teachers will adjust instruction (both content and process) to meet the needs of all students. Teachers will consider curricular changes.

- Teachers will conduct a mid-year reflection after students complete their mid-year assessments for the purpose of evaluating progress.

- Continue after-school book clubs, book challenge, *The Mirror* newspaper, after-school poetry event, theater field trip, and guest speakers.

Grade 8 English

Team Leader/Facilitator:

Jenny Denman and Nicole Sullivan

Team Members:

Kristen Conrad, Wendy Lockard, Mary Guirma

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Pre-assessment and the Gray's Silent Reading Test (GSRT) and grade-level pre-assessments in short response, paragraph, and essay introduction formal writing.

- Choice Reading: Students will choose their own books during each quarter. Students will analyze their own books with regard to writer's craft and share their titles with peers in discussions and shared writing.

- Literature Circles: Students read in Literature Circles and analyze literature in small groups. Students select key elements in the novel and continue daily discussion and analysis of writer's craft.

- Final Authentic Assessment: Students will read critically, identify a worldwide problem, research that it exists, support it in a final, polished essay, and present findings to peers.

- Formal Literary Writing: Students demonstrate improvement in their raw rubric scores in second half of the year assessments from their pre-assessment scores in paragraph and literary essay writing.

- Nonfiction and Information Text: Students appropriately analyze synergistic nonfiction texts to compare and contrast how they approach similar themes and central ideas.

- Whole Class Novel Instruction: Students analyze vocabulary, engage in literary analysis, and engage in higher-level texts.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- All students were pre-assessed with the GSRT and writing pre-assessment.

- Writing samples were evaluated so that students' needs could be appropriately addressed.

- Skills-based instruction continued to be a part of curriculum.

Goal(s) [in Action Plan] established to achieve Standard.

- All students demonstrate proficiency on the final authentic assessment.

- 90% of students will achieve their quarterly independent reading goal.

- 100% of students will fulfill their Literature Circle requirements on a daily basis by coming prepared with active reading notes and participating in daily group entries.

- 100% of students will demonstrate improvement in formal writing.

Results, as evidenced by evaluation and assessment data.

- 89% of students achieved proficiency on the final authentic assessment.

- 100% of students analyzed choice books and shared with peers.

- 90% of students achieved their Literature Circle requirements on a daily basis, as evidenced by their culminating assessment binders.

- 100% of students demonstrated improvement in formal writing in their second half of the year culminating assessments.

Conclusions, recommendations, and priorities for future.

Over the past years, we have noted that student performance on the final authentic assessment does not match the quality of work that they produce during the second half of the year. They do not put the same level of effort into this assessment as they do other work. A continued goal is to develop intrinsic motivation for the final authentic assessments because we have found that there is evidence of stronger skills in smaller benchmarks that are not always reflected in this higher stakes situation.

We want the final assessment to be more reflective of the quality of work that they complete on the mid-year assessment. The authentic assessment does not seem to have the intended outcome of creating intrinsic motivation to do best work. An assessment more like the mid-year assessment would provide us with better data to reflect upon when evaluating the impact of our instruction on student achievement with regard to the year as a whole. We also want to do more work on implementing the writing process and improving a student's ability to conduct quality self and peer assessment.

Last year we had success in implementing new literature and enhancing student engagement in reading, and this year we are focusing on inspiring an appreciation for writing that will impact student performance on graded writing assessments and enhance their intrinsic motivation.

Middle School Math

Team Members:

Janine McNamee, Jess Grey, Diane Batista, MaryBeth Ferrante, Sarah Potenza

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Learners are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

- Programs and curricula offered are based on the District's Core Intelligence and consistent with student needs as "Citizens of the Future," including, but not limited to, the concepts, skills, and dispositions in confidence in their abilities.

- The curriculum, instruction, and learning activities in classrooms encourage and empower students to exhibit:

   o Fluency, flexibility, and efficiency when applying their knowledge and understanding in a variety of contexts and problem solutions.

   o Awareness of the boundaries of their own and others' understanding.

   o Recognition of their own prejudices and projections.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Math teachers continued to observe student difficulties with math fluency on grade level. This fluency deficiency limits students' abilities to reach full potential within the Common Core Learning Standards (CCLS).

During the 2017-2018 academic school year, math teachers addressed student math fluency as described in the new Common Core Learning Standards. Fall of 2012 began the implementation of a curriculum aligned to the new CCLS. **Middle level classes will not see students coming in with a background in this fluency until the incoming Grade 6 students in the fall of 2018.** Until that time, we will need to continue to modify our curriculum and assessments to work on the identified skills with our students.

Goal(s) [in Action Plan] established to achieve Standard.

Students will demonstrate increased math fluency as measured in formal and informal assessments.

Results, as evidenced by evaluation and assessment data.

The Common Core Learning Standards as outlined by the State of New York have embedded opportunities for students to practice fluency of foundational concepts to be mastered by the end of Grade 5. We have developed tools for periodic checks on student fluency of specific skills to be used to monitor student progress. The results below are based on the pre- and post-assessments.

Summary of Skills Addressed in 2017- 2018: PART 1 – Grades 6-8

Skill	6th PERCENT SUCCESS		7th PERCENT CHANGE within the year	8th PERCENT CHANGE within the year
Place value (whole) Part 1/Question 1	97		4	3
Place value (decimal) Part 1/Question 2	92		21	42
Rounding (whole numbers) Part 1/Question 3	98		8	0
Rounding (decimal numbers) Part 1/Question 4	90		21	20
Compare & Order decimals Part 1/Question 5	95		11	46
Fraction to decimal Conversion Part 1/Question 6	83		39	13
Decimal to Fraction Conversion Part 1/Question 7	78		46	21
Basic fraction addition Part 1/Question 8	63		52	17
Basic fraction subtraction Part 1/Question 9	60		55	14
Basic fraction multiplication Part 1/Question 10	78		36	7
Basic fraction division Part 1/Question 11	67		43	2
Basic decimal addition Part 1/Question 12	90		10	7
Basic decimal subtraction Part 1/Question 13	93		20	15
Basic decimal multiplication Part 1/Question 14	85		21	15
Basic decimal division Part 1/Question 15	58		39	22

Notation:

The table above refers to non-accelerated Grade 7-8 students only.

Results, as evidenced by evaluation and assessment data.

The Common Core Learning Standards as outlined by the State of New York have embedded opportunities for students to practice fluency of foundational concepts to be mastered by the end of Grade 6. We have developed tools for periodic checks on student fluency of specific skills to be used to monitor student progress.

Summary of Skills Addressed 2017-2018: PART 2 – Grades 7-8

Skill	7th	8th
	PERCENT CHANGE	PERCENT CHANGE
Integer Addition (diff signs) Part 2/Question 1	11	4
Integer Addition (same signs) Part 2/Question 2	15	2
Integer Subtraction (diff signs) Part 2/Question 3	54	10
Integer Subtraction (same signs) Part 2/Question 4	26	15
Integer Multiplication Part 2/Question 5	66	6
Integer Division Part 2/Question 6	16	16
Mixed Fraction Addition Part 2/Question 7	48	3
Mixed Fraction Subtraction Part 2/Question 8	44	2
Mixed Fraction Multiplication Part 2/Question 9	52	5
Mixed Fraction Division Part 2/Question 10	52	11
Mixed Fraction Subt w/decomposition Part 2/11	33	6

Conclusions, recommendations, and priorities for future.

Due to the fact that the State did not allow any time for a transitional period, it is recognized and understood by the math department that the content of instruction must consider the lack of foundational skill-building opportunities and that the emphasis on fluency must continue.

The CCLS initial implementation was in the Fall of 2012 at which time the need for increased fluency became evident. Curriculum that supports and includes the skill-related concepts has been utilized. The purpose of the fluency checks was to monitor the overall development and retention of the documented skills.

There is a need for vertical communication related to methods of instruction, vocabulary, and intervention services used in grade levels other than those within the Middle School.

Middle School Social Studies

Team Leader/Facilitator:

Jennifer Hicks

Team Members:

Jennifer Hicks, Ron Constable, Thomas Chervenak, Scott Taylor, Mitchell Mead, Heather Hopper, Kelly Costello, Jessica Grey, Barbara Sunshine, Ashely Cortes

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

100% of students will achieve proficiency on the final assessment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

- 100% of 6th grade students achieved proficiency on the final assessment.
- 99% of 7th grade students received proficiency on the final assessment.
- 95% of 8th graders achieved proficiency on the final assessment.

Summary of where we were at beginning: (Needs Assessment Data)

Student performance on the pre-assessment demonstrated a need to refine and review both social studies content and skills, particularly constructed response questions and formal writing. Pre-assessment data also demonstrated a need to continue developing the skill of referencing the documents and incorporating outside information when answering constructed response questions. Pre-assessment data provided evidence that development should still continue in encouraging student use of outside information, based on social studies concepts, in their formal writing. Department discussion and collaboration on lesson planning indicated that we should continue to incorporate the use of primary and secondary sources as we move away from relying on the textbook as a classroom resource.

Goal(s) [in Action Plan] established to achieve Standard.

- Social Studies curriculum design for Grades 6-8 will move toward incorporating the New York State Learning Standards, supplemented with pre/post task examples and revised authentic assessments.
- Paragraph and essay writing will be woven into all unit plans and common rubrics will be developed to help standardize the grading of said tasks.
- We will develop constructed response questions and other writing responses that reflect the recognition of various points of view throughout history.

Results, as evidenced by evaluation and assessment data.

- As evidenced through the mid-year assessment continuing through the final authentic assessment, students demonstrated proficiency in answering NYS K-12 Social Studies Framework-based multiple-choice questions, analyzing primary source constructed response questions, and connected content with a formal written assessment.

- Common rubrics and language were successfully integrated across grades levels to standardize results and inter-rater reliability, as evidenced by the results of the midterm and final authentic assessments.

- Unit constructed response questions, midyear assessments, and the final authentic assessment included multiple-choice questions and written questions that reflected various historical points-of-view.

Conclusions, recommendations, and priorities for future.

The social studies department is committed to continuing the design of lesson plans and activities that apply current, 21st century-focused, student-centered methods that are in alignment with Webb's Depth of Knowledge.

Middle School Science

Team Leader/Facilitator:

Laura Bryant

Team Members:

Donna Gallo, Sue O'Brien, Melissa Feldmann, Elizabeth Watts, Bryan Krebs, Ryan Burns, Rebecca Masters, Kathy Eckenroth and Marissa Nadareski

Standard 2.0

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective individuals who have a love of learning.

Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Middle School science and math teachers collaborate to continually revise assessments and instructional strategies. Formative and summative assessments provide data to inform these revisions. In the 2017-2018 school year, this goal of collaboratively assessing student data on an ongoing basis was achieved, as evidenced by the practices enumerated in the next section of this report.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Revision of science assessments for Grades 6-8 is a continual process. As the year progressed, we continued to work both formally (staff development opportunities) and informally on the alignment of content and skills. We began to look at the New York State Science Learning Standards (NYSSLS) in addition to Common Core Learning Standards across grade levels in order to compare past practice to upcoming state mandates (NYSSLS). In addition, all grade-level science teachers collaborated with Middle School math teachers in application of math skills, such as organizing results, using appropriate graphs, diagrams, data tables, and other models to show relationships.

All grade levels incorporated three or more expository texts where students identified scientific concepts and language, which they then applied throughout the year in classroom discussions, assignments, and assessments.

All grade levels continue to scaffold scientific writing. Starting in Grade 6, students formulate hypotheses based on research and write analysis and conclusions based on the data collected. In Grade 7, this is expanded to include the identification of variables. Finally, in Grade 8 students are engaged with designing their own experiments and will complete a comprehensive procedural lab write-up.

Summary of where we were at beginning: (Needs Assessment Data)

In the beginning of the 2017-2018 school year, the department identified areas of weakness: specifically in the areas of reading expository texts and in applying math skills in a scientific setting (i.e. graphs, diagrams, data tables, scientific formulas, and other models to show relationships).

Goal(s) [in Action Plan] established to achieve Standard.

Goals were set to address these areas of weakness, specifically reading at least three expository texts and applying math skills.

Results, as evidenced by evaluation and assessment data.

90% of students achieved proficiency on authentic assessments that involved reading expository texts and the application of math skills. Students were required to synthesize information provided in these texts and apply scientific language to their authentic assessment. Additionally, students showed more independence when applying mathematical skills as exhibited when creating a graph.

Conclusions, recommendations, and priorities for future.

Moving forward, we will continue to work together as a cohesive science department and align assessments within each grade level. Although this document may seem similar to previous years, it is critical to continue to assess for weaknesses and adjust curriculum maps to integrate the New York State Science Learning Standards (NYSSLS). Therefore, we will continue to evaluate student progress and adjust curriculum and assessments, as needed.

Middle School World Languages

Team Leader/Facilitator:

Londa Brooks, Mary Holmes, Lauren O'Malley, Jessica Robb

Team Members:

Londa Brooks, Mary Holmes, Lauren O'Malley, Jessica Robb

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement was continuously assessed and reported, using both formal and informal means to measure student learning achievement and the degree of understanding, taking into account the students' developmental stages.

- Spanish 1A – Local Assessment average – 93%

- Spanish 1B – Local Assessment (proficiency) average – 92 %

- Spanish 2 – Local Assessment average – 86 %

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Student achievement towards the departmental goals was met at a level of 90%.

Summary of where we were at beginning: (Needs Assessment Data)

Final assessments from the previous year indicated that students, on average, are consistently achieving mastery on locally created exams. As a department, we see their mastery as an opportunity to increase verbal fluency beyond the State achievement standard. Therefore, we are implementing new strategies and in-class assessments that measure verbal fluency beyond the State standard.

We continue to see a need to improve reading comprehension skills at each level, with the expectations increasing as the level of study progresses.

Goal(s) [in Action Plan] established to achieve Standard.

- Students will demonstrate improved skill in reading comprehension when reading extended passages and chapter books as measured by formal and informal assessments.

- Increase students' ability to sustain and extend conversations in multiple topics in Spanish using higher order thinking skills and deductive reasoning on the language acquisition continuum.

Results, as evidenced by evaluation and assessment data.

Grade 6

The focus for Spanish 1A is on speaking and listening as a precursor to reading literacy. The students were formally assessed regularly. They were assessed in traditional ways (speaking participation, listening comprehension, vocabulary matching, etc.), with a particular focus on the essential words and the ability to talk about others. End-of-year authentic assessment results reflected that 99% of Spanish 1A students were able to achieve a local score of 70% or better.

Grade 7

Due to the benefits of early-language learning adopted by our District, most of our students who have had a language other than English prior to middle school have been able to achieve mastery on the LOTE proficiency assessments. However, the current classes are composed of a significant number of students identified as needing additional time and support for learning, as well as students who did not have the same opportunity to learn the target language in prior years, many of whom are starting Level 1B without having taken Level 1A. Through spiraling and numerous reading/writing/listening activities, all of Level 1A and 1B materials were presented. End-of-year results reflected that 99% of Spanish 1B students who completed the exam were able to achieve the goal of 70% or better on the locally created Proficiency Exam.

Grade 8

The high rate of mastery achieved by students on the 2016-2017 Proficiency Exam indicated that students were ready to increase proficiency levels and language complexity in multiple tenses. To that end, during the 2017-2018 school year, we continued to increase expectations of greater depth and complexity of language. End-of-year Authentic Assessment results reflected that 95% of Spanish 2 students were able to achieve the goal of 70% or better.

Conclusions, recommendations, and priorities for future.

Based on student success as evidenced through analysis of assessment data, we will continue to build upon and develop the strategies and skills necessary to increase overall literacy and fluency in Spanish.

Middle School Library Media/Information Literacy

Team Leader/Facilitator:

Collaborative Process

Team Members:

Stella Mouyios, Joanna Arkans, MaryAnn Lis-Simmons, and Joann Martin

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

District-wide, teacher librarians will implement the New York State Standards through inquiry-based work. Using the AASL Standards Framework for Learners (2018) and the Common Core Learning Standards (CCLS), data is collected and examined to measure ongoing student learning and ensure individual student growth. Data are available to support use of our electronic resources from book catalogs to electronic databases that show wide usage of the library resources.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Librarians conduct assessments to determine baseline New York State ELA/AASL Standards skills. All schools will continue to obtain circulation statistics using the online catalog system, OPALS.

Goal(s) [in Action Plan] established to achieve Standard.

100% of district librarians will utilize data from assessments to gauge student learning related to New York State/AASL standards.

Results, as evidenced by evaluation and assessment data.

Our Grade 6 library program continues to reach all freshmen students in their English, social studies, and science classes. Students learn to navigate library databases, evaluate websites, and synthesize information from texts to support written arguments. These skills are assessed in a cumulative learning project that demonstrates student competency with inquiry research skills.

Students at various grade levels worked on identifying reputable sources for research and utilized materials produced by the librarian for this purpose.

The value of reading continues to be supported by the library program. Grades 6 and 7 classes read consistently as part of their Independent Reading (IR) program in English classes. Regular book talks in classrooms and displays in the library encourage students to broaden their reading choices.

Upper grade students are instructed in strategies for college-level research—specifically in the Grade 8 Home and Careers unit—the Language of the Discipline (LOD). Library database usage assists us in monitoring that students are learning to use scholarly sources. Students research a career of personal interest utilizing databases and print sources, evaluating and applying reputable websites, and applying the discipline's vocabulary.

The Library was involved in Robotics Day for Grade 7. Students worked with coding, observed drone demonstrations, experimented with cubelets, ozobots, and other materials to further their creative and critical thinking skills.

The majority of students are seeking the library out for computer access or a workspace in order to complete assignments and projects.

Conclusions, recommendations, and priorities for future.

- We will continue to integrate New York State and AASL Standards in the effort to strengthen students' critical thinking skills.
- The Independent Reading Program will continue in Grades 6 and 7.
- The new Library will utilize two spaces: the Library classroom and the Library floor. We anticipate increased attendance by students and classes which will conduct research projects utilizing databases, websites, and print sources.
- The Library will be involved in Robotics Day for each grade in the Middle School. In addition to the New York State and AASL Standards, the International Society for Technology in Education (ISTE) will be used.

- Efforts continue to diversify our collection and to bring in new and relevant materials reflective of many viewpoints and cultures.

Grade 7 & 8 Technology Education

Team Leader/Facilitator:

Mark Pizzarello

Team Members:

Mark Pizzarello and Mitch Mead

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students' learning and achievement is continuously assessed and reported using both formal and informal means to measure learning and their degree of understanding and to ensure a positive, safe, healthy, and enriching learning environment within the Project Lead the Way curriculum.

Multiple sources of data demonstrate that approximately 85% of students are proficient in applying measurement skills:

- Post-testing indicates 95% of students demonstrating proficiency in measurement skills.

- Project-based measurement activities demonstrate that 91% of students are demonstrating proficiency in applying measurement skills in an authentic context.

- Data derived from Air Racer activity (culminating project) demonstrates 91% of students are proficient in applying measurement skills.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Our measurement success rate was 90% this year. Based on pre-test data, we felt that achieving 90% would be easier this year than in previous years. Most students entered the class proficient in measurement. Post-testing, as well as measurement derived from project-based activities, was used as evidence of student achievement.

Summary of where we were at beginning: (Needs Assessment Data)

Grade 7 students entering Technology were found to be deficient in measuring ability, with approximately 25-30% unable to measure (5% better than last year's starting point.) Most students could read a ruler but were unable to properly apply this skill in context. We would like to cut the overall percentage of students unable to measure to less than 10%. This is less than the previous year.

Goal(s) [in Action Plan] established to achieve Standard.

In response to the data indicating a deficit in measurement skills, the following strategies were implemented in the 2017-2018 school year and will be implemented this year as well:

- Breakdown the inch fraction groups.

- Reading ruler activity.

- Practical measurement on classroom objects and accompanying rubric.

- Air Racer activity assessment and accompanying rubric.

- Weekly notebook evaluations and accompanying rubric, focused on measurement applications.

Results, as evidenced by evaluation and assessment data.

- Weekly notebook evaluations demonstrated proper measurement use.

- Students demonstrated strict adherence to measurement standards and constraints when applying measurement skills during project activities.

- Determination of increased achievement in measuring skills (on all projects and activities) was guided by rubric grading for measurement accuracy.

Conclusions, recommendations, and priorities for future.

After implementing our new measurement activities, students demonstrated gains in achievement. We met our goal of 90% proficiency as demonstrated on local assessments. Of that 90% of students demonstrating proficiency in measurement skills, a slightly less portion of the group still had difficulty applying these skills to practical problems. We will continue our action plan efforts into next year.

Middle School Home & Careers

Team Leader/Facilitator/Member:

Susan Ehrlich

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy, and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students are engaged, responsible learners who take direct action and responsibility for their learning and improvement.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

100% of the students in Grade 7-8 Home & Careers demonstrated growth from the pre-assessment to the post-assessment in each disparate unit of study.

Summary of where we were at beginning: (Needs Assessment Data)

The Home & Careers program continues to evolve. The guidelines of the NYS Home & Careers course standards are the primary force that determines course content. In addition, the New York State Standards, the Career and Technical Education standards, and the College and Career Readiness skills are infused into the curriculum. The pre-assessments and post-assessments continue to be revised. Additionally, the authentic assessments for each disparate unit are revised. 21st century skills need to be infused in the curriculum across Grades 7-8.

Goal(s) [in Action Plan] established to achieve Standard.

The goals for the Home & Careers courses included infusing the New York State Reading and Writing standards into the content of the curriculum. The use of New York State Technology Standards needs to be revised throughout the curriculum of Home & Careers. New York State Science standards will continue to be coordinated with the Grade 7 Food Science unit. 21st century skills of critical thinking, global awareness, collaboration, career and life management, information literacy, and healthy living continue to be revised in the Grade 8 career unit through the use of project/problem-based learning.

Results, as evidenced by evaluation and assessment data.

Pre-assessment and post-assessments were revised and the results were reviewed. These results were used to develop lesson plans throughout the year that focus beginning at the correct level to introduce the concepts contained in each unit. Grade 8 ELA teachers continue to be consulted in order to practice consistent techniques that are presented in those classes. The technology standards continue to be promoted with the assistance of the librarian. The science department was consulted to merge appropriate science concepts with the Home & Careers 7 standards in the Food Science unit. The culminating activity for Home & Careers 8 included a Food Truck competition which included problem solving, critical thinking, and resource management, as well as food preparation techniques. The Food Truck concepts included many diverse cultural recipes.

Conclusions, recommendations, and priorities for future.

The Home & Careers department will continue to implement these strategies going forward next year. Data will continue to be collected through the use of pre- and post-assessments of the disparate content units. The curriculum will continue to be aligned with the CCLS and State standards. Continued student success is a priority for the future in a subject that prepares students to be college and career ready, as well as ready for a productive life.

Middle School Art

Team Leader/Facilitator:

Kim Abrahamsen

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Standard 3.0: Teacher Skill & Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

The standards above will be achieved by creating an artistic environment that encourages students in the following ways:

- Students will see the art room as a safe place to explore ideas about themselves and respect the ideas of others.
- The art room will be a nurturing environment where students are encouraged to work in in a variety of media.
- Student's skill level in various media will develop with an emphasis on craftsmanship and effort.
- Students will be involved in multi-disciplinary art units in which students explore the connections between art and other disciplines.
- All students will be challenged to push their ideas and work outside the classroom to develop their artistic concepts and skills.
- We will continue to seek opportunities for our students to enter their work in art competitions locally or nationally.
- To design units in art that give students the opportunity to create projects that are reflective and encourage a personal connection to their work.
- Students will be encouraged and will have the opportunity to make personal choices as much as possible.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

- Students in Grade 6 art created six in-depth projects that challenged them to explore their identity, imagination, and creativity. The primary focus of the Grade 6 art curriculum is to develop a personal connection to art. Students are encouraged to expand their ideas through brainstorming, critiquing, and discussion.

- Students in Grade 7 art completed three in-depth projects with an emphasis on art and community. Projects address how art can be used for social change. In the beginning of the year, students created a locker installation project. Each student selected a personality trait in a friend they admire and created a piece of artwork based on this trait. Students worked in clay to create lanterns inspired by Colonial and Native American Art. Students created artwork for a local exhibition at the Elting Memorial library highlighting scenes from the Hudson Valley. Students also created a silhouette expressing who they are as a person on the inside using text and imagery.

- Students in Grade 8 art completed four in-depth units, which focused on leaving the middle school with a concrete understanding of the elements of art and the principles of design, use of technology in art and applied mathematical concepts used in art. Students also studied contemporary art and art career opportunities.

- Students were actively engaged in a variety of art units that encouraged a personal connection with the artwork they created.

- All students' artwork was displayed throughout the year in the building's hallways.

- Students' artwork was displayed at a yearly District-wide Ulster BOCES art exhibit.

- A group of students in Grade 7 participated in a local exhibit at the Elting Memorial Library featuring Hudson Valley locations.

Summary of where we were at beginning: (Needs Assessment Data)

Students in art enter with a varied number of experiences and preconceived ideas about art and art making. The challenge each year continues to be having students feel successful and enjoy the creative process.

Goal(s) [in Action Plan] established to achieve Standard.

- Students will use art to create a welcoming school environment.

- Students will view the art room as an environment that fosters a sense of confidence as an experimental journey.

- Students will be encouraged to expand ideas through brainstorming, critiquing, and discussion.

- Students will create artwork they are proud of and want to keep.

- Students will have their work displayed in various locations in the school and community.

- Students will be asked to use each project to explore who they are as a person and how art can be used as a visual expression to reflect their ideas.

- Students will explore and appreciate how they can build connections within themselves, with other people and the natural world.

- Our department will continue to collaborate to improve our curriculum and work together to design and develop lessons.

Results, as evidenced by evaluation and assessment data.

Students created final projects, all of which were peer reviewed with both written and verbal feedback. The data demonstrate that students in the Middle School art program are engaged in an interdisciplinary approach to art and have demonstrated growth in skill, use of materials, and concepts.

Conclusions, recommendations, and priorities for future.

A priority for the future of the Middle School art program would be for students to view the art room as a place of discovery. Students will be engaged in projects that encourage creativity and imagination and will be given the freedom necessary to make artistic choices.

Grade 7 & 8 Health Education

Team Leader/Facilitator:

Melissa Gruver-LaPolt

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the world; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- An open-dialogue climate has been established in the classroom. It is one that allows discussion, questions to be asked, and information to be given.
- An atmosphere of respect and empathy is present so all will feel safe to learn and to develop a higher confidence in themselves.
- Student success in both the classroom assignments and personal behavior changes will also demonstrate growth throughout the year.
- Inclusion of more New York State Learning Standards to increase the rigor of the curriculum. These are to be intertwined with the New York State Health Education Learning Standards.
- Evidence of mastered behavioral skills within each unit.
- A successful year with the New York Blood Center (NYBC) and winner of the top award for the Little Doctors Program.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Writing samples were evaluated so students' needs could be properly addressed.
- Skills-based instruction to be continued as part of the curriculum.
- Pre-assessment of several units were provided for both grades.
- Sexuality Education unit was evaluated.
- Continued study of Grade 8 completion rate for community service hours.

Goal(s) [in Action Plan] established to achieve Standard.

- All students will demonstrate proficiency on the Final Authentic Assessment; including a 95% completion rate of Community Service Hours

- 100% of all students will master the performance assessment of "Hands Only CPR."

- All students will demonstrate proficiency in Food Label Basics; including math computations.

- 100% completion of mastery of skills that are health-conducive.

Results, as evidenced by evaluation and assessment data.

- Grade 7 unit assessments continued to help guide the content needed to be reevaluated for the upcoming year.

- The Grade 8 pre-assessment determined retention from the previous year and insight to what material needed to be re-visited (e.g. HIV/AIDS).

- 93% completion rate of Community Service hours was achieved. This is a 2% increase from the prior year.

- Grade 8 students hosted two blood drives again with the NY Blood Center. They achieved the highest number of units collected within the Hudson Valley and received the "Little Doctors" award through the NY Blood Center. This is our 6th time winning this award.

Conclusions, recommendations, and priorities for future.

As each year presents different issues socially, the continued evaluation and revising of units needs to be done. Any data collected will demonstrate students' prior knowledge and supply concrete data. The following needs to be constant for each year:

- Continued attention and incorporation of the New York State Learning Standards in ELA and math.

- Continued work on the final authentic assessments to be given at the end of the semester and year.

- Continued upkeep with community service; as per NYS LS II & III.

- Continued work of the District's current K-12 Sexuality Education curriculum, including a more formal Sexuality Education curriculum in the elementary grades.

Grade 6-8 Physical Education

Team Leader/Facilitator:

Mr. Gregory Warren, CMAA

Team Members:

B. Frey, S. Phelps and, E. O'Sullivan

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students are engaged, responsible learners who take direct action and responsibility for their learning and improvement.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- The goal for the 2017-2018 school year was to have 100% of our student population obtain a combined target score of 70%, based on the PE game play rubric.

- In the 2016-2017 school year, 100% of our student population met the expectation of a combined target score of 70%, based on the PE game play rubric.

- In the 2015-2016 school year, 100% of our students met the expectation of 70%, using the same PE game play rubric.

- In the 2014-2015 school year, 99% of our students met the expectation of 70%, using the same PE game play rubric.

- We did our performance and growth testing in four units (one per quarter) throughout the school year.

- The units in which we test have been changing for the past three years to help promote a wider scope of testing. Each unit was tested pre and post (16 being the maximum points per unit). A cumulative "Level 3" was the target for our entire student population.

Goal(s) [in Action Plan] established to achieve Standard.

100% of our students will score at least a 70% on the PE rubric.

The grade percentage for each student will be determined by combining the number of points the student earns in the performance assessment and dividing that score by the total amount of points possible.

Results, as evidenced by evaluation and assessment data.

- In 2017-2018, 100% of our total population achieved at least a combined score of 70% on the PE game play rubric.

- An individual student may have scored less than 70% on a single, specific unit of testing. However, cumulatively through our four units, 100% of our population scored at least a 70%.

Conclusions, recommendations, and priorities for future.

- The 2017-2018 school year was a very successful year in regards to our performance testing.

- The rubric for Grades 6-8 has been a helpful tool to enhance student learning. The rubric measures a student's strengths, as well as, areas for improvement. The data are compiled for various components of fitness, not just pure physical ability.

- Physical development differs greatly across our three grade levels. Growth of students is noted across Grades 6 -8.

- We still plan to test different units in a three-year sequence to allow for more in-depth student exposure and participation in varying sports.

- Designated time for K-12 Physical Education department meetings allows us to align the program.

- We are researching tools to collect data related to the PE profiles. The long-term goal would be to maintain these data and track student progress over time. These data would be analyzed in collaborative meetings among PE teachers at various grade levels. Research indicates that these types of professional learning community meetings significantly increase student achievement.

Section Three
New Paltz Central High School

Progress Toward the District Goals

2017-2018

Submitted by:
Barbara Clinton, Principal

New Paltz High School

"The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." Unless these results are recorded, reported, and used in decision-making the efforts have little meaning and purpose. The following narrative, data analysis and Annual Reports contained in this section are designed to provide a consistent means of reporting the results of the actions implemented in the High School during the 2017-2018 school year.

During the 2017-2018 school year, New Paltz High School teachers continued to modify and adjust their academic program to meet the needs of their students and increase achievement based on available student data. As such, we continued to recognize the needs of our students beyond the academic program and provided multiple and diverse clubs and activities to address these needs.

By keeping our focus on success for all, we continued to pursue the critical questions of teaching and learning for understanding. Additionally, teachers strive to remain current in their practice and continue to incorporate innovative learning opportunities for students. In this vein, the New Paltz High School pioneered the implementation of the New York State Seal of Bi-literacy. The Seal of Bi-literacy is a formal recognition of students who have studied and attained a high and intermediate proficiency in two or more languages by high school graduation, and it recognizes the value of world and home language in our school. In order for the New Paltz Central School District to qualify as an educational institution which may grant the Seal of Bi-literacy, a team of High School teachers designed the framework which outlined the requirements for the distinction. The framework included a presentation by a student candidate to a panel of teachers. This plan was submitted to the New York State Department of Education for approval. The New Paltz High School framework was among the first to be approved by New York State Education Department. Subsequently, in the 2016-2017 year, 12 students received this distinction which is noted on their High School Diploma or Credential. In the 2017-2018 school year, six Seals of Bi-literacy were conferred. Currently, our teachers have been called upon to mentor other Districts as they begin this process. We are very proud of this accomplishment.

In both situations, it is the District's mission, vision, educational standards, and guiding principles that provide the focus of our work and the basis for our recognition.

By keeping our focus on success for all, we continued to pursue the critical questions of teaching and learning for understanding.

- During 2017-2018, the High School staff continued to engage in professional development designed to align curriculum with the changing standards and to increase their ability to monitor student learning and in particular student growth.

- The educational staff used local, common, and/or State assessments to monitor levels of understanding, learning, and student growth.

- Utilizing data, the educational staff modified and adjusted their teaching and continued to monitor the achievement levels for all students. Instructional Study Teams (IST) and the Special Education Committees made significant changes in membership to include permanent classroom teachers and a formal process for gathering feedback on the effectiveness of intervention.

- Each department used available State and local data to create the annual report. The data was then reviewed and used to create the 2017-2018 department action plan. The summary report for each department is included in the State of the District reports.

- Youth for Unity students continued to present multiple programs and forums for students throughout the year addressing Hispanic History, Women's History, and Black History. The Hispanic Heritage Celebration was well attended and well received. On that day, our English Language Learners, in partnership with Heritage speakers, conducted the NPZ program in Spanish with English subtitles. Additional courses were also offered including Critical Study of Race and Gender in Film. Students participated in several discussion groups after school and also participated the Multi-Cultural Conference and the Puerto Rican/Hispanic Youth Leadership Conference.

Annual Report for New Paltz High School

Team Leader/Facilitator:

Barbara P. Clinton & Tara Ryba

Team Members:

Educational Staff

Standard 5.0: Leadership Capacity

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence to enhance and improve student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Administrators and staff will collaborate to resolve complex issues, such as:

- Data points will continue to be used in analyzing student growth and guiding instruction.
- Instructional Study Teams will be effective in improving student learning.
- Special education referrals based on data and student need.

To what degree have you met your goals and attained the Evidence of Achievement of this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Continued support is necessary in order for teachers to effectively monitor student progress and recommend intervention based on data.

- Identify data points.
- Analyze data points to inform intervention.
- Recommendations of appropriate interventions, based on data.
- Monitor and analyze ongoing student growth and, when necessary, modify and adjust the educational experience to improve student learning.

Goal(s) [in Action Plan] established to achieve Standard.

By June 30, 2017:

- 100% of the educational staff will gain competency in analyzing student products for level of skill competencies.
- 100% of staff will utilize this information for the purpose of changing teaching to effect a change in learning.
- Instructional Study Teams will be re-articulated to align with District parameters. Specifically, Instructional Study Teams will identify research-based learning practices in response to a student learning need.
- Faculty and staff will research and implement alternatives to suspension.

- 100% of the educational staff will engage in professional development to increase their abilities to monitor and report student growth (including ENL students).

- 100% of educational staff will incorporate technological resources as an integral part of the learning process.

Results, as evidenced by evaluation and assessment data. (See Department annual reports)

- 100% of the professional staff continued to design and implement lessons focusing on the shifts in the new standards. The data from these assessments were used to determine student growth.

- Instructional Study Teams (IST):

  o Process was reviewed and restructured. Strategies were advanced to promote student progress and associated monitoring. Recommendations were based on data.

  o IST continued to meet on a weekly schedule. IST membership increased to include one classroom teacher for all meetings in addition to a regularly assigned teacher of record. Protocols were reviewed.

  o Teachers and appropriate staff analyzed data points to support intervention. Progress was monitored and intervention adjustments were made based on results.

- Grade level and department meetings continued to focus on issues related to curriculum, instruction, and assessment.

- Positive student behavior continued to be reinforced throughout the year.

- The Dignity for All Students Act was implemented.

- The NPCSD and the New Paltz Office of Community Wellness continued to address issues of health and wellness within the school community and provided multiple workshops including Peer Leadership and Bystander Intervention training.

- Youth for Unity continued to provide students and staff with multi-cultural programs throughout the year.

- The school community continued to focus on creating a positive climate and engaging students in the learning process.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year continued to focus on improving student learning including a focus on social emotional well-being. Our professional community was again provided with a structure to examine results, reflect upon our practice, establish learning goals, and develop plans for improvement. Particular attention was given to identifying data points to better monitor individual student learning and student growth.

- Administrative support (building and District level) for staff development, innovative ideas, and technology continued to be very well received and served as the basis for examining teaching and learning and addressing new mandates.

- Continued collaboration with SUNY New Paltz, SUNY Albany, SUNY Ulster, and Rochester Institute of Technology has provided increased opportunities to receive college credit while experiencing real world challenges and college level work.

- Guidance counselors expanded college night to include career opportunities: *College and Career Night, Imagine Your Future.*

- Curricular and co-curricular programs and activities continue to address the diverse needs of all students. Organizations such as the PTSA, the Athletic Association, the NPCSD Foundation for Student Enhancement, and the Community Partnership for a Safer New Paltz have also provided additional resources for our students.

- Our student "voice" continues to be evident in school assemblies, course offerings, school practices and procedures, and overall governance of the school community (Student Government, NPZ, Peer Leaders, Youth For Unity, *The Maroon*, Gay Straight Alliance LBGTQ, Interact Club, etc.).

Recommendations

- Continue to provide time to review, reflect, and revise our practice to inspire student learning, specifically identifying ways to improve student health and wellness.

- Continue to pursue the critical questions of teaching and learning for understanding and provide meaningful staff development for all.

- Continue to provide data in a user-friendly format and use data to support the decision-making process.

- Continue to monitor the requests of IST and, as necessary, revise plans for academic support.

- Continue to assess the needs of all students, explore options, and make recommendations for program adjustment as appropriate, including health and wellness issues and racial equity.

- Continue to provide opportunities for constructive dialogue with all members of our school community, especially students, and work together to achieve resolution.

- Continue to provide support to students, families, and staff as we further monitor student learning and identify data points to support learning intervention.

Priorities

- Continue to work toward increased equity for all students.

- Continue to support our students as we implement changing curriculum and assessments.

- Continue to be attentive to the realities of the 21st century and our changing global environment.

- Monitor and adjust curriculum and instruction as necessary to truly prepare our students for "success" in an ever-changing world.

- Continue to encourage students to be critical thinkers, innovators, problem-solvers, and creative, collaborative, compassionate, effective communicators, as well as to have fun and be healthy.

- Provide opportunities for students to demonstrate their success.

2017-2018: New Paltz High School Student Racial Demographic Data

Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multiracial	Native Hawaiian/ Pacific Island	White
9	229	3%	6%	8%	0%	2%	0%	81%
10	193	5%	6%	13%	0%	1%	0%	75%
11	179	4%	8%	12%	0%	1%	0%	75%
12	198	4%	3%	12%	1%	1%	1%	78%
TOTAL 9 – 12	799	4%	6%	11%	0%	1%	0%	78%

DIPLOMAS CONFERRED: 2014-2018

NEW PALTZ HIGH SCHOOL	2014	2015	2016	2017	2018
Regents Diploma	98%	96%	97%	91%	96%
Advanced Designation	59%	55%	60%	58%	61%
Advanced Designation with Honors	15%	21%	28%	17%	15%

2018 GRADUATES ATTENDING COLLEGE
The Class of 2018 had 189 graduates.

	2014	2015	2016	2017	2018
2-Year College	47	59	58	60	46
4-Year College	97	107	105	108	111
Total	144	166	163	168	157

MEAN ACT SCORES: CLASS OF 2018

Total Tested		English		Math		Reading		Science		Composite	
School	State	School	State	School	State	School	State	School	State	School	State
48	56,340	26.0	24.2	25.1	24.2	27.2	24.9	25.1	24.2	26.0	24.5

COMPARISON OF MEAN SAT SCORES: CLASS OF 2018
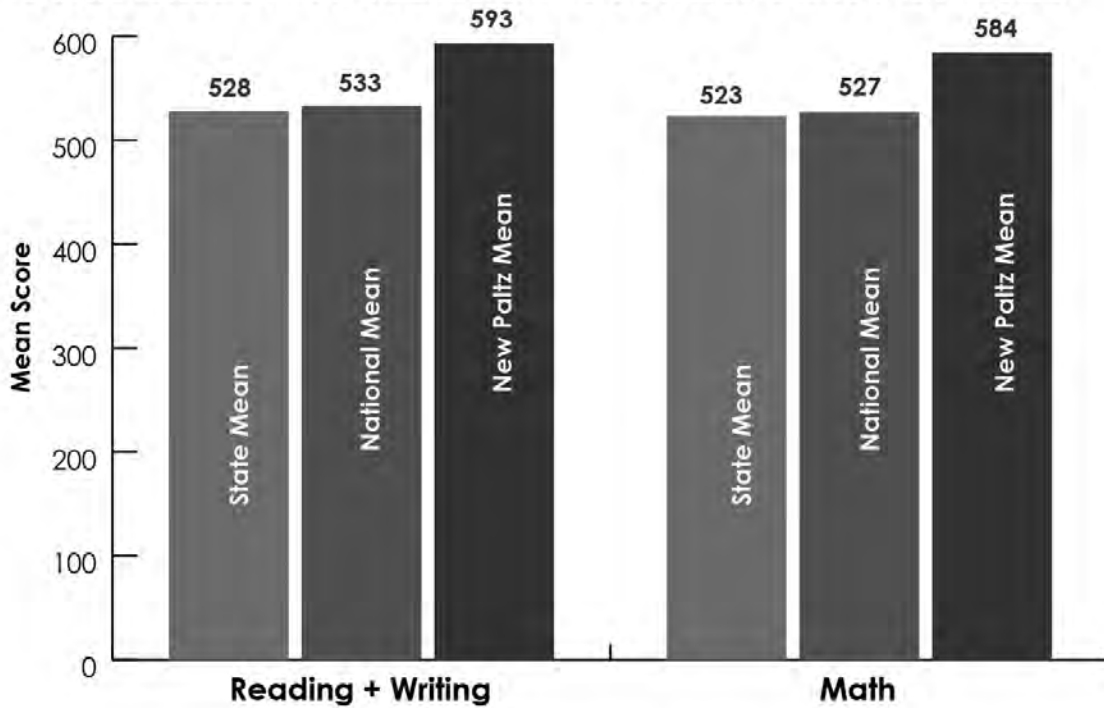
New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Common Core Algebra I
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	195	11	12	93	43	36	5.6%	6.2%	47.7%	22.1%	18.5%
Female	92	8	8	47	14	17	8.5%	8.7%	51.1%	15.2%	18.5%
Male	103	5	4	46	29	19	4.9%	3.9%	44.7%	28.2%	18.4%
* American Indian/Alaska Native *	-	0		0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Black *	18	4	1	10	2	1	22.2%	5.6%	55.6%	11.1%	5.6%
* Hispanic *	18	1	3	14	0	0	5.6%	16.7%	77.8%	0.0%	0.0%
* Asian/Pacific Islander *	7	1	0	2	0	4	14.3%	0.0%	28.6%	0.0%	57.1%
Asian	7	1	0	2	0	4	14.3%	0.0%	28.6%	0.0%	57.1%
* White *	148	5	7	86	41	20	3.4%	4.7%	43.8%	27.7%	20.3%
* Multiracial *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	159	5	3	74	43	34	3.1%	1.9%	46.5%	27.0%	21.4%
* Students with Disabilities *	36	6	9	19	0	2	16.7%	25.0%	52.8%	0.0%	5.6%
Former Students with Disabilities	-	0	0	*	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	190	10	11	91	43	35	5.3%	5.8%	47.9%	22.6%	18.4%
* English Language Learner *	5	1	1	2	0	1	20.0%	20.0%	40.0%	0.0%	20.0%
Formerly English Language Learner	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	61	8	10	32	7	4	13.1%	16.4%	52.5%	11.5%	6.6%
Not Economically Disadvantaged	134	3	2	61	36	32	2.2%	1.5%	45.5%	26.9%	23.9%

Student Accountability Subgroups are marked with an asterisk (*) as indicated in the report. If there are 5 or less students present in any given subgroup, that subgroup row is suppressed from the display.

New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Common Core Algebra II
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1	Perfomance Level 2	Perfomance Level 3	Perfomance Level 4	Perfomance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	137	1	7	38	67	23	0.7%	5.1%	26.3%	48.9%	19.0%
Female	74	0	5	21	38	12	0.0%	6.8%	28.4%	48.6%	16.2%
Male	63	1	2	15	31	14	1.6%	3.2%	23.8%	49.2%	22.2%
* Black *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Hispanic *	17	0	2	3	8	4	0.0%	11.8%	17.6%	47.1%	23.5%
* Asian/Pacific Islander *	5	0	0	0	3	2	0.0%	0.0%	0.0%	60.0%	40.0%
Asian	5	0	0	0	3	2	0.0%	0.0%	0.0%	60.0%	40.0%
* White *	110	1	5	31	55	18	0.9%	4.5%	28.2%	50.0%	16.4%
* Multiracial *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	133	1	7	34	65	26	0.8%	5.3%	25.6%	48.9%	19.8%
* Students with Disabilities *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Former Students with Disabilities	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	137	1	7	38	67	23	0.7%	5.1%	26.3%	48.9%	19.0%
* Economically Disadvantaged *	18	1	2	8	7	2	5.6%	11.1%	33.3%	38.9%	11.1%
Not Economically Disadvantaged	119	0	5	30	60	24	0.0%	4.2%	25.2%	50.4%	20.2%

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Common Core English Language Arts
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring						Percentage of Tested Students Scoring					
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (commom core assessments only)		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	
a	b	c	d	e	f	g		h	i	j	k	l	
* All Students *	222	17	11	34	46	114		7.7%	5.0%	15.3%	20.7%	51.4%	
Female	104	7	4	14	19	80		6.7%	3.8%	13.5%	18.3%	57.7%	
Male	118	10	7	20	27	54		8.5%	5.9%	16.9%	22.9%	45.8%	
* American Indian/Alaska Native *	*	0	0	0	0	0		0.0%	0.0%	0.0%	0.0%	0.0%	
* Black *	17	2	4	5	3	3		11.8%	23.5%	29.4%	17.6%	17.6%	
* Hispanic *	31	5	1	5	7	13		16.1%	3.2%	16.1%	22.6%	41.9%	
* Asian/Pacific Islander *	13	1	0	2	2	8		7.7%	0.0%	15.4%	15.4%	61.5%	
Asian	13	1	0	2	2	8		7.7%	0.0%	15.4%	15.4%	61.5%	
* White *	168	8	8	22	24	88		5.1%	3.8%	13.0%	21.5%	55.7%	
* Multiracial *	*	0	0	0	0	0		0.0%	0.0%	0.0%	0.0%	0.0%	
General Education Students	179	3	8	21	38	110		1.7%	3.4%	11.7%	21.8%	61.4%	
* Students with Disabilities *	43	14	5	13	7	4		32.6%	11.6%	30.2%	16.3%	9.3%	
Former Students with Disabilities	*	0	0	0	0	0		0.0%	0.0%	0.0%	0.0%	0.0%	
Not English Language Learner	217	14	11	34	44	114		6.5%	5.1%	15.7%	20.3%	52.5%	
* English Language Learner *	*	0	0	0	0	0		0.0%	0.0%	0.0%	0.0%	0.0%	
Formerly English Language Learner	*	0	0	0	0	0		0.0%	0.0%	0.0%	0.0%	0.0%	
* Economically Disadvantaged *	65	12	8	12	15	20		18.5%	9.2%	18.5%	23.1%	30.8%	
Not Economically Disadvantaged	157	5	5	22	31	94		3.2%	3.2%	14.0%	19.7%	59.9%	

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Common Core Geometry
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	194	14	22	86	27	45	7.2%	11.3%	44.3%	13.9%	23.2%
Female	98	8	10	46	7	27	8.2%	10.2%	46.9%	7.1%	27.6%
Male	96	6	12	40	20	18	6.2%	12.5%	41.7%	20.8%	18.8%
* Black *	11	2	3	5	0	1	18.2%	27.3%	45.5%	0.0%	9.1%
* Hispanic *	23	4	3	12	1	3	17.4%	13.0%	52.2%	4.3%	13.0%
* Asian/Pacific Islander *	9	1	1	3	3	1	11.1%	11.1%	33.3%	33.3%	11.1%
Asian	9	1	1	3	3	1	11.1%	11.1%	33.3%	33.3%	11.1%
* White *	150	7	15	68	23	39	4.7%	10.0%	44.0%	15.3%	26.0%
* Multiracial *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	182	11	20	79	27	45	6.0%	11.0%	43.4%	14.8%	24.7%
* Students with Disabilities *	12	3	2	7	0	0	25.0%	16.7%	58.3%	0.0%	0.0%
Former Students with Disabilities	5	0	0	4	1	0	0.0%	0.0%	80.0%	20.0%	0.0%
Not English Language Learner	194	14	22	86	27	45	7.2%	11.3%	44.3%	13.9%	23.2%
Formerly English Language Learner	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	38	6	9	15	4	4	15.8%	23.7%	39.5%	10.5%	10.5%
Not Economically Disadvantaged	156	8	13	71	23	41	5.1%	8.3%	45.5%	14.7%	26.3%

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Global History Transition
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	194	4	10	71	109	0	2.1%	5.2%	36.6%	56.2%	0.0%
Female	99	2	4	38	55	0	2.0%	4.0%	38.4%	55.6%	0.0%
Male	95	2	6	33	54	0	2.1%	6.3%	34.7%	56.8%	0.0%
* American Indian/Alaska Native *	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Black *	12	1	0	8	3	0	8.3%	0.0%	66.7%	25.0%	0.0%
* Hispanic *	28	2	6	9	11	0	7.1%	21.4%	32.1%	39.3%	0.0%
* Asian/Pacific Islander *	9	0	0	4	5	0	0.0%	0.0%	44.4%	55.6%	0.0%
Asian	9	0	0	4	5	0	0.0%	0.0%	44.4%	55.6%	0.0%
* White *	143	1	4	49	89	0	0.7%	2.8%	34.3%	62.2%	0.0%
* Multiracial *	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	166	2	8	52	104	0	1.2%	3.6%	31.3%	63.9%	0.0%
* Students with Disabilities *	28	2	4	10	3	0	7.1%	14.3%	67.9%	10.7%	0.0%
Former Students with Disabilities	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	190	3	8	70	109	0	1.6%	4.2%	36.8%	57.4%	0.0%
* English Language Learner *	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Formerly English Language Learner	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	53	3	5	28	17	0	5.7%	9.4%	52.8%	32.1%	0.0%
Not Economically Disadvantaged	141	1	5	43	92	0	0.7%	3.5%	30.5%	65.2%	0.0%

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Living Environment
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	138	4	10	72	52	0	2.9%	7.2%	52.2%	37.7%	0.0%
Female	68	0	7	38	23	0	0.0%	10.3%	55.9%	33.8%	0.0%
Male	70	4	3	34	29	0	5.7%	4.3%	48.6%	41.4%	0.0%
* Black *	12	1	0	11	0	0	8.3%	0.0%	91.7%	0.0%	0.0%
* Hispanic *	21	0	6	8	7	0	0.0%	28.6%	38.1%	33.3%	0.0%
* Asian/Pacific Islander *	6	0	0	3	3	0	0.0%	0.0%	50.0%	50.0%	0.0%
Asian	6	0	0	3	3	0	0.0%	0.0%	50.0%	50.0%	0.0%
* White *	98	2	4	50	42	0	2.0%	4.1%	51.0%	42.9%	0.0%
* Multiracial *	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	110	0	4	57	49	0	0.0%	3.6%	51.8%	44.5%	0.0%
* Students with Disabilities *	28	4	6	15	3	0	14.3%	21.4%	53.6%	10.7%	0.0%
Former Students with Disabilities	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	134	4	7	71	52	0	3.0%	5.2%	53.0%	38.8%	0.0%
* English Language Learner *	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Formerly English Language Learner	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	45	3	7	28	7	0	6.7%	15.6%	62.2%	15.6%	0.0%
Not Economically Disadvantaged	93	1	3	44	45	0	1.1%	3.2%	47.3%	48.4%	0.0%

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Phy Set/Chemistry
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	139	5	6	82	46	0	3.6%	4.3%	59.0%	33.1%	0.0%
Female	69	1	3	41	24	0	1.4%	4.3%	59.4%	34.8%	0.0%
Male	70	4	3	41	22	0	5.7%	4.3%	58.6%	31.4%	0.0%
* Black *	6	0	0	3	3	0	0.0%	0.0%	50.0%	50.0%	0.0%
* Hispanic *	11	2	0	6	3	0	18.2%	0.0%	54.5%	27.3%	0.0%
* Asian/Pacific Islander *	5	0	0	2	3	0	0.0%	0.0%	40.0%	60.0%	0.0%
Asian	5	0	0	2	3	0	0.0%	0.0%	40.0%	60.0%	0.0%
* White *	116	3	6	70	37	0	2.6%	5.2%	60.3%	31.9%	0.0%
* Multiracial *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	131	3	6	77	45	0	2.3%	4.6%	58.8%	34.4%	0.0%
* Students with Disabilities *	8	2	0	5	1	0	25.0%	0.0%	62.5%	12.5%	0.0%
Not English Language Learner	139	5	6	82	46	0	3.6%	4.3%	59.0%	33.1%	0.0%
Formerly English Language Learner	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	15	3	1	8	3	0	20.0%	6.7%	53.3%	20.0%	0.0%
Not Economically Disadvantaged	124	2	5	74	43	0	1.6%	4.0%	59.7%	34.7%	0.0%

Student Accountability Subgroups are marked with an asterisk (*) as indicated in the report. If there are 5 or less students present in any given subgroup, that subgroup row is suppressed from the display.

New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Phy Set/Earth Sci
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	236	12	21	91	112	0	5.1%	8.9%	38.6%	47.5%	0.0%
Female	117	8	8	43	58	0	6.8%	6.8%	36.8%	49.6%	0.0%
Male	119	4	13	48	54	0	3.4%	10.9%	40.3%	45.4%	0.0%
* Black *	16	4	2	8	2	0	25.0%	12.5%	50.0%	12.5%	0.0%
* Hispanic *	22	1	4	11	6	0	4.5%	18.2%	50.0%	27.3%	0.0%
* Asian/Pacific Islander *	8	0	1	4	3	0	0.0%	12.5%	50.0%	37.5%	0.0%
Asian	8	0	1	4	3	0	0.0%	12.5%	50.0%	37.5%	0.0%
* White *	186	7	13	67	99	0	3.8%	7.0%	36.0%	53.2%	0.0%
* Multiracial *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	207	6	11	83	107	0	2.8%	5.3%	40.1%	51.7%	0.0%
* Students with Disabilities *	29	6	10	8	5	0	20.7%	34.5%	27.6%	17.2%	0.0%
Former Students with Disabilities	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	234	11	21	90	112	0	4.7%	9.0%	38.5%	47.9%	0.0%
* English Language Learner *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Formerly English Language Learner	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	61	9	10	30	12	0	14.8%	16.4%	49.2%	19.7%	0.0%
Not Economically Disadvantaged	175	3	11	61	100	0	1.7%	6.3%	34.9%	57.1%	0.0%

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents Phy Set/Physics
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	88	8	10	46	24	0	9.1%	11.4%	52.3%	27.3%	0.0%
Female	37	3	4	19	11	0	8.1%	10.8%	51.4%	29.7%	0.0%
Male	51	5	6	27	13	0	9.8%	11.8%	52.9%	25.5%	0.0%
* Black *	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Hispanic *	8	0	2	4	2	0	0.0%	25.0%	50.0%	25.0%	0.0%
* Asian/Pacific Islander *	5	0	0	3	2	0	0.0%	0.0%	60.0%	40.0%	0.0%
Asian	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/Other Pacific Islander	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* White *	73	8	8	38	19	0	11.0%	11.0%	52.1%	26.0%	0.0%
General Education Students	88	8	10	46	24	0	9.1%	11.4%	52.3%	27.3%	0.0%
Former Students with Disabilities	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	88	8	10	46	24	0	9.1%	11.4%	52.3%	27.3%	0.0%
Formerly English Language Learner	*	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	10	1	2	4	3	0	10.0%	20.0%	40.0%	30.0%	0.0%
Not Economically Disadvantaged	78	7	8	42	21	0	9.0%	10.3%	53.8%	26.9%	0.0%

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New York State Education Department

Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 621101060005
School Year: 2017-18
Examination: Regents US History&Gov't
Data Refresh Date: Sep 8, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	191	5	12	78	96	0	2.6%	6.3%	40.8%	50.3%	0.0%
Female	88	3	6	40	39	0	3.4%	6.8%	45.5%	44.3%	0.0%
Male	103	2	6	38	57	0	1.9%	5.8%	36.9%	55.3%	0.0%
* American Indian/Alaska Native *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Black *	15	1	3	6	5	0	6.7%	20.0%	40.0%	33.3%	0.0%
* Hispanic *	20	0	3	12	5	0	0.0%	15.0%	60.0%	25.0%	0.0%
* Asian/Pacific Islander *	8	0	0	6	2	0	0.0%	0.0%	75.0%	25.0%	0.0%
Asian	8	0	0	6	2	0	0.0%	0.0%	75.0%	25.0%	0.0%
* White *	146	4	6	52	84	0	2.7%	4.1%	35.6%	57.5%	0.0%
* Multiracial *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	163	0	8	85	92	0	0.0%	3.7%	39.9%	56.4%	0.0%
* Students with Disabilities *	28	5	6	13	4	0	17.9%	21.4%	46.4%	14.3%	0.0%
Former Students with Disabilities	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	189	5	11	77	96	0	2.6%	5.8%	40.7%	50.8%	0.0%
* English Language Learner *	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Formerly English Language Learner	-	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	46	5	5	28	8	0	10.9%	10.9%	60.9%	17.4%	0.0%
Not Economically Disadvantaged	145	0	7	50	88	0	0.0%	4.8%	34.5%	60.7%	0.0%

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2013 Total Cohort - 4 year outcome - August 2017

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	193	94%	8%	35%	52%	1%	4%	0%	2%
Female	92	99%	3%	39%	57%	0%	1%	0%	0%
Male	101	90%	12%	31%	48%	1%	6%	0%	3%
American Indian or Alaska Nati-	-	-	-	-	-	-	-	-	-
Black or African American	16	100%	19%	56%	25%	0%	0%	0%	0%
Hispanic or Latino	23	87%	17%	35%	35%	4%	4%	0%	4%
Asian or Pacific Islander	-	-	-	-	-	-	-	-	-
White	143	95%	5%	33%	57%	0%	4%	0%	1%
Multiracial	-	-	-	-	-	-	-	-	-
General Education Students	164	96%	1%	35%	60%	0%	2%	0%	2%
Students with Disabilities	29	86%	45%	34%	7%	3%	10%	0%	0%
Not English Language Learner	-	-	-	-	-	-	-	-	-
English Language Learner	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	41	90%	17%	54%	20%	2%	5%	0%	2%
Not Economically Disadvantage	152	95%	5%	30%	61%	0%	3%	0%	1%
Not Migrant	-	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2016-17 school year. Students are reported based on their date of entry in grade 9 and their last enrollment status as reported in the SIRS as of the 2016-17 reporting deadline. The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of personally identifiable student information. This Act precludes the publication of summary information based on fewer than five students or in which subtraction or other simple mathematical operations could be used to obtain personal information.

2012 Total Cohort - 5 Year Outcome

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	191	97%	3%	37%	58%	1%	1%	1%	1%
Female	91	100%	3%	34%	63%	0%	0%	0%	0%
Male	100	95%	2%	39%	54%	1%	1%	2%	1%
American Indian or Alaska Nati-	-	-	-	-	-	-	-	-	-
Black or African American	7	100%	14%	57%	29%	0%	0%	0%	0%
Hispanic or Latino	14	100%	7%	29%	64%	0%	0%	0%	0%
Asian or Pacific Islander	-	-	-	-	-	-	-	-	-
White	160	97%	2%	37%	58%	1%	1%	1%	1%
Multiracial	-	-	-	-	-	-	-	-	-
General Education Students	169	99%	0%	33%	66%	0%	1%	0%	1%
Students with Disabilities	22	86%	23%	64%	0%	5%	0%	9%	0%
Not English Language Learner	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	47	100%	6%	55%	38%	0%	0%	0%	0%
Not Economically Disadvantage	144	97%	1%	31%	65%	1%	1%	1%	1%
Not Migrant	-	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2016-17 school year. Students are reported based on their date of entry in grade 9 and their last enrollment status as reported in the SIRS as of the 2016-17 reporting deadline. The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of personally identifiable student information. This Act precludes the publication of summary information based on fewer than five students or in which subtraction or other simple mathematical operations could be used to obtain personal information.

2011 Total Cohort - 6 Year Outcome

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	192	96%	4%	40%	53%	0%	1%	3%	1%
Female	89	94%	6%	35%	54%	0%	1%	3%	1%
Male	103	98%	2%	44%	52%	0%	0%	2%	0%
Black or African American	12	100%	0%	58%	42%	0%	0%	0%	0%
Hispanic or Latino	22	95%	14%	41%	41%	0%	5%	0%	0%
Asian or Pacific Islander	-	-	-	-	-	-	-	-	-
White	151	97%	3%	39%	55%	0%	0%	3%	1%
Multiracial	-	-	-	-	-	-	-	-	-
General Education Students	164	98%	0%	37%	61%	0%	1%	1%	1%
Students with Disabilities	28	86%	25%	54%	7%	0%	0%	14%	0%
Not English Language Learner	-	-	-	-	-	-	-	-	-
English Language Learner	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	37	97%	8%	65%	24%	0%	0%	3%	0%
Not Economically Disadvantage	155	96%	3%	34%	60%	0%	1%	3%	1%
Not Migrant	-	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2016-17 school year. Students are reported based on their date of entry in grade 9 and their last enrollment status as reported in the SIRS as of the 2016-17 reporting deadline. The federal Family Education Rights and Privacy Act (FERPA) prohibits the release of personally identifiable student information. This Act precludes the publication of summary information based on fewer than five students or in which subtraction or other simple mathematical operations could be used to obtain personal information.

High School English Department

Team Leader/Facilitator:

Joe Dolan

Team Members:

Michelle Diana, Joe Dolan, Eileen Kamrass, Lisa St. John, Lara Tozzi, Fiona McKenna, Lisa St. John, Lauren DePoala, Joel Neden, Linda Sutton

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District:

- are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future.

- are founded on strategies that lead learners to the highest levels of understanding, empathy, and self-knowledge.

- empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

College and Career Readiness Anchor Standards

- Writing (Standards 1-10)

- Reading (Standards 1-11)

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- 100% of sophomores taking the Common Core English Regents Exam will be proficient.

- Student data will demonstrate that the Regents exam will remain in the sophomore year.

- 100% of juniors and seniors taking the new replacement course will receive course credit.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Juniors and seniors were enrolled in and completed the revised English Language 11/12.

- In June 2018, the exam was administered to all sophomores.

Goal(s) [in Action Plan] established to achieve Standard.

- Students will reflect on own identity and development to foster empathy, respect, and action by examining and analyzing the actions and motivations of individuals in fiction and nonfiction.

- Students will present academic findings in a public forum.

- Students will discuss complex issues, including diversity and race, and practice active listening.

- Students will successfully complete both revised English Language 11/12 and English Literature 11/12 courses.

- Solidify, clarify, and scaffold the specific College and Career Readiness goals as they pertain to the Research and Writing Anchor Standards for Grades 9-12.

- Students will write evidence-based arguments to support claims in an analysis of substantive topics or texts.

- Students will read and comprehend a variety of vertically aligned complex texts, both fiction and nonfiction.

Results, as evidenced by evaluation and assessment data.

- 88% of students tested passed the Common Core English Regents exam that was administered in June 2018.

- 53% reached mastery on June 2018 exam.

Conclusions, recommendations, and priorities for future.

- Clearly communicate with students and guidance the benefits and challenges of taking AP Literature and AP Language.

- Reemphasize that it is mandatory that students must take one core Literature course and one core Language course in Grade 11/12.

- Review and evaluate the replacement courses – English Language 11/12 and English Literature 11/12.

- We will continue to administer the Common Core Regents exam to sophomores.

- Continue to keep courses updated and relevant to the Next Generation Standards and State Exams to ensure student readiness.

- Collaborate with (and across) grade-level teams on a regular basis to understand our students as learners.

High School Science Department

Team Leader/Facilitator:

Joe Foti

Team Members:

Kurt Ulrich, Jim Tracy, Stephanie Costello, Chad Foti, Joe Foti, Dave Thibodeau, Cathy Law, Justin Seweryn, Denise Hoyt, Jared Avigliano, Ron Bonagura, Jackie Wild

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students will read scientific and technical texts that are appropriate for their grade. Students will be able to determine and understand the main points of these texts. Teachers will determine success using in-class assessments, such as labs, projects, etc.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Scientific literacy is vital to an individual's academic growth. With a growing emphasis on science and technology in the workplace and the world around them, it is important to understand as much of what is being discussed as possible. Because of this, we believe that it is important to improve a student's scientific literacy by having them read scientific and technical texts and demonstrate their understanding.

Goal(s) [in Action Plan] established to achieve Standard.

Each student will be required to read age/grade level texts that are technical in nature. These texts will come in the form of labs, text books, homework, quizzes and tests, scientific articles, etc. By the end of the year, students will be able to understand how to determine the main point of the text, as well as understand the conclusion drawn by the author. Students may also be required to determine their own conclusion based on the individual assignment.

**Results, as evidenced by evaluation and assessment data.**

Chemistry:

In order to incorporate scientific literacy at grade and age appropriate levels in Chemistry, students are provided with chemistry articles from the American Chemical Society or excerpts from _A Short History of Everything_ by Bill Bryson. Generally, a series of related questions are provided to accompany the article. Students are also encouraged to find chemistry-related articles on their own and can either write article summaries about what they have learned or present verbally to the class for extra credit. Overall, laboratory report scores for most students showed an improvement over the school year, which may be attributed to the enhancement of reading comprehension skills as it correlates with scientific writing.

Physics:

In physics, students were regularly required to improve their scientific literacy. This occurred in two main ways throughout the year. The most common way was through labs. It was important for students to be able to understand the terms used within the lab in order to properly test variables. Beyond the actual experiment, however, students were also required to apply these terms and phrases in order to complete a coherent lab write up.

The second way the students improved scientific literacy was through a monthly assignment. In this assignment, the students were required to find an article on some form of science news. This article had to be from a legitimate scientific publication (website, magazine article, journal article) and could be from any scientific field. The students were responsible for identifying the new discovery and trying to come up with a way this discovery could impact the future.

Biology:

Each unit was accompanied with age appropriate reading material. These brief articles, abstracts, or excerpts are from science magazines (such as sciencedaily.com, National Geographic, Science, etc.), in addition to assignments analyzing text book passages. These readings were often stand-alone assignments, but also embedded in lab exercises. Students were asked to identify the main themes of the passages and make connections to classroom content both in written responses and classroom discussion. Social studies teachers were consulted as to document-based question strategies used in their classes to reinforce instruction. As the year progressed, the level of engagement in classroom discussions improved as did the quality of written answers on these assignments and subsequent assessments.

Earth Science:

An increased focus on scientific literacy in the Earth Science curriculum proved to be highly beneficial. The incorporation of real world scientific literature heightened interest in the topics at hand, enriched classroom dialog, and helped make abstract topics more attainable for our students. Scientific articles with real world data in classroom activities, labs, and homework had a significant impact on students overall scientific literacy.

Conclusions, recommendations, and priorities for future.

The department will continue to teach students to pick out the important information of any problem. We will also continue to emphasize the importance of determining such data and how it is vital to a professional scientist's research. The department will also continue to emphasize the importance of applying the information correctly in order to get an accurate picture of what is happening in the world around them.

High School Mathematics Department

Team Leader/Facilitator:

Kathryn Stewart

Team Members:

Joe Haas, Deneen Jackson, Toni Russolello, Kathryn Stewart, Matt Paley, Souad Kurzban, Randa Abdelrahman, Tom Shanley

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means. Learners are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

In 2016-2017, students had difficulty identifying the concepts required to successfully attack a problem (see data below). Students reported this as the number one issue both in class and in tests, including the Regents exams. Students demonstrated a weakness in being able to identify what type of problem they were facing and how best to begin working towards a solution.

2016-2017 Regents Results

- Algebra 1 Common Core - 153 students: 90% passed, 20% mastery
- Geometry Common Core – 167 students: 87% passed, 16% mastery
- Algebra 2 Common Core - 125 students: 89% passed, 20% mastery

2016-2017 Non-Regents Results

- Introduction to Calculus Final Exam - 88 students: 83% passed, 52% mastery
- Computer Science 1 - 70 students: 81% passed, 53% mastery
- Computer Science 2 - 39 students: 92% passed, 49% mastery
- Algebra 2A – 39 students: 74% passed, 18% mastery

Goal(s) [in Action Plan] established to achieve Standard.

In 2017-2018, students will be effective, reflective, and confident when working independently and collaboratively on math problems. Students will engage in authentic open-ended and/or multi-step problems, find and use appropriate resources to help solve problems, and be advocates for their own learning. Students will "make sense of problems and persevere in solving them" and "construct viable arguments and critique the reasoning of others" (Common Core Standards for Mathematical Practice). This will all be evidenced by class discussions, student presentations, student work on open-ended problems, and written assessments. In addition, students will recognize and appreciate math applications in other disciplines and in everyday life.

Results, as evidenced by evaluation and assessment data.

As per our Action Plan, the math department has been focusing on problem solving and the creativity and expression involved in the process. In addition to more traditional problems, where students follow an often-prescribed series of steps to arrive at a solution, we continue to incorporate more "bare bones" problems, where students need to analyze a problem and plan a strategy to solve it. In these problems, we've stripped away hints, steps, and other information that might suggest a specific strategy, leaving students to be more creative in their approaches. Students must brainstorm, plan their strategy, gather any data or information they need, and then solve the problem. Since students will have varying methods to solve these types of problems, they must communicate and justify their process and their solution clearly, orally, and/or in writing.

Students have been encouraged to seek various sources (including each other), sources on the Internet, and (in many classes) their reflective portfolios. In some classes, for each unit, students have been asked to collect key vocabulary and concepts, real-world examples that incorporate these concepts, and sample problems for their portfolios. In other classes, the portfolios consist of a collection of open-ended problems that students have solved and written up. All of these portfolios have served as a great place for students to start when they attack a new problem.

We've found that over the year, students have become more willing to dive into these sparse problems. We've also discovered, as we planned, that these problems serve as a perfect way to differentiate learning. For example, a student may solve a certain type of problem recursively while another student, with perhaps more robust mathematical thinking skills, might solve the same problem by creating an explicit equation. Students of varying ability are able to meet with success and become more adept at problem solving in the process. As students present their approaches, they come to understand that there is no single correct method, as is the case for any rich problem.

Conclusions, recommendations, and priorities for future.

2017-2018 Regents Results

- Algebra 1 Common Core - 172 students: 88% passed, 15% mastery
- Geometry Common Core – 178 students: 85% passed, 26% mastery
- Algebra 2 Common Core - 126 students: 94% passed, 17% mastery

2017-2018 Non-Regents Final Exam Results

- Introduction to Calculus Final Exam - 81 students: 89% passed, 52% mastery
- Computer Science 1 - 62 students: 90% passed, 44% mastery
- Computer Science 2 - 34 students: 91% passed, 61% mastery
- Digital Electronics – 18 students: 100% passed, 56% mastery
- AP Calculus AB – 32 students: 84.4% passed, 56.3% mastery
- AP Statistics – 26 students: 77% passed, 38% mastery
- AP Computer Science – 16 students: 100% passed, 87% mastery

We are encouraged by the progress of our students but recognize that there is still much to do to help them become independent and able problem-solvers. Students need to learn that these types of problems (i.e. problems that don't look like they come from a math book) are what mathematics is really all about. These are also the types of problems that students will continue to face in the Common Core Algebra 1, Geometry, and Algebra 2 curricula. They need to learn to get used to being a little uncomfortable in the process of doing a problem rather than giving up or asking how to do the problem. This takes time. For that reason, we plan to continue this process into the next year. We hope to plan for more projects and portfolios, where appropriate, and to expand on the portfolios, perhaps adding a journal component.

High School Social Studies Department

Team Members:

Don Bartlett, Elizabeth Belikov, Albert Cook, Lynda Costello, Jessica Fredericks, James Gill, Kristen Kiley, Bonne Masseo, Kara Seim

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means, to measure the degree of understanding and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- On the NYS Global History and Geography Regents exam in June 2017: 190 students took the exam, 180 passed the exam (95%), and 121 achieved mastery (64%).

- On the NYS United States History Regents exam in June 2017, 183 students took the exam, 170 passed the exam (93%), and 91 achieved mastery (50%).

Goal(s) [in Action Plan] established to achieve Standard.

- Revise and implement Global 9 curriculum that reflects the Common Core Learning Standards and revised New York State curriculum.

- Revise and implement Global 10 curriculum to reflect and address the Common Core Learning Standards and revised New York State curriculum.

- Revise and implement U.S. History curriculum to reflect and address the Common Core Learning Standards and revised New York State curriculum.

- Maintain high success rates for general education students in Global History and U.S. History.

- Review Regents exam results to analyze achievement levels of various student demographics.

Results, as evidenced by evaluation and assessment data.

- On the NYS Global History & Geography Regents exam in June 2018: 175 students took the exam, 162 passed the exam (93%), and 88 achieved mastery (50%).

- On the NYS United States History Regents exam in June 2018, 175 students took the exam, 158 passed the exam (90%), and 94 achieved mastery (54%).

Conclusions, recommendations, and priorities for future.

Conclusions:

- While the Class of 2018 cohort passing rates were steady, there is room for growth in the achievement of mastery.

- 95% of the Class of 2019 passed the Global Regents exam with 64% mastery. These results meet our expectations.

Recommendations:

- Teachers will participate in professional development and apply the knowledge gained to classroom practice.

- Teachers will utilize collaborative time to discuss common assessments with specific attention to student results and the commonalities and disparities evident in student results.

- We will continue to pilot and develop lessons as they pertain to the developing racial equity curriculum.

Priorities for the Future:

- Based on student results, teachers will continue to focus on reading and writing in the content area to effect a change in the learning outcome.

- Teachers will conduct a mid-year reflection after midterms for the purpose of evaluating progress toward 2018-2019 SMART goals.

High School World Languages

Team Leader/Facilitator:

Team Members:

Marc Knittel, Rodrigo Castro, Renee Salamone, Souad Kurzban, Patricia Moller, Kara Seim

Standard 2.0: Program Coherence

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Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students will:

- In the target language, write about the NYS required topics as appropriate to State checkpoints A, B, and C.

- Topics aligned with SUNY UHS (University in High School) curriculums.

- Write narratives about real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences and discuss these in the target language.

- Write about, discuss, and discover cultural differences.

- Edit and revise written work for certain levels and activities.

- Use technology for activities, projects, and presentations (e.g. Office 365, OneNotebook, PowerPoint, Kahoot, Prezi, Edmodo, Tutorial Videos, and Teacher Websites)

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

At the beginning of the 2017-2018 school year, students were given a baseline assessment.

- Spanish 1, French 1 students were given writing assessments at the beginning of the year to assess their knowledge of grammar, vocabulary, structure, and fluidity. They demonstrated need improvement in their writing skills as well as vocabulary, transitions and structure.

- Spanish 2, French 2 students were given writing assessments at the beginning of the year to assess their knowledge of grammar, vocabulary, structure, and fluidity. They demonstrated the need for improvement in their writing skills as well as vocabulary, transitions, and structure.

- Spanish 3 students were given a writing assessment in which students showed a lack of knowledge of present and past tenses as well as weakness in vocabulary.

- Spanish 4 students were given a writing assessment in which students showed a lack of applying multiples tenses appropriately in writing.

- Spanish 5 students were given a writing assessment to measure their level of subjunctive, past, and future tenses. All students showed strength in grammar formulation but showed a need for oral communication improvement.

- Spanish 6 students were given a writing assessment to measure cultural proficiency and correct use of grammar skills. The majority of students showed a need to improve their cohesion of thoughts, ideas, and structure.

Goal(s) [in Action Plan] established to achieve Standard.

- Sentences/structures were reviewed in class.

- Using a variety of activities incorporating technology to strengthen speaking, listening, reading, and writing skills.

- Cross-curricular, common pre-assessment and post-assessment and a cross-language assignment/project, such as the Seal of Bi-literacy project.

- Established a stronger grammar and conversation plan for college level expectations. A plan was developed with SUNY New Paltz language teachers led by Ms. Porras. The plan included our students in college-level conversation roundtables at SUNY New Paltz once per week after school hours. These conversation roundtables include college students currently taking the same college courses our students are taking to help our students meet college expectations in communicating in the target language.

- Students created and revised well-formed original sentences demonstrating logical sequencing and improved use of grammar and vocabulary.

Results, as evidenced by evaluation and assessment data.

- In French, there was growth in skills noted, as well as cultural proficiency yet need for strengthening tense transitioning in writing skills.

- In Spanish, Level 1 students showed improvement in communication. Level 3 students improved in writing and reading skills with a total of 97% passing rate on the Regents Exam. Level 4 and Level 5 students showed growth in cultural awareness and writing skills, especially in the use of advanced grammar during conversation, such as the Subjunctive and Conditional moods.

- The Seal of Bi-literacy presentations yielded impressive results with all six students receiving the Seal in French (four students) and Spanish (two students).

- In Arabic 2, we had 100% passing with 87% mastery. Level 2 students showed improvement in reading skills and basic writing.

Conclusions, recommendations, and priorities for future.

- Establish a plan for the administration of the speaking portion of the Regents.

- Develop a leveled reading program per language and level to strengthen all relative skills.

- Limit class sizes to provide more opportunities for speaking in the target language and individual teacher feedback.

- More time for department collaboration.

- Collaborate as a department to update and align curriculum within the department and District as well as SUNY New Paltz.

Grades 9-12 Physical Education

Team Leader/Facilitator:

Mike Vance

Team Members:

Tom Tegeler, Mike Vance, Nicole Vitale, and Brooke Graham

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continually assessed and reported using the NYS PE Profile, along with a local final assessment. Students are encouraged to seek community resources. Students participate in school-wide tournaments as well as community involvement.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

We are in the process of collecting data using the PE Profile to assess our students while they participated in "for lifetime activities."

Adapted PE Class:

The APE students continue to need the opportunity to use the skills they learn in APE and apply them to real life settings outside of the school in the community.

Goal(s) [in Action Plan] established to achieve Standard.

Through the use of data sampling/collection our students will increase their level of competency and performance. A post-assessment score resulting in a 12 or higher indicates students have obtained a level of competency high enough to participate in a community/recreation level of physical activity.

Adapted PE Class:

The APE students will have a downhill skiing experience offered by the Adaptive Sports Foundation at Windham. The Adaptive Sports Foundation was chosen because they offer skiing lessons and services open to the public for people with disabilities. Our students would be able to go on the weekend, not associated with the school, and still receive skiing services through the program. This resulted in allowing the students a way to participate in downhill skiing in their own community, post high school.

Results, as evidenced by evaluation and assessment data.

We sampled our data and the results indicated that students achieved an average score of 15.3 out of a possible 16. Four lifetime sports/activities were assessed using the NYS PE Profile.

Adapted PE Class:

The APE class took part in a four-hour lesson at Windham last year.

Conclusions, recommendations, and priorities for future.

We will slowly transition away from assessing students based on their performance in team sports and move towards assessment based on lifetime activities and wellness.

High School Art & Technology

Team Leader/Facilitator:

Laurene Pountain

Team Members:

Jen Cone, Alexis Mallory, Laurene Pountain, Todd Martin, and Brennan Woods

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- All students had the opportunity to display art and design work and participated in community and competitive exhibits. All students enrolled in art classes had the opportunity to display their original work in the annual art and design show.

- Students created original artwork, design, productions, and presentations inspired by their understanding and appreciation for other cultures.

- Students felt comfortable reflecting upon their work and were able to identify their own strengths and weaknesses.

- Students participated in art and design assignments that fostered self-expression.

- Students applied research techniques that reflected the Common Core Learning Standards as they related to art and design.

- Students demonstrated proficiency on all reviews and formal assessments.

- Students incorporated technology and digital resources into art and design assignments where applicable.

- Students developed art and design portfolios or other visual documentation.

- Students gained awareness of the myriad of traditional and emerging career opportunities in art, design, engineering, and technology.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Students need encouragement in becoming creative thinkers, confident risk-takers, and creative problem solvers in art and technology.

- Students need to be able to independently follow written and verbal instructions to become more self-directed learners, especially in technology applications.

- Students need to develop effective communication skills and possess a range of vocabulary related to visual arts and technology.

- Each teacher will continue to create a safe environment for students by addressing issues around bullying and encouraging students to be proactive about intervention.

- There is not enough staff to accommodate the number of students who sign up for advanced electives in art and technology.

- There is a continued need to create awareness in the school and community of the value of the arts and technology.

- There is a need for additional space to accommodate hands-on work and storage for projects and materials.

- There is a need for proper storage space for standing exhibit boards and art show display materials.

Goal(s) [in Action Plan] established to achieve Standard.

- Each teacher continued to incorporate processes into lesson plans to ensure alignment with NYS core-curriculum standards.

- Each teacher continued to address issues around bullying and cyber bullying and encouraged students to be proactive.

- Teachers worked on lesson plans and project based learning experiences that challenged students, encouraged problem solving, and promoted independent and creative thinking.

- The department will work to create awareness in the school community of the value, and the myriad of career opportunities in fields relating to art, design, and engineering

- Classroom teachers fostered a safe learning environment and encouraged an atmosphere of acceptance.
- Students participated in lessons and discussions that incorporated global awareness, citizenship and social responsibility.

Results, as evidenced by evaluation and assessment data.

- Assignments were open-ended and allowed for curiosity, self-direction, and individual student empowerment.

- As a department, we have continued cross-curricular activities and collaborations.

- Students exhibited work at the Annual High School Art Show, as well as the Elting Memorial Library, Light in the Dark Photography Show, Woodstock Artists Association and Museum Darkroom Photo Show, Gardiner Library, 10-Day Film Challenge, the Scholastic Art Awards, The Ten Day Film Festival, and the production of Student Life Video.

- Students created the positive affirmation tabletop cards posted throughout the school.

- Students continued to participate in self-reflective activities.

- Students continue to create video productions that are community building through daily presentations on NPZ.

- Field studies occurred at Paley Center for Media, Museum of Moving Image, The Metropolitan Museum of Art, Olana State Historic Site, Vassar College Art Gallery, R & F Paint, Town of New Paltz, Storm King Art Center, HV Materials Exchange, Sono-Tek, and Cooper Hewitt Museum of Design. Additional 21st century opportunities were explored and students were exposed to current art, design, technology, and business trends throughout the world.

Conclusions, recommendations, and priorities for future.

- As a result, teachers will continue to develop comprehensive and coherent standard-based curriculum, develop and implement student learning goals, provide opportunities for students to become self-directed learners and creative thinkers who have initiative to solve problems independently, and facilitate collaborative projects that support alignment to the core curriculum.

- Teachers will collaborate with colleagues and administrators to develop schedules which optimize opportunities for Art and Technology electives.

- Teachers will utilize curriculum development hours to refine curriculum and begin alignment to new NYS Art Standards.

- Teachers will begin implementing these standards beginning in the 2018-2019 school year.

- There is a need to meet with administration and guidance to clarify curriculum requirements and scheduling conflicts that affect enrollment and success.

High School Business and Family & Consumer Science

Team Leader/Facilitator:

Kieran Bell

Team Members:

Kieran Bell, Alicia Tuttle

Standard 2.0: Program Coherence

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College and Career Readiness Anchor Standards:

Key Ideas and Details

- RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

- RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

- RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to Grade 9-10 texts and topics.

- RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

- RST.9-10.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

- RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., an equation) into words.

- RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

- RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- RST.9-10.10. By the end of Grade 10, read and comprehend science/technical texts in the Grade 9-10 text complexity band independently and proficiently.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

All students will meet or surpass established goals.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- 95% of students failed the personal finance pre-test.
- 95% of students failed the accounting pre-assessment.
- 100% of students failed the fashion pre-assessment.
- 100% of students failed the interior design pre-assessment
- 90% of students failed the food and nutrition pre-assessment.
- 95% of students failed the child development pre-assessment.
- 100% of students failed the culture and foods pre-assessment.

Goal(s) [in Action Plan] established to achieve Standard.

- 100% of our students will pass their respective final exam/project.
- There will be a 10% increase in mastery level achievement.

Results, as evidenced by evaluation and assessment data.

In all areas mentioned above, students demonstrated an increase in achievement.

- 93% of students passed the personal finance post-test and received national financial literacy certification.
- 100% of students passed the accounting final project.
- 14 students earned college credit through SUNY Ulster Collegian Program.
- 100% of students passed the fashion summative assessment.
- 86% of students passed the interior design summative assessment.
- 81% of students passed the food and nutrition summative assessment.
- 92% of students passed the child development summative assessment.
- 100% of students passed the culture and foods summative assessment.

Conclusions, recommendations, and priorities for future.

- With improved teacher skill and competency, students are continuing to show achievement and growth in all subjects.

- All instructors will continue to develop a comprehensive and coherent standards-based curriculum.

- All instructors will proceed with the development and implementation of student learning goals.

- Continue to provide opportunity for students to become self-directed learners and creative thinkers who have initiative to solve problems independently.

- Facilitate collaborative projects, which support alignment to the core curriculum.

- Continue to foster safe and supportive learning environments.

- Students are comfortable taking risks in their learning.

High School Guidance Department

Team Members:

Alexandra MacKinnon, Jessica Bradley, Kathryn Flanagan, Stephanie Popper

Standard 2.0: Program Coherence

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Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students have begun their post high school plans and have the social and emotional capacity and knowledge to achieve their post secondary goals.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

The following needs were identified to enhance the High School Guidance program:

- Increasing career awareness.

- Reducing barriers for students who are economically disadvantaged.

- Increasing focus on non-academic indicators of success and student need.

Goal(s) [in Action Plan] established to achieve Standard.

- Update programming for students that relates directly to career awareness and academic planning.

- Create ways to connect economically disadvantaged students and families to opportunities that will reduce barriers to academic achievement.

- Increase the presence of the Counseling Center as a supportive environment of student's social and emotional needs.

Results, as evidenced by evaluation and assessment data.

- Career awareness programming was expanded. Counselors put on an evening event titled "Imagine Your Future Night: College and Career Night." This event incorporated participants representing local companies, vocational/trade programs and careers, STEM, nursing and health care, criminal justice, military, leadership, volunteer, and global opportunities, liberal arts, community colleges, and NCAA and college athletics. Students and parents had the opportunity to attend three different panels and also to speak with representatives from many areas. Students also attend presentations and field trips to learn about the Ulster BOCES Career & Technical opportunities for juniors and New Visions programs for seniors.

- During the fall, over 80 colleges, universities, and trade schools visited the Counseling Center and met with students and counselors. In November, the art fair featured art schools as well as colleges and universities offering programs in the arts, design, architecture, and technology. Additionally, representatives provided invaluable feedback to our students during portfolio reviews. Students in the junior class attended the Ulster Career Conference and all students were given the opportunity to attend the Ulster County Job Fair, Orange County Hispanic College Fair, and the New Paltz High School College Fair held here in the spring. New Paltz students in Grade 10 and 11 were exposed to opportunities available to them through New Visions and the Ulster BOCES Career & Technical Center programs.

- The scheduling process is being improved for students. Online course registration was piloted in the spring to better inform students about course selections and program options ahead of time. An interactive and comprehensive online course registration process was developed where students gained information regarding course requirements, electives, and pre-requisites. Students who pre-registered online became oriented to the college level registration processes, as well as having more time in their meetings with the counselor to discuss college and career options.

- Methods were developed to connect economically disadvantaged students with opportunities to reduce barriers to success. The Counseling Center reached out to all families in the district letting them know about opportunities available to them.

Conclusions, recommendations, and priorities for future.

- Counselors will continue to connect economically disadvantaged students with resources.

- Counselors will work with the technology department to create and fully implement online course registration for all students.

- Counselors will explore expanding career awareness activities through alumni outreach and panels to speak specifically about career paths.

- The Counseling Center will continue to be utilized to help serve as a space where students can gain information, explore colleges and careers, meet with representatives from all areas of post high school life and seek emotional and social support directly from staff.

Grades 9-12 Health Education

Team Leader/Facilitator:

Mr. Gregory Warren, *CMAA* – Director of Health, Physical Education, and Athletics

Team Members:

Shannan Magnetico (High School)

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

The curriculum structure fosters and enables constructivist learning and the building of understanding by students, including effective learning outcomes for all students.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

The 2017-2018 cumulative pre-assessment results for Health Education include:

- 74% of students failed the Health Education pre-assessment with a class average of 52%; 0% achieved Mastery Level (between an 85% and 100%).

Goal(s) [in Action Plan] established to achieve Standard.

- In 2017-2018, 100% of the students will continue to demonstrate an increase of content knowledge, as measured by formal and informal methods of assessment.
- In 2017-2018, 100% of students enrolled in Health Education will participate in a pre- and post-assessment. Results will be analyzed and data used in the planning and implementation of health lessons throughout the 20-week semester.

Results, as evidenced by evaluation and assessment data.

First semester final and local assessment results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

First semester post-assessment results for Health Education:

- 93% of students passed the Health Education post-assessment with a class average of 83%; 56% achieved Mastery Level

Second semester final and local assessment results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

Second semester post-assessment results for Health Education:

- 95% of students passed the Health Education post-assessment with a class average of 86%; 72% achieved Mastery Level

Cumulative assessment results for Health Education for the 2017-2018 school year:

- Based on results from the summative assessments, 100% of students demonstrated an increase in achievement when pre- and post-assessments were compared for each individual student.

- Less than 1% of total tested students achieved Mastery Level (between an 85% and 100%) on the Pre-Assessment; 61% of total tested students achieved Mastery Level on the Post-Assessment.

- 79% of students with disabilities passed the Final Summative Assessment, with 36% achieving Mastery Level.

- 74% of total students failed the Health Education Pre-assessment with a class average of 52%; post-assessment data shows significant increase in knowledge with 6% failing (94% passing grade) with a class average of 86% for the Final Summative Assessment; 192 students total were tested.

Conclusions, recommendations, and priorities for future.

- Goals established in September 2017 were met based on the assessment data analysis.

- Students engaged in meaningful lessons that connected students to community resources and services they can utilize throughout life in order to maintain and/or improve their health. Programs/agencies that participated in facilitating lessons in health and/or were present at the Mental Health Awareness Day in May 2017 were (but not limited to): The National Alliance on Mental Illness (NAMI), AWARENESS, Inc., the Mental Health Association, Planned Parenthood, ASTOR Services, Ulster County SPEAK, New Paltz Youth Program, Arms Acres and Conifer Park, Hudson Valley LGBTQ Community Center, Ulster County Crime Victims Assistance Program, and Ulster County Family and Child Advocacy Center.

- The instructor will continue to use authentic means to inspire and develop critical thinking through projects, activities, journaling, and class discussion.

- NYS Health Education Learning Standards and the Common Core Learning Standards will continue to be incorporated into the health curriculum in meaningful ways.

- Professional development opportunities will be attended and acquired information will be incorporated into learning objectives. A goal for next year would be to attend the NYSAHPERD Conference in Verona, New York.

- Students will be provided with opportunities to share their creative ideas and talents and will be encouraged to produce meaningful, health-oriented projects and displays.

- Collaboration with colleagues on various health-related issues and ways to integrate lessons will continue.

- Curriculum design and development with a focus on the new mental health education standards aligned with NYS Education requirements will continue to develop into the 2018-2019 school year.

- Various stress-reduction techniques will continue to be incorporated into curriculum based off of the summer "Mindfulness Training" attended in August 2017. Funds will be used in order to purchase a class set of yoga mats for continual stress reduction techniques in all Health classes.

High School Library Media/Information Literacy

Team Leader/Facilitator:

Collaborative Process

Team Members:

Joanna Arkans, MaryAnn Lis-Simmons, Stella Mouyios and Joann Martin

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

District-wide, teacher librarians will implement the Common Core Learning Standards through inquiry-based work. Using the AASL Standards Framework for Learners (2018) and the Common Core Learning Standards (CCLS), data is collected and examined to measure ongoing student learning and ensure individual student growth. Data is available to support use of our electronic resources from book catalogs to electronic databases that show wide usage of the library resources.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Librarians conduct assessments to determine baseline Common Core (CC) Anchor ELA/AASL Standards skills. The High School's library tracking software demonstrates how students and staff are utilizing the library. We will continue to be able to add High School usage data to get a fuller picture of how the library serves our school community. All schools will continue to obtain circulation statistics using the online catalog system, OPALS.

Goal(s) [in Action Plan] established to achieve Standard.

100% of district librarians will utilize data from assessments to gauge student learning related to Common Core Anchor ELA/AASL Standards.

Results, as evidenced by evaluation and assessment data.

Our Grade 9 Information Literacy curriculum continues to reach all freshmen students in their English classes. Students learn to navigate library databases, evaluate websites, and synthesize information from texts to support written arguments. These skills are assessed in a cumulative Learning Project that demonstrates student competency with inquiry research skills.

Students at various grade levels worked on identifying reputable sources for research. Grade 9 English, as well as other various classes and grade levels, utilized materials produced by the librarian for this purpose.

The value of reading continues to be supported by the library program. Grade 9 and 10 classes read consistently as part of a Silent Sustained Reading (SSR) program in English classes. Regular book talks in classrooms and displays in the library encourage students to widen their reading choices.

Upper grade students are instructed in strategies for college-level research; library database usage assists us in monitoring that students are learning to use scholarly sources. We continued an "embedded librarianship" model with an AP Social Studies class and AP Language classes in which students were required to meet one-on-one with the librarian in order to develop their research questions and find reputable sources.

The online library sign-in system continues to allow us to analyze how students are using the library resources. The majority of students are seeking the library out for computer access or a workspace in order to complete assignments and projects.

Conclusions, recommendations, and priorities for future.

- We will continue to integrate AASL Standards in the effort to strengthen students' college and career readiness skills.

- The digital literacy program (formerly Internet Safety) has continued in Grade 9 Life Prep classes and focus has shifted to screen time and problematic smartphone use including pitfalls of social media.

- The "embedded librarianship" work will continue to include more classes/students.

- Efforts continue to diversify the library collection and to bring new and relevant materials reflective of many viewpoints and cultures.

High School Life Skills

Team Leader/Facilitator:

Marianne Wilson

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Students with intensive learning needs:

- are provided with appropriate supports.
- take incremental steps to maximize independence.
- maintain placements in the least restrictive environment of their home school.
- receive instruction that meets the needs of each student based on individual goals and objectives per IEPs.
- progress is individualized per student.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Students' IEP goals were met at a rate exceeding 80%; good or intermittent progress was made on all goals as documented in individual IEP progress notes.

Goal(s) [in Action Plan] established to achieve Standard.

Program goal is to provide the appropriate supports and instruction designed to promote achievement of students with intensive learning needs. IEP goals are specific to individual students.

Results, as evidenced by evaluation and assessment data.

District placements were maintained to keep with SED mandate for least restrictive environment. All students placed in Life Skills met/made progress on their learning goals as per IEPs.

Conclusions, recommendations, and priorities for future.

- The Life Skills program serves a small group of students with diverse, intensive learning needs. These students qualify for NYSAA (New York State Alternate Assessment) and are working toward the SACC (Skills and Achievement Commencement Credential). Achievement for each student is most accurately reflected in IEP goals and progress notes where success based on each student's development is documented.

- The District has now opened a multi-grade special class with NYSAA qualifying students at the Middle School.

- Recommendation: Continue maintaining a District-based program to serve these students in the least restrictive environment. Priorities will be to work with special education administration to keep the program current, establish communication and collaboration between the middle and high school teacher in order to share instructional strategies and materials and establish programmatic continuity between buildings as supported by administration, as well as to continue to meet the individual needs of students as determined by CSE and documented in IEPs.

High School Music

Team Members:

Ralph Schroer / Nicole Foti

Standard 2.0: Program Coherence

All programs, curriculum and instructional strategies employed within the District are coherent and provide the learners with knowledge, skills, and dispositions that are expected of citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- High-level of student participation across the High School student community.

- High-level of musical achievement at both individual and ensemble levels as indicated by NYSSMA scores and selection to honor ensembles, such as All-County, Area All-State, and All-State.

- Diverse course offerings to attract a wide student population.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- A wide variety of music classes were again offered at the beginning of the year to help meet student needs.

- Student participation remains elevated, as in previous years.

Goal(s) [in Action Plan] established to achieve Standard.

- Work to maintain current level of participation and achievement.

- Continue teacher professional development opportunities.

- Maintain atmosphere where students feel welcome and comfortable making music.

Results, as evidenced by evaluation and assessment data.

At the end of the 2017-2018 school year, approximately 275 students participated in music classes throughout the year. For next year (2018-2019), student music enrollment is anticipated to be about 275. This figure represents about 34% of our High School community. Individual and ensemble performances continue to be successful as defined by a high number of students participating in extra-curricular and honors ensembles. The music courses being offered next year will include Band, Mixed Choir, Voice 1, Voice 2, African Drumming (two sections), Music Literature, Music Theory, and Band and Choir lessons.

Conclusions, recommendations, and priorities for future.

Continue to maintain interest and enthusiasm in music education, as evidenced by maintained enrollment in classes and ensembles. Maintain high-achievement levels, as evidenced by the number of students performing Level VI solos and being selected to honor ensembles such as All-County, Area All-State, and All-State.

High School Social Worker and School Psychologist

Team Leader/Facilitator:

Mary Kay Fiore

Team Members:

Mary Kay Fiore and Lisa Watkins

Standard 2.0: Learning Environment

A safe and healthy environment. Students will acquire knowledge and the ability necessary to create and maintain a safe and healthy environment.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

A resource guide will be developed which can be referenced by the school social worker, school psychologist, guidance counselors, IST members, and others to assist with providing resource information to parents and students for local mental health providers and other professional health providers (ie neurologists, transitional supports etc).

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Current list of resources is outdated and some are not age-appropriate for high school students, as counselors in the High School, parents, students, and others regularly request information on community service providers and resources.

Goal(s) [in Action Plan] established to achieve Standard.

School staff, students, and families will have access to updated information regarding community resources available to provide services in the areas of mental health, transitional services, respite, recreation, medical, and access to assistance with social services. The school social worker and psychologist will meet to develop a comprehensive resource guide which will include information on how to access said services.

Results, as evidenced by evaluation and assessment data.

We now have a comprehensive resource guide that is available to faculty, parents, and students.

Conclusions, recommendations, and priorities for the future.

- The resource guide has been used to provide assistance to parents and others in contacting therapists, physicians, psychiatrists, neurologists, substance abuse programs, and overall community supports. We have had positive feedback from those we have shared this resource with. Priorities for the future will be to update the resource guide regularly as new providers are made known to us.

- We will continue to update this guide, as needed, and share information from the guide with parents, students and staff.

Section Three
Districtwide

Progress Toward the District Goals

2017-2018

Submitted by:
Building Principals

K-12 Vocal Music (General/Choral)

Team Leader/Facilitator:

Jessica Rodriguez

Team Members:

Laura Faure, Jessica Rodriguez, Nicole Foti, Will Halpern

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement are continuously assessed and reported using both formal and informal means. For example, a formal assessment would be a presentation to the class or a conversation with teacher, using the vocabulary and structures from the unit of study, graded with a rubric or point system. Informal assessments would be done in class as often as possible, during either partner activities or small group activities. The teacher would circulate with a class list in order to ensure assessment of each student present. A checklist, as well as anecdotal notes as needed, would be included.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

80% of students demonstrated proficiency in their grade-appropriate solfege and sight singing programs.

Summary of where we were at beginning: (Needs Assessment Data)

Students continue to need more exposure to solfege and sight singing in the younger levels so they can excel when they reach the High School performing ensembles. In the 2017-2018 school year teachers continued to incorporate Unit 4 (pitches do re mi) of "Conversational Solfege" in Grades 1-3. Teachers also continued to help students discover solfege in both classroom and choral music in Grades 1-5. The concepts from the Sing at First Sight curriculum were utilized in Grade 5 general music as well as the choral program. These lessons were also implemented in the Grades 6-8 choral programs and Grade 6 general music. Teachers continued to utilize and expand upon this curriculum at the High School level. Teachers also incorporated more solfege warm-ups into the classroom and choral rehearsals.

Goal(s) [in Action Plan] established to achieve Standard.

As a result of increased use of solfege in the classroom and choral settings, students will be more proficient in the language of solfege and pitch relationships in order to facilitate sight singing and music reading.

Results, as evidenced by evaluation and assessment data.

A review of our formal and informal assessment data indicated 90% of students showed a year's worth of growth in their understanding and utilization of solfege. Grade 2-3 students showed growth throughout the school year in their ability to recognize and sing simple three note patterns. Grades 3-6 students showed growth over the school year in their ability to sing and identify simple solfege patterns in songs in the classroom and choral settings. The tone quality and pitch accuracy has improved in the elementary and middle school choral settings. High school students showed growth in their ability to sight sing using the full octave in the keys of C, F, G, D, and E-flat with a variety of intervals. Students performing NYSSMA Level 6 material showed growth in their ability to sight sing in the 6/8 time signature.

Conclusions, recommendations, and priorities for future.

Teachers will use these data to help understand where student strengths and weaknesses are and to develop activities to make our program stronger. This is the third year of implementing this new program and its continued use will increase sight-singing skills across grade levels. This year, the music department K-12 will continue utilizing solfege and the new sight-singing curriculum, as well as incorporate more multi-cultural music into the music classroom to improve on student music reading and singing skills.

Occupational and Physical Therapy

Team Leader/Facilitator:

Ann Gregory, PT

Team Members:

Meredith Hershbein, MA, OTR/L, Cindi Valdina, and COTA

Program Coherence: Standard 2.0

All programs, curricula, and instruction strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident, and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Functional participation within the classroom setting as related to areas of need.

- Decreased level of service provision.

- Improved efficiency of goal creation and implementation.

- Teaching staff is utilizing the OT/PT teaching videos on the webpage.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

- Due to the high degree of sensory needs at Duzine this year, the OT/PT staff decided to create a "sensory table." This replaced the lowercase manuscript letters that was originally stated for the 2017-2018 Action Plan.

- Teachers verbally reported this was a useful sensory break for the students. The students came back to the classroom more focused.

Summary of where we were at beginning:

- By December 16, 2017 the OT department needed to implement a pilot class for pencil grip materials.

- By June 23, 2018 the OT/PT department needed to implement instructional video clips: Demonstration for the Formation of Lower Case Letters.

- The OT/PT department needed to continue with ongoing data collection to improve outcomes and/or look for alternative methods of learning.

Results, as evidenced by evaluation and assessment data.

- OT department implemented the pilot pencil grip program by the end of September and data was collected by the end of December 2017.

- Due to the high degree of sensory needs at Duzine this year, the OT/PT staff decided to create a "sensory table." This replaced the lowercase manuscript letters that was originally stated on our 2017-2018 Action Plan.
- OT/PT department collected data for core strengthening, the formation of manuscript letters, and pangram sentence writing.

PT data collection for the 2017-2018 school year:

Progression of strength when looking at **supine flexion.** Rubric ranges from 1 to 4.

Pre-Test	End Result	Number of Students
1	1	1
1	2	1
1	3	3
4	4	4

PT data collection for the 2017-2018 school year:

Progression of strength when looking at **prone extension.** Rubric ranges from 1 to 4.

Pre-Test	End Result	Number of Students
1	2	3
1	3	1
1	4	1
4	4	2

OT data collection for the 2017-2018 school year:

Data results of pangram **sentence performance**. Rubric ranges from 1 to 4.

Pre-Test	End Result	Number of Students
1	1	1
1	3	1
1	4	1
2	2	2
3	3	4

OT data collection for the 2017-2018 school year:

Data results of **upper and lower case letter formation**. Rubric ranges 1 to 4.

Pre-Test	End Result	Number of Students
1	1	1
1	2	1
1	3	1
2	2	4
4	3	2

Conclusions, recommendations, and priorities for future.

Conclusions:

- The consistent use of the "Handwriting Without Tears" program has shown positive results as evidenced by correct letter formation.

- Pangram sentence accuracy was positively influenced by use of low tech tools. These tools could include alphabet strips, highlighted lines, and/or finger spacers.

- The data collected for the core strengthening of supine flexion and prone extension show that the students could improve strength through consistent exercise. They were able to maintain strength over time.

Recommendations:

- Educate and inform teachers of the various programs established by the OT/PT department that may enhance their classroom instruction.

Priorities for the Future:

- Add instructional activity that incorporates sensory, crossing midline, and motor planning. The activity will be called Around the World.

- Add instructional exercises based on the "Maintaining Brains Everyday" format. These exercises assist in integrating the Primitive Reflexes.

K-12 Speech and Language Department

Team Leader/Facilitator:

Collaborative Effort

Team Members:

Candice Cramer, Justin Finnegan, Amy Jett, and Lara Savelson

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective learners who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Student learning and achievement is continuously assessed and reported, using both formal and informal means to measure student learning achievement and the degree of understanding, and to ensure a positive, safe, healthy, and enriched learning environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Students with expressive language, receptive language, and hearing disabilities frequently have difficulty being able to understand relationships between words based on semantic class features, function, or place and time of occurrence. These students need specific strategies to be taught, retaught, and practiced throughout the year to improve their ability to understand specific categories of words. Students need opportunities to compare and contrast words for shared and non-shared features, classify words by semantic classes, form concept categories and semantic networks, and use antonyms and synonyms in meaningful contexts to support their comprehension of curriculum topics.

Goal(s) [in Action Plan] established to achieve Standard.

In 2017-2018 school year, 75% of the students in the identified population will demonstrate an improvement in their raw score on the Word Classes subtest of *the Clinical Evaluation of Language Fundamentals 5th Edition*, the raw score on any subtest of the *Language Processing Test-Reviewed*, or on therapist-designed tasks to include resources such as recorded observations using anecdotal records.

Results, as evidenced by evaluation and assessment data.

Members of the Speech and Language Department retain detailed data related to individual student progress. Overall, the data demonstrate:

- 93% of students demonstrated measurable progress on their vocabulary goals. This suggests that these students acquired an internalized framework for comprehending semantic relationships.

- These students require direct teaching, a therapist model, verbal reminders, and often structured practice to improve their ability to make connections between known vocabulary words.

Conclusions, recommendations, and priorities for future.

- The strategies and activities used were successful across grade levels and students' needs.

- Most students demonstrated growth on the assessments used to measure vocabulary skill development.

- We realized that providing an occasional in-class lesson with willing teachers supported generalization and carryover of skills learned during speech and language sessions. Furthermore, these lessons provided a framework for vocabulary instruction that a classroom teacher can use with all students.

- Our priorities for the future will be to continue to provide support for individual students who need to develop age appropriate vocabulary skills.

K-12 English as a New Language

Team Leader/Facilitator:

Shawn Doyle, Lynn Bartlett, Amy Chapman, Rosemary Sharpe

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- Data of English Language Learners referred to CSE will be examined using tests of significance and proportionality analysis.

- ENL teachers will attend professional development specifically designed to determine the proper educational program of ENL students.

- The district will develop an AIS afterschool program for SLIFE students.

- The ENL team will continue to provide ENL family night.

- The ENL team will seek to improve secondary (6-12) parent attendance at our ENL Parent Night this year.

- The ENL team will attend professional development workshops focused on implementation of CR Part 154 and improving instruction for English language learners.

- The ENL teachers will continue to provide the ENL Summer Academy.

- The ENL team will design a newcomer welcome program to facilitate transition of newcomer ELL students to the district.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

We believe we made significant progress in developing our program to better meet the requirements of Part 154 and student needs. We still need to finish translations of some district-provided documents and further examine our supports for SLIFE students and newcomers.

Summary of where we were at beginning: (Needs Assessment Data)

ENL students typically have shown progress, but often not at the level of their grade-level peers. Through the integrated co-teaching model, we are focusing on delivering linguistic and academic supports in the content areas.

Goal(s) [in Action Plan] established to achieve Standard.

- ENL students will be correctly identified as CSE or General Education students.

- ENL students not identified for CSE services will receive research-based instruction specifically designed for ENL students

- ENL teaching staff will participate in professional development specifically designed for teaching and learning for ENL students.

Results, as evidenced by evaluation and assessment data.

- RtI strategies were implemented, resulting in only one ENL student being referred to CSE last school year.

- ENL teachers attended professional development specifically designed to determine the proper educational program of ENL students as well as RtI strategies.

- 71% of students made a year of growth or met benchmark on the Fountas & Pinnell Benchmark Assessment System.

- 15% of students made a year and a half of growth or more on the Fountas & Pinnell Benchmark Assessment System.

- 100% of students made growth in their cut scores or moved up a grade band on the NYSESLAT.

- 54% of students went up a level on the NYSESLAT.

- 50% of students who took the English Common Core Regents received a passing score of 65 or higher.

Conclusions, recommendations, and priorities for future.

- The ENL team needs to continue to look at our support for SLIFE students. We need to examine our newcomer program and look for other supports for providing small group/individual newcomer ENL instruction.

- Afterschool AIS program will be implemented for SLIFE students.

- ENL teachers will provide a book study for faculty on *The Newcomers: Finding Refuge, Friendship, and Hope in an American Classroom*.

SYSOPs

Team Leader/Facilitator:

Janice Pallus

Team Members:

Sue Bowers (Lenape), Karen Villanueva (MS), Janice Pallus (Duzine) and Katherine McEachin (HS)

Standard 6.0: Resources:

The District assures that all resources (human, physical and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Teachers, staff, and administrators will continuously receive the necessary training required to effectively and efficiently utilize the learning technologies available to them in their respective buildings. Technology hardware problems will be addressed.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Teachers need assistance utilizing specific technologies.

Goal(s) [in Action Plan] established to achieve Standard.

Teachers will demonstrate an increased proficiency utilizing specific technologies. Hardware, by nature, needs occasional repairs.

Results, as evidenced by evaluation and assessment data.

Individual discussions are used to evaluate teacher needs. Sysops created materials to support technology needs. There was increased usage of online projects, online curriculum, and parent communication. Electronic portfolios were produced at all schools. Paperless communication continued and was supported. By using the Trackit system, computer issues were corrected in a timely manner. Sysops helped to implement the Technology Committee. Coding continued for all elementary students. PowerTeacher Pro was supported for all elementary teachers.

Conclusions, recommendations, and priorities for future.

Teachers are becoming more proficient and comfortable with technology and trying new things. We will continue to evaluate teacher needs and promote the technology tools available to us that meet those needs. We will focus training on specific technologies and presentation tools. We will continue to use Trackit to report technology problems. We will continue to support the Technology Committee. Secondary teachers will require support implementing PowerTeacher Pro.

Section Three
Non-Academic Indicators of Success

Progress Toward the District Goals

2017-2018

Submitted by:
Building Principals

Introduction: Non-Academic Indicators of Success

The New Paltz Central School District is dedicated to the success of the whole child. Academic achievement and social emotional well-being are equally important for a student's present and future achievements.

Over the years, the District has been identifying academic goals and measuring these goals. This action planning and annual reporting process has led to a continuous cycle of improvement in the area of academic achievement.

In alignment with the Mission and Vision of the New Paltz Central School District, in the 2016-2017 school year, the Board of Education directed the administration and staff to identify and measure non-academic indicators of success—those markers of success which are better measured through non-academic means. Measurement of these areas has continued.

The following section of the New Paltz Central School District Annual Report is dedicated to the identification and measurement of our students' non-academic success in the 2017-2018 year.

Non-Academic Indicators of Success for Duzine ES

Team Leader/Facilitator:

Debra Hogencamp, Principal

Team Members:

Duzine Elementary School Faculty and Staff

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- All students feel safe and supported in the both academic and non-academic settings.

- Staff members implement consistent strategies that promote inclusion and kindness among all students

- All staff have participated in Racial Equity workshops with Natalie McGee, focusing on the development of inclusive and culturally proficient lessons.

- All teachers implement lessons that promote inclusion and kindness among all students.

- Students generalize the concepts of inclusion and kindness to all areas of school life (and beyond).

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Diversity Cadre works diligently to promote kindness and inclusion in the Duzine school community. Teachers collaborate to create diversity activities that can be incorporated into the existing curriculum.

- In addition to the Grade 2 orientation, Duzine and Lenape staff continue to seek opportunities to enhance the connections between the schools.

Goal(s) [in Action Plan] established to achieve Standard.

By June 2018:

- 100% of teachers will implement the strategies of the Responsive Classroom.

- 100% of teachers will implement strategies designed to understand and foster Racial Equity.

- 100% of teachers will communicate regularly with families.

Results, as evidenced by evaluation and assessment data.

- Duzine teachers participated in three (3) cohorts (16 of 45 faculty members) with the District-Wide training in Cultural Proficiency with Natalie McGee of Generation Ready.

- Faculty requests for in-service and/or conferences surrounding racial equity and cultural proficiency has increased.

- Classes continued to utilize the "Morning Meeting" approach to the start of the day, reinforcing common pro-social themes and a school-wide approach toward each student's role in the larger community.

- Teachers identified thematic approaches toward curriculum surrounding Indigenous People's Day, and made specific note of additional training goals.

- Teachers send weekly newsletters, and initiate phone or e-mail contact with greater regularity.

Conclusions, recommendations, and priorities for future.

- Continue to review assessment data and revise the existing assessment tool as needed.

- Continue to implement school-wide and grade-level wide activities to underscore key understandings that promote a safe and supportive learning environment.

- Initiate self-reflection and evaluation toward equity by internalizing "Equity Walks" throughout the building.

- Continue to encourage and approve of both internal and external sources of staff development in Cultural Proficiency, including book study surrounding "White Fragility." Seek 100% participation in Cultural Proficiency training by inclusion of final cohorts.

- Adapt and adjust curriculum and lesson development relevant to the Cultural Proficiency training.

- Continue to foster a "building-wide" approach to Responsive Classroom, including the involvement and inclusion of the building principal. Activities such as morning announcements (Pledge of Allegiance, birthday announcements, common behavioral expectations), whole school Responsive Classroom meetings, and principal-initiated Read Aloud activities emphasizing character and conduct should continue.

Non-Academic Indicators of Success for Lenape ES

Team Leader/Facilitator:

Principal Tarkan Ceng,

Team Members:

Lenape Elementary School Faculty and Staff

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- All students feel safe and supported in both academic and non-academic settings.

- Teachers implement consistent strategies to promote kindness among students.

- Students process conflicts and leave from conversations feeling that they have a voice and are valued members of our school community.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Currently teachers at the K-5 level continue to utilize Responsive Classroom strategies to promote a sense of community within the classroom. The Responsive Classroom program is research-based and has been implemented to successfully reduce behavioral issues in the classroom, while promoting an importance of kindness and respect for all members within our community.

Through school-wide Morning Meetings, these strategies have begun to be generalized to the larger school community.

Goal(s) [in Action Plan] established to achieve Standard.

By June 2018

- Monthly school-wide Responsive Classroom meetings will be established.

- Utilize restorative practices to process incidents and conflicts between students

Results, as evidenced by evaluation and assessment data.

- School-wide Morning Meetings where held throughout the school year.

- 100% of classroom teachers and students in attendance were present at the scheduled meetings.

- The routine for the building-wide meeting was adapted from the classroom setting to accommodate a larger group consisting of the entire student body.

- Teachers and students participated in this practice throughout the year with enthusiasm.

- Throughout the year, the facilitators changed to demonstrate building-wide support from various levels and departments within the school.

- Conflicts were processed in a manner where students were able to communicate their concerns and be heard by parties involved.

Conclusions, recommendations, and priorities for future.

- Continue to expand teacher involvement of meeting plan development and facilitation.

- Expand promoting kindness and respect into more parts of the school day.

Non-Academic Indicators of Success for New Paltz Middle School

Team Leader/Facilitator:

Dr. Richard Wiesenthal, Principal

Team Members:

New Paltz Middle School Faculty and Staff

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

- All students feel safe and supported in the both academic and non-academic settings.

- Middle School staff will educate students in appropriate social media usage and the prevention of cyber-bullying.

- Students will appropriately use social media as well as recognize and combat cyber-bullying.

- Students will lead group discussion around the topic of appropriate social media usage.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Negative social media incidents happen on a weekly basis and the fallout of these incidents lead to students feeling alienated from others. Students need to be educated in the prevention of, reporting of, and identification of cyber-bullying.

Goal(s) [in Action Plan] established to achieve Standard.

By June 2019:

- All staff will have participated in planning sessions for the school-wide goal related to cyber-bullying.

- Specific understandings related to Internet Safety will be established.

- Priorities for professional development and assemblies will be established.

- A peer leadership program will be established.

Results, as evidenced by evaluation and assessment data.

- 100% of staff participated in a school-wide meeting when Internet safety and social media usage was identified as a continued school-wide, non-academic goal.

- Students and staff participated in school-wide kindness challenge. Students and staff wore MS Kindness Matters T-Shirts.
- Homeroom time to discuss social media challenges continued in the 2017-2018 school year.
- A discipline log is in place in which data related to incidents of cyber bullying are tracked.
- Several assemblies occurred including a student led assembly focused on anti-bias and anti-bullying.

The following concepts were discussed:

- Self-Image

- Peer Leadership Interactions

- Internet Safety

- Interpersonal Relationships

Priorities for Action Planning include:

- Self-Discovery of Social Media Issues

- Expanding the kindness focus

- Continued extended Home Room time for student group discussion

- Student-led discussion around appropriate use of social media

Conclusions, recommendations, and priorities for future.

- During school-wide faculty meetings, staff will reflect on progress and update action plan as necessary.

- Use services of consultant(s) to further social media dialogue.

- Gather data related to reports and responses to cyber-bullying, Internet safety, and the appropriate use of social media.

By June 2020:

- Related to social media and Internet safety, a well-defined series of student assemblies and staff professional development opportunities are in place.

- Data collected related to discipline indicate that responses to incidents of cyber-bullying have resulted in a reduction in the number of incidents of cyber-bullying.

Non-Academic Indicators of Success for New Paltz High School

Team Leader/Facilitator:

Principal Barbara Clinton

Team Members:

New Paltz High School faculty and staff

Learning Environment: Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

All students feel safe and supported in both the academic and the non-academic settings. In school and extra-curricular programs are in place which address current issues for traditionally disenfranchised students and provide a forum for student voice and dialogue.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

At the beginning of the 2017-2018 school year and as per the previous year's action planning the following social emotional factors were noted:

- Anxiety and other mental health issues are prevalent in the school community as evidenced by 504, CSE, and IST referrals.

- Mental health concerns appear to be a factor in the increase of attendance issues and behavioral referrals.

- There is a high level of referrals to outpatient mental health resources in the community as well.

- The high school community experienced the loss of a student to suicide last December. This was the third student death in as many years and the second loss to suicide. This elevated stress levels throughout the community and resulted in a wide reaching mental health phenomenon, a suicide contagion. Several students attempted suicide and suicidal ideations became a common concern among the student body.

Goal(s) [in Action Plan] established to achieve Standard.

By June 2018:

- All staff will be informed of the increased number of students with mental health issues and the services currently offered to students and families.

- Particular attention will be paid to raising awareness about suicide and suicide contagion.

- All teachers will receive specific information and support from building and district administration, guidance counselors, and support staff to address the needs of their students.

- Teachers will receive training in mental health areas.

- In-school and extra-curricular programs will demonstrate high levels of participation.

- Agenda items and discussions at faculty meetings will reflect current issues facing disenfranchised students.

Results, as evidenced by evaluation and assessment data.

- 100% of staff members are aware of the increased number of students with mental health issues.

  - December 11 – Emergency faculty meeting and County Wide Crisis Response team in building.
  - December 15 and 18 – CISM (Critical Incident Stress Management) Crisis de-briefing sessions for faculty, staff, bus garage.
  - January – administrative and support staff informational session with Pat Breaux, NYS Office of Mental Health.
  - March 9 – Suicide Safety and Awareness training for teachers (included warning signs and lowering the bar for behaviors deemed significant suicidal behavior and "warm hand-off.")
  - March 16 – District counselors, social workers, and psychologists training with Columbia Tools Suicide Assessment.
  - Series of Faculty Meetings – introduce Speak app, Mobile Mental Health, and website resources and review protocols based on above.

- 100% of staff members are aware of the services available to students and families.

  - Crisis response counselors from County Wide were on hand for the days following suicide.
  - Frequent "All Calls" home to parents were made to inform them of the events as it unfolded during a three-day period.
  - Ulster County Mental Health Department and SPEAK (Suicide Prevention Education Awareness) presented evening session for parents and students.
  - The Student Support Center was widely used as a meeting room and resource for students to talk, re-set, or have quiet time.
  - Additional Astor counselors were available daily to meet the student need for emotional support in the building.
  - Community support resources were posted on High School and District webpages, distributed throughout building, and information relayed via all calls.
  - The Café space was developed as an alternative space for lunch should students want a quiet time from the cafeteria.
  - The Academy (formerly Transition Academy) was developed for students requiring academic assistance in a small group setting after school.

- o Students and families impacted by the suicide and suicide contagion were provided with multiple check-ins (phone, in-person) by Student Support Staff and closely monitored for at-risk behaviors.
  - o The day before Winter Break began, all students were able to engage in community-based activities in the cafeteria which fostered positivity and hope.

- 100% of staff members are aware of the extra and co-curricular clubs and activities available to students.

- 100% of staff members receive timely updates on current status of their students and the support they receive to address their needs.

Clubs specifically addressing mental health issues:

- o The "Stress Busters" program was offered through the Greater New Paltz Community Partnership. A local community member organized the events and our health teacher helped to get students involved and connected.

- o The Awareness Program held weekly meetings to help youth regarding substance abuse issues, behavioral health, and provide access to the appropriate level of care through peer to peer education. Awareness works with the local court system to reduce charges by participating in an eight-week program after school. Student-volunteers/peer-leaders help support these youth as they go through the program; the program is designed to help youth identify their own addictions and mental health risks in an early phase.

- o LBGT/Gay Straight Alliance promotes tolerance and acceptance throughout the school community, and provides a safe, non-judgmental space as a support network for gay, lesbian, transgender, bisexual, questioning, and straight youth who share a common vision of social equality. Approximately 20 students regularly attend.

- o National Honor Society is an organization designed to provide service to the entire school community, including but not limited to academic programs. There were 49 new students inducted during the 2017-2018 year.

- o Interact is a Rotary-sponsored service organization open to all students to help members of the community in whatever ways deemed necessary and/or appropriate by the student members. There were 25-27 active student members in the 2017-2018 school year.

- o Art Open Studio is available after school once a week for New Paltz high school students. Weekly student attendance numbers have ranged up to 30+. Some students who have taken art classes in the past but are unable to take class with their current schedule still come to just make work. Some students come to support their friends and just make work to relax.

- o Youth for Unity provides multiple opportunities to celebrate and address issues of diversity, developing programs that students feel would be helpful for our school community. Weekly attendance has been approximately 25 students.

- PIGLETS is a service learning course with a focus on government, economics and literature. Service Learning allows students to get involved with their communities in a tangible way by integrating service projects with classroom learning. It bridges the gap between curriculum and real world application. It engages students in the education process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform. There were 25 students involved during the 2017-2018 school year.
  - Astor Satellite Clinic is an onsite counseling center within our schoolhouse which provides counseling in the milieu. Caseloads have been approximately 25 students and families.
  - The Technology and Engineering Clubs give opportunities for students work on ideas for various engineering contests and ideas that they want to work on. We seek to engage in projects that make an impact in our local community. Approximately 15 members regularly have participated.
  - Several elective courses address current topics including: Critical Culture, Gender and Race Studies in Film, and Women in History. The Black History I and II curriculum is modified and adjusted to address current issues. We offer classes that address health issues specifically to younger teenagers (Grade 9 and 10 students) and older teenagers (Grades 11 and 12) to meet their unique needs based on their levels of maturity and life-experiences. Students also are provided classes in sociology and psychology, including Advanced Placement Psychology.
  - Student artwork is displayed about town and in the school which promotes and celebrates student expression.
  - The library collection includes selective material of high interest to adolescents including Young Adult Literature that addresses the socio-emotional growth of main characters as they encounter the existential challenges of maturing from children into adulthood.
- Individual events:
  - Last year for the Black History celebration, teachers planned a two-part program for the school. The first part entailed a school-wide viewing of the documentary 13th, with a discussion panel afterwards including two teachers, two police officers, two students, and two community members. The second part was a three-part program exploring the theme of Harlem Renaissance. The school was divided into three sections and rotated every 25 minutes for and educational section (literature, history, and poetry), a swing dancing section, and a soul food section.

  - ENL Family Night was a major success and supported by the World Language Club, Piglets class, and other high school volunteers. There were about 120 attendees made up of teachers, administrators, students, and parents. The night featured student singing, a potluck dinner, parent information, and art and games for students.

Conclusions and recommendations.

- The number of students with mental health issues is increasing and the school community continues to modify programs, courses, and services to address these issues.

- The staff has been and continues to be updated on the social and emotional needs of our students. Updates are given at faculty meetings, and professional development opportunities are offered for individuals. School-wide programs are frequently presented on Superintendent Conference Days.

- The Office of Community Wellness, New Paltz Police Department, the Rotary, New Paltz Athletic Association, The Foundation for Student Enhancement, SUNY New Paltz, SUNY Ulster, Ulster BOCES, the Astor Clinic, and the PTSA are a few of the institutions and agencies we partner with to meet the growing needs of our students.

Priorities for the Future.

- Anxiety and mental health issues do exist in the school community and all students and staff need on-going support to address these issues.

Section Three
Equity Report Card

PROGRESS TOWARD THE DISTRICT GOALS

2017-2018

PREPARED BY:
MICHELLE MARTONI, DEPUTY SUPERINTENDENT
SUBMITTED BY:
MARIA C. RICE, SUPERINTENDENT

New Paltz Central School District
Equity Report Card

Goal: To eliminate race, class, ability, and gender as predictors of academic performance and social-emotional well-being in the New Paltz Central School District.

2017 – 2018 School Year

Published January 2019

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Key Terms

Equity: In the New Paltz Central School District, equity is determined by a measure of results, not inputs. We will have achieved equity when all measures indicate an absence of disproportionality in academic achievement and social-emotional well-being in terms of race, class, ability, and gender. (Adapted from Ithaca City School District Equity Report Card, 2015.)

Equity Action Plan: The New Paltz Central School District is an adaptive learning organization. All grade levels, academic departments, and academic disciplines engage in the action planning process. This process is also implemented when the District undertakes a focused initiative such as the Racial Equity Initiative. Our DRAFT Racial Equity Action Plan may be viewed at: http://www.newpaltz.k12.ny.us/Page/10979. Please note that the document is fluid. As we learn, the document is updated to reflect our new knowledge.

Race: Students may self-identify their race at the time of registration. When students do not self-identify, we must determine race as best as possible. It is necessary to identify a race in order for data to be uploaded to the State data warehouses. As we move forward, we will be working on tracking the data in two different ways: Self-identified/not self-identified. We will revisit the presentation of these data for our next year's Equity Report Card.

Ethnicity: According to the Census Bureau, ethnicity determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino. Hispanics may report as any race.

Federal Ethnicity or Race Categories

American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

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Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

https://data.nysed.gov/glossary.php?report=gradrate

Other: For the purpose of the New Paltz Central School District Equity Report Card, the data are collected such that Native American, Native Hawaiian, Pacific Islander, and Multiracial fall under the category: "other." The reasoning behind this decision was based on the fact that in the New Paltz Central School District the number of students who are Native American, Native Hawaiian, Pacific Islander, or Multiracial is small. Combining these categories accomplished two goals: The number of students in this combined category provided an "n" which was substantial enough to analyze from a statistical point of view; likewise, combining the categories protected the privacy of students.

Special Education Classification: Students with disabilities have an Individual Education Plan (IEP) and receive special education services. On the charts and tables which follow, special education status will be indicated by IEP or non-IEP.

Economic Status: We have utilized Free and Reduced Lunch (FRL) as a measure for economic status. Students and families apply for free and reduced lunch. Therefore there may be more students in the economically disadvantaged category than we have been able to capture in this report. On the charts and tables which follow, students' socio-economic status will be indicated by FRL or NOT FRL.

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English Language Learners: Students whose home language is a language other than English and who are in the process of learning English are considered to be English Language Learners (ELLs) or Multilingual Learners (MLLs). We recognize that these students are not only developing English skills but becoming bi-literate or, in some cases, multilingual children.

Data Overview

This report presents descriptive data related to demographics and student achievement. However, since the purpose of the report is to identify areas of disproportionality, where differences in special education status for groups of students were identified and where differences in achievement data for groups of students were identified, tests of means and tests of proportions were run. Because the number of students in varied student populations can differ widely from a very large number to a very small number, tests of means and tests of proportions clarify whether the identified difference is statistically significant. Where run, these significance findings appear as a footnote below the table.

It should be noted that, where a statistically significant difference is found, no determination of the cause is ascertainable at this time. Where these statistically significant differences are found, we will create an action plan to determine the root cause and provide corrective actions toward reducing and ultimately eliminating the disproportionality.

Demographic Data

Ethnicity and Race. We have included data for ethnicity and race at each of our four schools: Duzine Elementary, Lenape Elementary, the New Paltz Middle School, and the New Paltz High School.

Socio-economic Status is also reported for each of the four buildings. Separate tables report socio-economic status by ethnicity and race.

Special Education Status is reported for each of the four buildings. Special education status is also reported by a combination of ethnicity and race. Separate tables demonstrate special education status by a combination of gender and race, by gender only, by ethnicity only, by English Language Learner status, and by

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socio-economic status (free and reduced lunch). Significance tests were run and findings are included below the tables.

Achievement Data

Grades 3 – 8 ELA and Math Assessments:

Over the last several years, the number of New Paltz Central School District Students who have refused to take the Grades 3 – 8 ELA and Math Assessments has risen. The chart below demonstrates refusal rates for the 2015 – 2016, 2016 – 2017, and the 2017 – 2018 school years.

New Paltz Central School District Refusal Information			
Grade Level	Percentage of Students Refusing 2015 - 2016	Percentage of Students Refusing 2016 - 2017	Percentage of Students Refusing 2017 - 2018
Lenape Elementary School			
Grade 3	52	54	49
Grade 4	63	56	53
Grade 5	60	64	55
New Paltz Middle School			
Grade 6	66	63	62
Grade 7	66	76	72
Grade 8	67	72	79

Based on this information, we have not included these data as indicators of student achievement in the New Paltz Central School District.

Included in this year's Equity Report Card are data related to our internal literacy benchmark assessment; specifically, the Fountas and Pinnell Benchmark Assessment.

Graduation Rates:

During the 2017 – 2018 school year, 94.79% of our students graduated. As such, there were not enough students in the non-graduate categories to make a meaningful chart/graph.

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Other Achievement Measures:

The following additional achievement measures are included in this report: Quarter 4 Grade Point Average (GPA), Math final course grade, ELA final course grade. These measures are disaggregated by race. Significance tests were run and findings are included below the tables.

Regents Scores:

Achievement data for the following Regents are included: Common Core ELA Regents, Algebra Regents, Earth Science Regents, Global Studies (Global) Regents, and Living Environment Regents. These measures are disaggregated by race. Significance tests were run and findings are included below the tables.

Data Related to Items Which Hinder Academic Achievement:

Also included in this report are data related to the following items which hinder academic achievement: Tardies, Unexcused Absences, Excused Absences, Cumulative In-School Suspension, and Cumulative Out-of-School Suspension. These measures are disaggregated by race. Significance tests were run and findings are included below the table.

Other Academic Data:

Statistics related to Advanced Placement (AP) Courses have been culled in this report. These include: Mean course grades for Advanced Placement English, American History, and European History (the three courses with the highest enrollment), as well as, the median achievement score (1 – 5) for these classes as measured by the Advanced Placement Assessment.

To Our Community

We continue to seek input and feedback related to this document. After this document was produced, community members provided points of data which they thought important to include in the future. We will continue to receive input and will work toward broadening this document based on that input.

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Elementary School Data Summaries 2017-18

Demographic Data

DUZINE
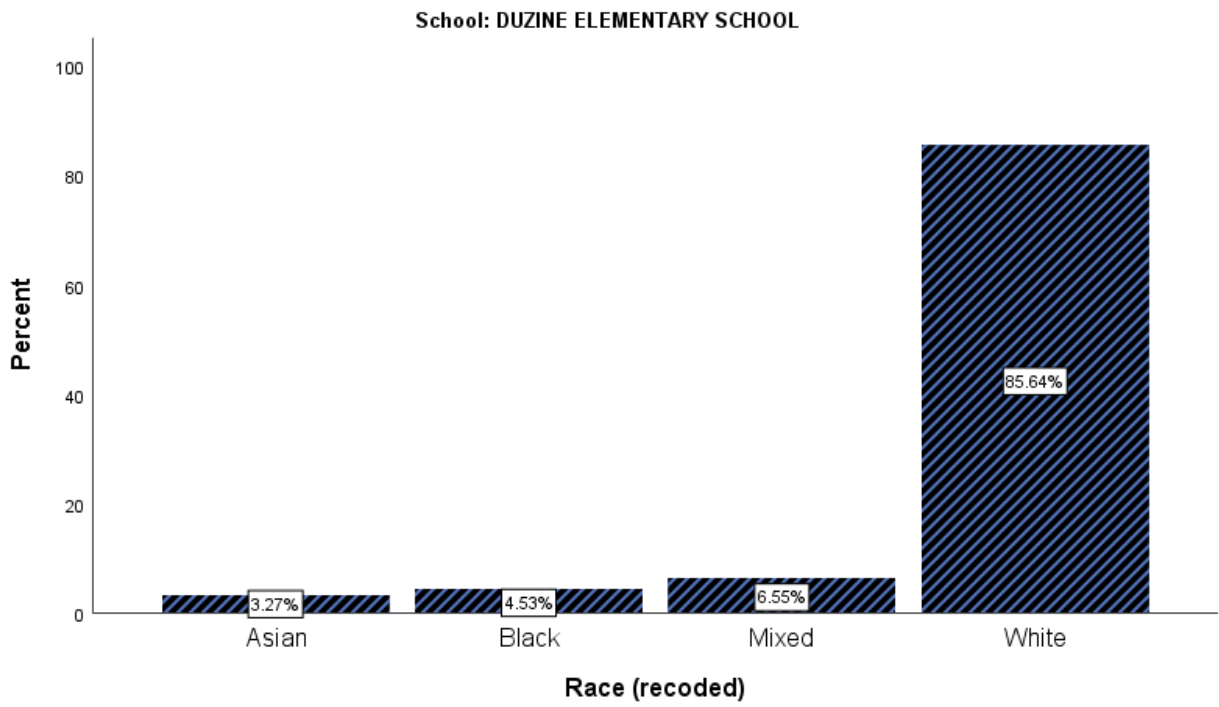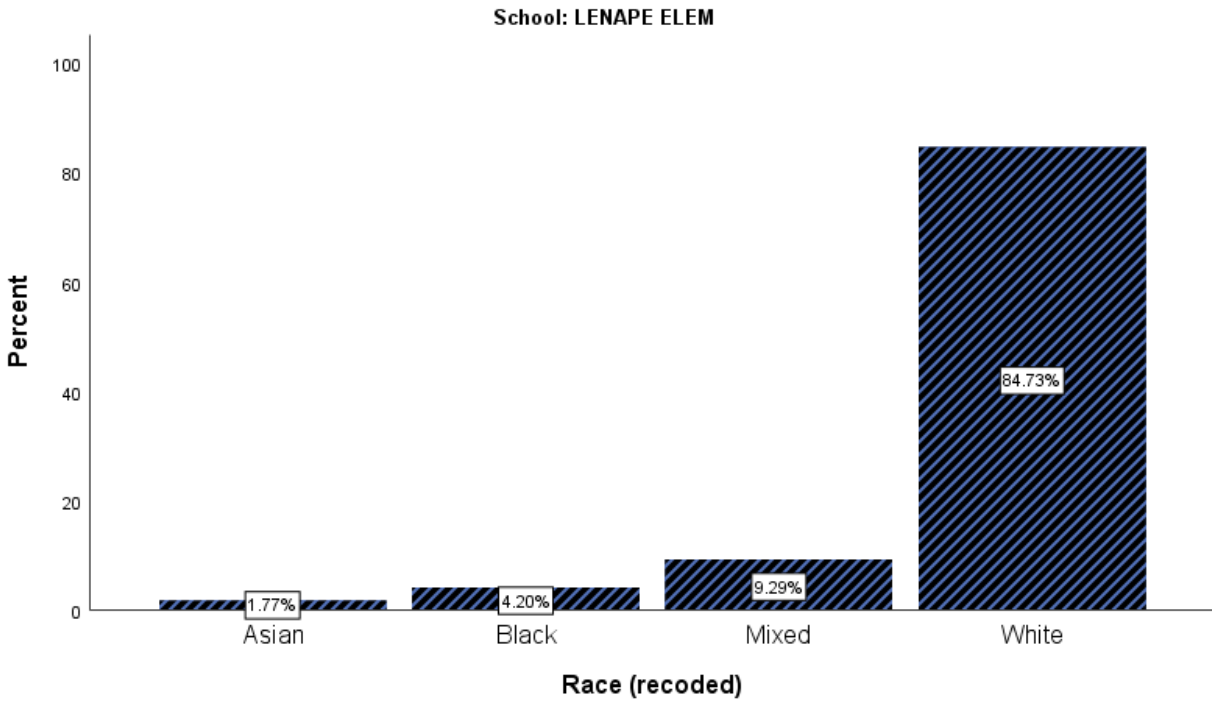
School: DUZINE ELEMENTARY SCHOOL

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LENAPE

School: LENAPE ELEM

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Duzine Elementary: School Race x Socioeconomic Status

		Race			
		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Status	FRL	61.5%*	38.9%	34.6%	21.8%*
	Not FRL	38.5%*	61.1%	65.4%	78.2%*

The FRL status of White students is significantly lower than Asian students (p< .05)

Lenape Elementary: School Race x Socioeconomic Status

		Race			
		Asian	Black	Mixed	White
a		Column N %	Column N %	Column N %	Column N %
Status	FRL	50.0%	57.9%*	26.2%	21.1%*
	Not FRL	50.0%	42.1%*	73.8%	78.9%*

The FRL status of White students is significantly lower than Black students (p< .05)

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Students with IEP

DUZINE

CSE
School: DUZINE ELEMENTARY SCHOOL

- Y

12.09%

87.91%

LENAPE

CSE
School: LENAPE ELEM

- Y

16.37%

83.63%

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Gender

DUZINE

GENDER
School: DUZINE ELEMENTARY SCHOOL

F
M

46.85%   53.15%

LENAPE

GENDER
School: LENAPE ELEM

F
M

53.54%   46.46%

12
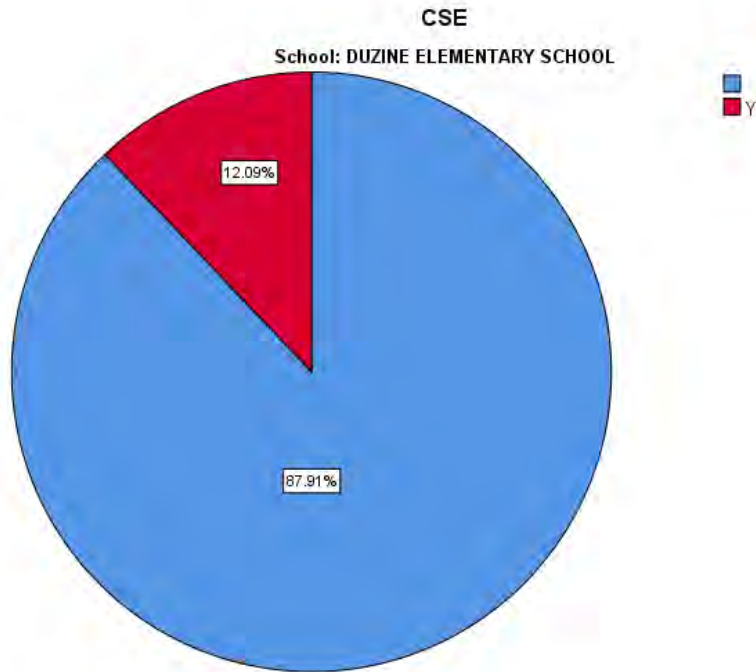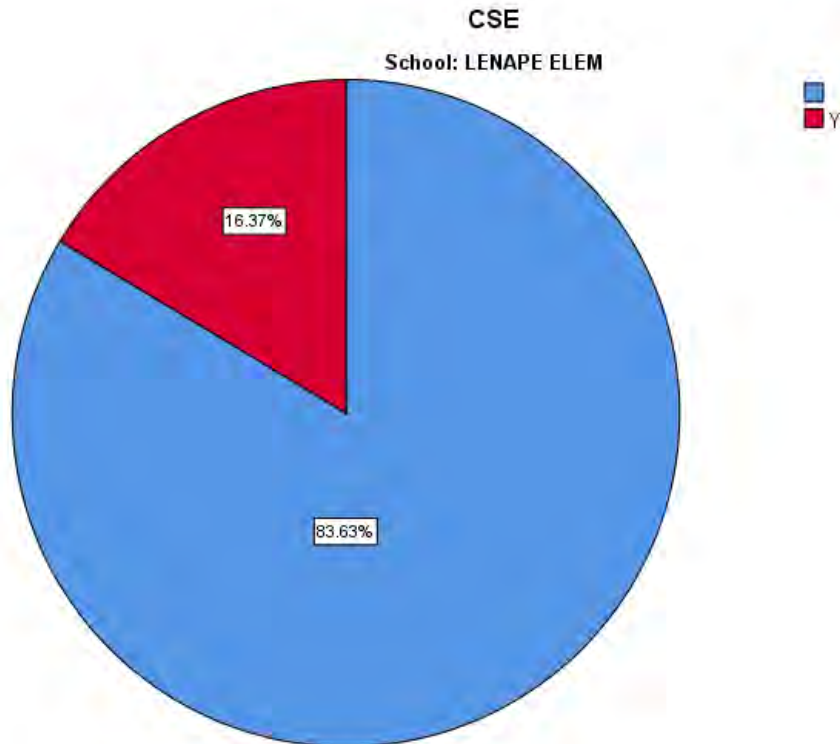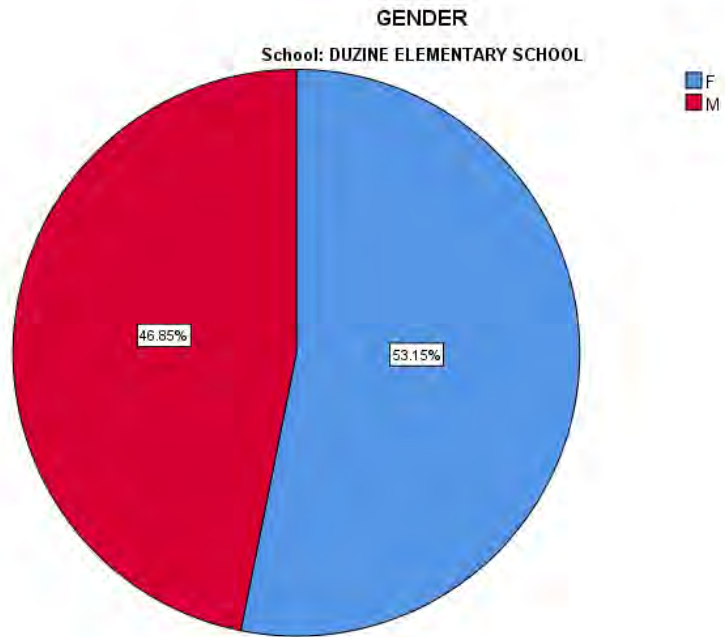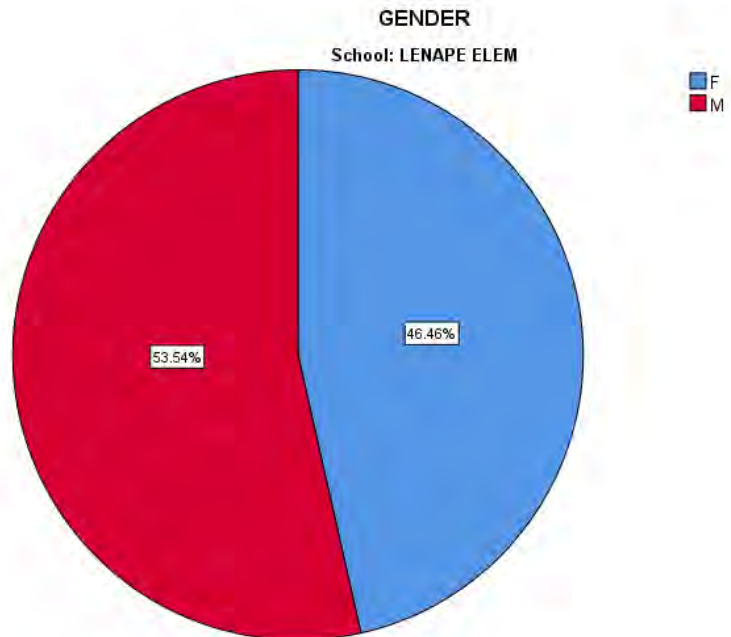
English Language Learners

DUZINE

ENL

School: DUZINE ELEMENTARY SCHOOL

Y

5.04%

94.96%

LENAPE

ENL

School: LENAPE ELEM

Y

5.09%

94.91%

13
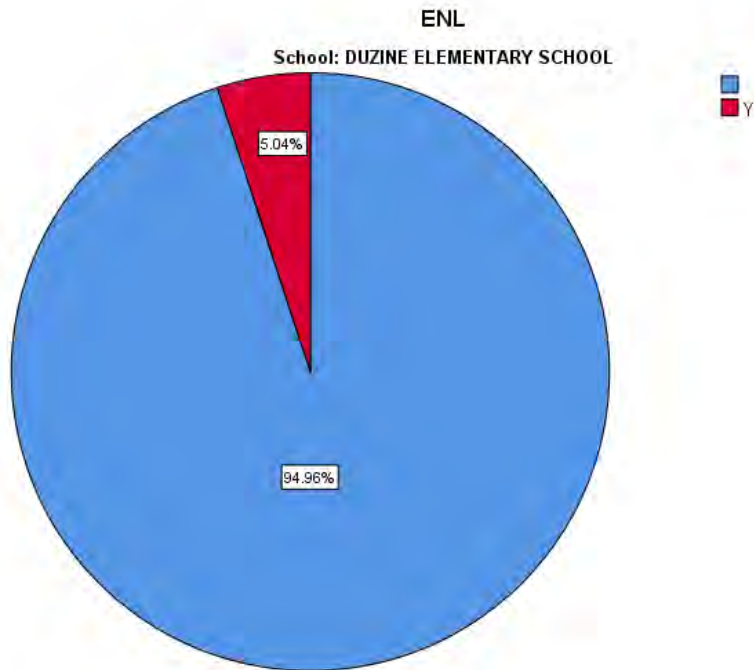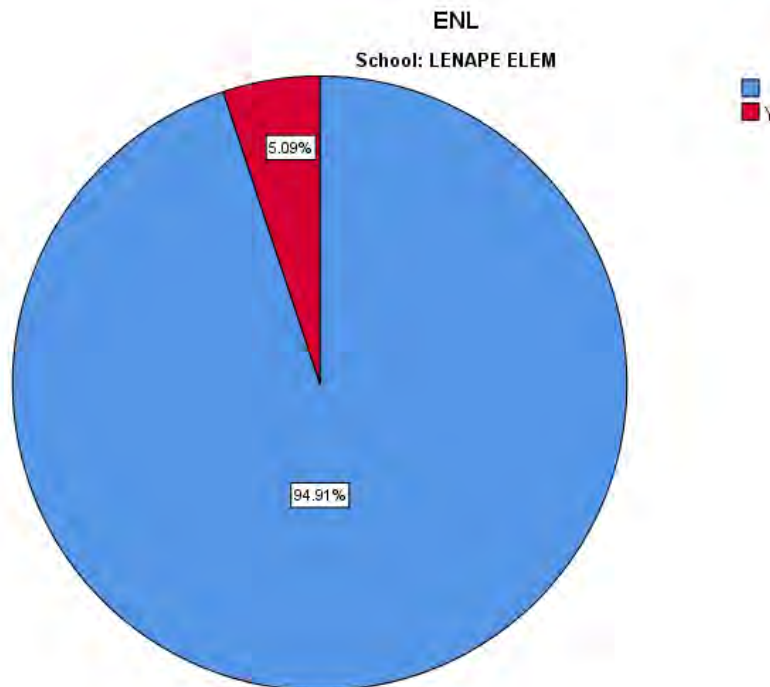
Tests of Significance: Running Record By Race

DUZINE ELEMENTARY SCHOOL

		Asian Column N %	Black Column N %	Mixed Column N %	White Column N %
End of Year Running Record Leve*l	Early Emergent	8.3%	11.8%	23.1%	15.9%
	Emergent	50.0%	47.1%	34.6%	37.5%
	Early fluent	33.3%	41.2%	30.8%	38.4%
	Fluent	8.3%	0.0%	11.5%	8.2%

No significant differences

LENAPE ELEMENTARY SCHOOL

		Asian Column N %	Black Column N %	Mixed Column N %	White Column N %
End of Year Running Record Level*	Early Emergent	0.0%	0.0%	0.0%	0.0%
	Emergent	0.0%	0.0%	2.4%	2.1%
	Early fluent	28.6%	15.8%	7.1%	15.7%
	Fluent	71.4%	84.2%	90.5%	82.2%

No significant differences

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Behavior Data

DUZINE ELEMENTARY SCHOOL

	Asian Mean	Black Mean	Mixed Mean	White Mean
Tardies	4	8	7	6
Unexcused Absences	11	9	8	6
Excused Absences	3	3	3	5

LENAPE ELEMENTARY SCHOOL

	Asian Mean	Black Mean	Mixed Mean	White Mean
Tardies	3	3	7	6
Unexcused Absences	11	7	9	7
Excused Absences	.	3	3	4

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Tests of Significance: Special Education Status

By Race, Gender, English Language Learner Status and Socio-economic Status

DUZINE ELEMENTARY SCHOOL

		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Special Education Status*	No IEP	100.0%	77.8%	84.6%	88.2%
	IEP	0.0%	22.2%	15.4%	11.8%

No significant differences

LENAPE ELEMENTARY SCHOOL

		Asian	Black	Mixed	White
		Column N %	Column N %	Column N %	Column N %
Special Education Status*	No IEP	100.0%	73.7%	85.7%	83.6%
	IEP	0.0%	26.3%	14.3%	16.4%

No significant differences

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DUZINE ELEMENTARY SCHOOL

		GENDER	
		Females	Males
		Column N %	Column N %
Special Education Status*	No IEP	90.5%	84.9%
	IEP	9.5%	15.1%

No significant differences

LENAPE ELEMENTARY SCHOOL

		GENDER	
		Females	Males
		Column N %	Column N %
Special Education Status	No IEP	89.0%	78.9%
	IEP	11.0%	21.1%*

Males have a significantly higher IEP percentage than female students (p<.05).

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DUZINE ELEMENTARY SCHOOL

		English Language Learners	
		Not ELL	ELL
		Column N %	Column N %
Special Education Status*	No IEP	88.3%	80.0%
	IEP	11.7%	20.0%

No significant differences

LENAPE ELEMENTARY SCHOOL

		English Language Learners	
		Not ELL	Not ELL
		Column N %	Column N %
Special Education Status*	No IEP	84.1%	73.9%
	IEP	15.9%	26.1%

No significant differences

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DUZINE ELEMENTARY SCHOOL

		Free and Reduced Lunch Status	
		Not FRL	FRL
		Column N %	Column N %
Special Education Status*	No IEP	91.6%	76.5%
	IEP	8.4%	23.5%

FRL students have a significantly higher IEP percentage than Non-FRL students (p<.05).

LENAPE ELEMENTARY SCHOOL

		Free and Reduced Lunch Status	
		Not FRL	FRL
		Column N %	Column N %
Special Education Status*	No IEP	85.8%	76.6%
	IEP	14.2%	23.4%

FRL students have a significantly higher IEP percentage than Non-FRL students (p<.05).

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Middle School and High School Data Summaries 2017 – 2018

Demographic Data

Ethnicity: Middle School and High School Combined
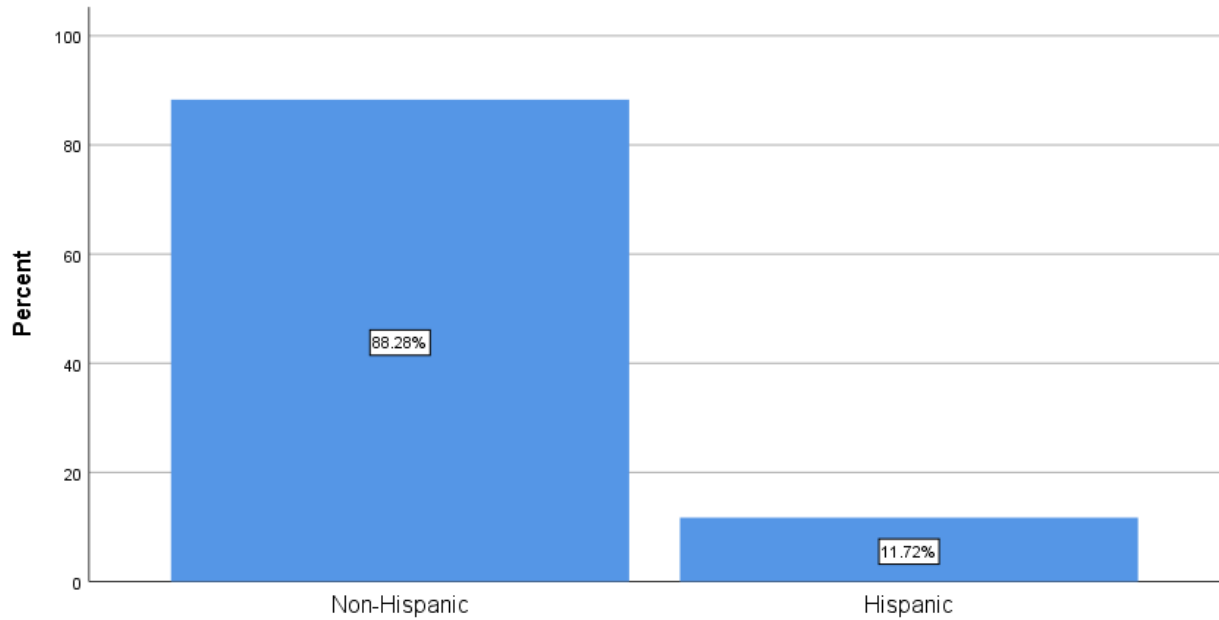
Race: Middle School and High School Combined

20
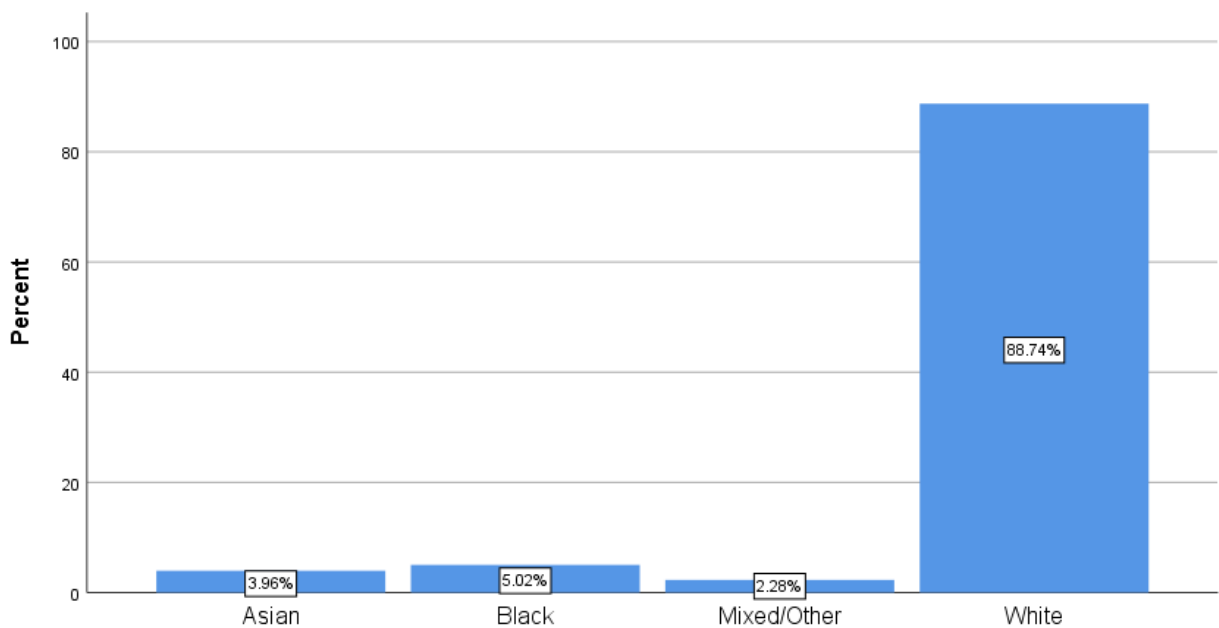
Free and Reduced Lunch: Middle School and High School Combined
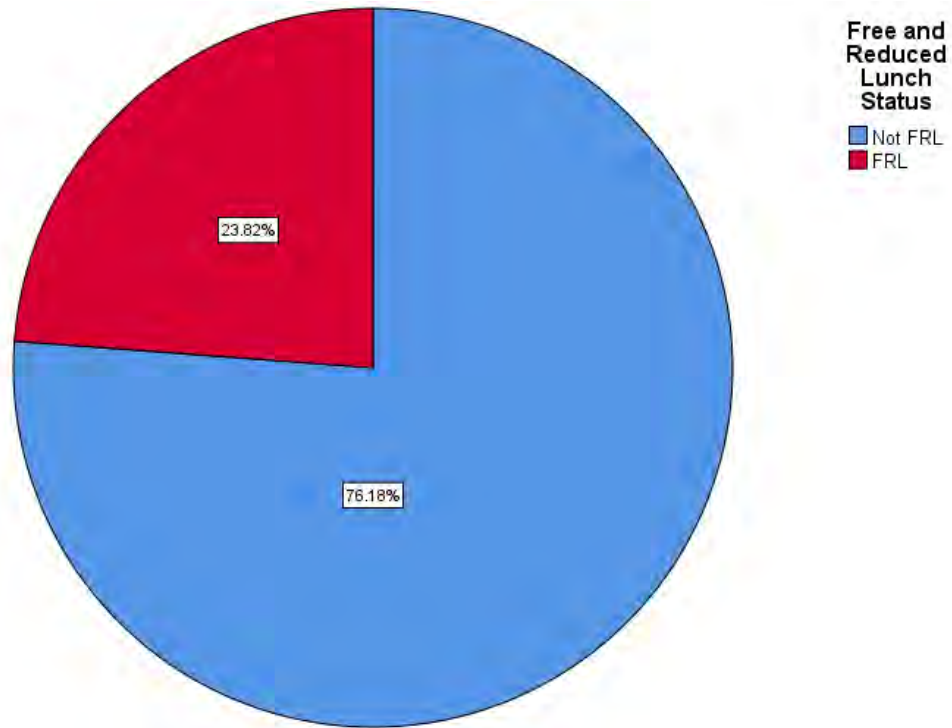
Middle School High School Combined x Socioeconomic Status

		Race			
		Asian	Black	Mixed/Other	White
		Column N %	Column N %	Column N %	Column N %
Status	FRL	40.4%*	50.0%*	36.7%	21.3%*
	Not FRL	59.6%*	50.0%*	63.3%	78.7%*

* The FRL status of White students is significantly lower than Asian or Black student populations (p< .05)

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Socio-economic Status by Ethnicity and Race

| | Not FRL | | | | | | | | FRL | | | | | | | |
| | Non-Hispanic | | | | Hispanic | | | | Non-Hispanic | | | | Hispanic | | | |
	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White
MS	11	<5	8	323	<5	<5	<5	26	9	12	<5	81	<5	<5	<5	28
HS	20	28	5	526	<5	<5	<5	43	12	18	6	94	<5	<5	<5	45

Special Education Status by Ethnicity and Race

| | Non-IEP | | | | | | | | IEP | | | | | | | |
| | Non-Hispanic | | | | Hispanic | | | | Non-Hispanic | | | | Hispanic | | | |
	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White	Asian	Black	Mixed/Other	White
MS	18	13	10	334	<5	<5	<5	39	<5	<5	<5	70	<5	<5	<5	15
HS	31	34	9	538	<5	<5	<5	67	<5	12	<5	82	<5	<5	<5	21

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Students with IEP Middle School and High School Combined

Students with IEP Middle School and High School

	CSE			
	Non-IEP		IEP	
	Row N %	Count	Row N %	Count
MS	81.9%	420	18.1%	93
HS	85.1%	682	14.9%	119

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Tests of Significance: Special Education Status
By Gender/Race

		Females				Males			
		Asian Column N %	Black Column N %	Mixed/Other Column N %	White Column N %	Asian Column N %	Black Column N %	Mixed/Other Column N %	White Column N %
Special Education Status	Non-IEP	90.30%	82.10%	91.70%	87.30%	100.00 %	68.40%	83.30%	80.70%
	IEP	9.70%	17.90%	8.30%	12.70%	0.00%	31.60%	16.70%	19.30%

Tests of Significance: Special Education Status
By Gender and by Ethnicity

		GENDER	
		Female Column N %	Male Column N %
Special Education Status	Non-IEP	87.3%	80.7%
	IEP	12.7%	19.3%

Males students have a significantly higher IEP percentage than female students (p<.05).

		Ethnicity	
		Non-Hispanic Column N %	Hispanic Column N %
Special Education Status	Non-IEP	85.1%	74.7%
	IEP	14.9%	25.3%

Hispanic students have a significantly higher IEP percentage than non-Hispanics students (p<.05).

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Tests of Significance: Special Education Status By English Language Learner Status and by Socio-economic Status

		English Language Learners	
		Not ELL	ELL
		Column N %	Column N %
Special Education Status	Non-IEP	84.4%	62.5%
	IEP	15.6%	37.5%

ELL students have a significantly higher IEP percentage than Non-ELL students (p<.05).

		Free and Reduced Lunch Status	
		Not FRL	FRL
		Column N %	Column N %
Special Education Status	Non-IEP	88.1%	70.3%
	IEP	11.9%	29.7%

FRL students have significantly higher IEP percentage than Not FRL students (p<.05).

Behavior and Achievement Data

	Asian	Black	Mixed/Other	White
	Mean	Mean	Mean	Mean
Tardies	8.514	9.589	7.333	9.324
Unexcused Absences	10.388	10.414	8.964	9.060
Excused Absences	4.577	4.400	4.412	4.277
Cumulative in School Suspension	5.000	1.923	1.000	1.764
Cumulative Out of School Suspension	1.500	1.667	7.000	1.479
Q4 GPA	88.408	79.444*	85.833	86.707
Math final course grade 17-18	85.620	76.180*	84.862	82.163
English final course grade 17-18	86.837	78.571**	85.037	85.136

Black student group average is significantly lower than other student groups' averages (p < .05).

**Black student group average is significantly lower than Asian and White student groups' averages (p < .05).*

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Achievement Data
Regents Scores by Race

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
ELA Regents Score	80	65*	84	83*

Black student group average is significantly lower than White student group average (p < .05).

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Algebra Regents Score	80*	70*	77	78*

Black student group average is significantly lower than Asian and White student group average (p < .05).

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Global Regents Score*	87	75	86	84

No significant differences

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Earth Science Regents Score	85	69*	81	83*

Black student group average is significantly lower than White student group average (p < .05).

	Asian Mean	Black Mean	Mixed/Other Mean	White Mean
Living Environment Regents Score*	87	75	72	83

No significant differences

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Advanced Placement Data Course and Summary

AP US History Course Grade Mean

AP US History Exam Score		
	1	84.7
	2	84.8
	3	89.1
	4	92.7
	5	94.8

AP European History Course Grade Mean

AP European History Exam Score		
	1	77.0
	2	86.3
	3	91.2
	4	93.9
	5	98.3

AP English Course Grade Mean

AP English Exam Score		
	2	85.2
	3	87.6
	4	91.7
	5	94.7

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Conclusions

Based on the data presented in this report, disproportionalities appear to exist in the following areas:

Special Education Status

Lenape Elementary School:

Gender (Male students have a significantly higher IEP percentage than females.)

Duzine and Lenape Elementary Schools:

Class (Students with free and reduced lunch have a significantly higher percentage of IEP.)

New Paltz Middle School and New Paltz High School:

Ethnicity (Hispanic students have a significantly higher percentage of IEP.)

Class (Students with free and reduced lunch have a significantly higher percentage of IEP.)

Gender (Male students have a significantly higher IEP percentage than females.)

English Language Learner Status (Students who are English Language Learners have a significantly higher percentage of IEP.)

Student Achievement

New Paltz Middle School and New Paltz High School:

Grade Point Average by Race (Black student group GPA is significantly lower than the GPA of other student groups. Black student group GPA is significantly lower that Asian and White student groups' GPA.)

Regents Scores by Race

> **Common Core ELA Regents** (Black student group average is significantly lower than White student group average.)

> **Algebra Regents** (Black student group average is significantly lower than Asian and White student group average.)

> **Earth Science** (Black student group average is significantly lower than White student group average.)

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Comparative Data

In comparing findings from the Equity Report Card data for the 2016-2017 and 2017-2018 school years, it is noted that repeated disproportionality exits in the following areas:

Classification Rate:

Male students, English Language Learners, Hispanic students, and students with free and reduced lunch.

Note: While the 2017-2018 data do not demonstrate that Black students have a significantly higher percentage of IEP, the 2017-2018 data do demonstrate that Black students have a significantly higher percentage of free and reduced lunch. Thus while race does not have a direct link to classification, it may be mediated as a result of the free and reduced lunch status.

Achievement Data:

Black students—Middle and High School GPA, Earth Science Regents Scores

Disproportionalities from the first Equity Report Card not repeated include:
- Black male classification rate.
- Black student achievement on the Global Studies Regents Exam.

As we begin tracking the data for longitudinal trends, a second year of disproportionality in a particular student outcome is important to note. The indication is that the results may not be due to the make-up of an individual cohort but rather to an alternative input.

For this reason, high priority will be afforded to corrective action plans which address these repeated disproportionalities.

Note:

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The data in this report have been generated by the Mid-Hudson Regional Information Center (MRIC). These are NOT the data published by the State Education Department. The State of New York has not identified the New Paltz Central School District for disproportionality based on **The Special Education School District Data Profile.** This profile is prepared in accordance with the requirement of the Individuals with Disabilities Education Act (IDEA). Each State must have a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes New York State's performance on 20 indicators. States must report annually to the public on the performance of the State in an Annual Performance Report (APR) and the performance of each school district against the State's targets. New Paltz has met, and is continually meeting, these targets.

Additionally, achievement data for the New Paltz Central School District specific to the New York State Regents Exams is continually cited as a mark of excellence by the State of New York. The New Paltz Central School District has not been cited by the New York State Education Department for any disparity in achievement based on student subgroups.

However, our expectations are different. As our internal data reflect the outcomes of our work, this information is very important to us. Through our Racial Equity Initiative and with the implementation of this Equity Report Card, we strive to close gaps among student groups as demonstrated by our internal data, while continuing to meet the State Education Department thresholds in this regard.

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Section Four

DISTRICT LEVEL ACTIVITIES TOWARD MEETING DISTRICT GOALS

Section Four
Department of Educational Programs

Department Progress toward the District Goals

2017-2018

Submitted by:
Michelle Martoni,
Deputy Superintendent

Department of Educational Programs

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence to enhance and to improve student learning.

This Standard is realized through overt and ongoing efforts to provide a forum for input from instructional staff and administrators. Insight from staff is enlisted to design professional development, revise curriculum, and approach challenges.

During the 2017-2018 school year, evaluations related to each professional development activity were analyzed. In this way, professional development opportunities are continually revised to meet ongoing District initiatives and student and teacher learning needs. The Department of Educational Programs also fosters collaboration with community partners such as SUNY New Paltz, Ulster BOCES, and Ulster Literacy.

During the 2017-2018 school year, the New Paltz Central School District continued to support the Hudson Valley Writing Project (HVWP).

This forum for adult professional development continues to be housed on-site at New Paltz Central School District. This partnership offers professional development opportunities for New Paltz teachers and teachers from neighboring districts.

Scholarships to summer writing camps were provided to several English Language Learner (ELL) students. These writing camps are differentiated according to age and facilitated by local teachers and SUNY professors. The camps take place on the SUNY New Paltz campus. Students are encouraged to find creativity and inspiration from the beautiful setting. Students and teachers reported a productive experience in terms of writing practices and also reported an enriching social experience for our ELL students.

During the 2015-2016 school year, the New Paltz Central School District established a partnership with Ulster Literacy, which was continued into the 2016-2017 and 2017-2018 school years. Through this partnership, adult English language classes are now offered to the parents of our ELL students. Parents learn English through content pertinent to them and their children; i.e., opening day packets, navigating homework, becoming familiar with the community, and when necessary, understanding the job application process. To encourage participation, childcare has been arranged.

Standard 2.0: Program Coherence

All programs, curriculum, and instructional strategies employed within the District are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy, and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

The New Paltz Central School District curriculum continues to be a local endeavor. As a District, we did not choose to adopt "Modules" for curriculum, which were developed and issued from the State Education Department. Ensuring a locally developed curriculum continues to require on-site professional development. Specific professional development and curriculum development endeavors will be highlighted later in this document.

In the 2017-2018 school year, many teachers and administrators engaged in professional development around unpacking the New York State Science Standards. This work, along with the unpacking of all of the Next Generation Standards, will continue into the 2018-2019 school year.

Standard 3.0: Teacher Skill and Competency

All teachers in the District demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Ongoing professional development continues to be a high priority in the New Paltz Central School District. Choosing paths for professional development has become an important responsibility of the Department of Educational Programs. This need has arisen as more and more professional development opportunities offered from organizations other than our own District are promoting the use of State-developed curricula. A critical analysis of professional development opportunities is therefore necessary in order to preserve our locally developed curriculum and to remain true to the Mission and Vision Statements of New Paltz Central School District.

Priorities for Educational Programs: 2017-2018

The goal of this department is to provide leadership to the educational program and to ensure that the instructional staff has the knowledge and the resources it needs to optimize student learning. During the 2017-2018 school year, this department focused on several important initiatives.

These initiatives included but are not limited to:

- Providing professional development for all teachers in line with the New York State Education Department's Roadmap to Implementation of the Next Generation Standards;

- Providing professional development for (7 – 12) English Language Arts teachers meant to articulate learning processes from the Middle School to the High School;

- Updating the New Paltz Central School District comprehensive Professional Development Plan, as per the Commissioner's Regulations; specifically, adding vendors as they are contracted by the District;

- Collaborating with the teachers of English as a New Language (ENL) including general education co-teachers of ENL students, to continue to address the New Part 154 Regulations and to continue to expand the New Paltz Central School District ENL Program;

- Continuing to provide explicit professional development to teachers in Data Inquiry Protocols. In the 2017-2018 school year, teachers transitioned to implementation by conducting Data Inquiry Meetings during faculty meetings;

- Continued refinement of curriculum to reflect an interdisciplinary and integrated approach to learning, as well as inquiry practices;

- Continued implementation of the recommendations of the Futures, Inc., Special Education Review. Particular attention has been afforded to consistent implementation of the building-level Instructional Study Teams (IST) as a driver of the Response to Intervention (RtI) model and to moving the practices and responsibilities for Section 504 to the building level;

- Racial Equity Initiative:

  o In line with the District's Racial Equity Initiative, a Pilot Cohort of teachers and administrators completed a comprehensive year of professional development focused on increasing cultural proficiency at both the individual and institutional level.

  o Building Level Equity Walks were conducted.

  o Development of a Racial Equity Curriculum continued.
  o Dr. Michal Smith, SUNY New Paltz professor, conducted professional development for teachers and staff focused on identifying acts of bias and racism and strategies to respond to these acts.
  o Shawn Best and Dr. Wright conducted Bias Awareness sessions for all new staff members. Also implemented by Mr. Best and Dr. Wright were anti-bias and anti-bullying workshops for students at the New Paltz Middle School.
  o In the 2017-2018 school year, the first annual New Paltz Central School District Equity Report Card was published. The report was anchored in student outcomes. Statistically significant differences in classification rate of sub-groups of students were identified. Additionally at the secondary level statistically significant differences in the achievement outcomes for Black students were identified for GPA, the Earth Science Regents, and the Global Regents. To this end, in 2018-2019, Corrective Action Plans will be designed and implemented.

Annual Professional Performance Review

Background

During the 2015-2016 school year, it was necessary to design an Annual Professional Performance Review Plan that aligned with the new Commissioner's Regulations 3012.D. These regulations prescribed significant changes to the APPR requirements. These changes included, but are not limited to:

- Fifty percent of a teacher's or a principal's APPR score is attributable to a student achievement measure;

- Fifty percent of a teacher's or a principal's APPR score is attributable to "other measures," i.e., teacher observations and principal site visits;

- A prescribed range of scores to be attributed to teacher observations or principal site visits (issued from the State Education Department).

In accordance with State Education Department (SED) regulations, teachers were apprised of these changes. The Assistant Superintendent for Educational Programs presented the revised regulations to all teachers at all buildings in the spring of 2015.

Through successful negotiations, an APPR Plan aligned with 3012.D regulations was produced, submitted to SED, and approved. In addition, a request for exemption from the "external evaluator" requirement was submitted to and approved by SED.

The State Education Department also required that APPR scores reported to the State for teachers and principals during the 2015-2016, 2016-2017, and 2017-2018 school years include transitional scores as well as the full composite scores. The transitional scores affected those teachers whose scores were tied to any Grade 3-8 New York State Math or ELA Assessment. During the transitional period, for the transitional scores, the portion of a teacher's or principal's APPR score tied to a Grade 3-8 New York State Math or ELA assessment has been suppressed. All scores were reported accurately and in accordance with SED deadlines.

Currently

The 2016-2017 school year was the first year of implementation of the 3012.D APPR Plan.

Once again in the 2017-2018 school year, the New Paltz Central School District APPR 3012.D Plan was successfully implemented.

Most recently the New York State Education Department has extended the transition period through the 2018-2019 school year.

We continue to gather data on the effects of the plan on APPR teacher and principal outcomes.

Next Steps

- Continued reporting of transitional and composite scores.

- Monitoring scenarios to determine if material changes to the APPR should be made during the transitional period.

Supporting the District's Racial Equity Initiative

During the 2016-2017 school year, Superintendent Maria C. Rice began the charge for change in the New Paltz Central School District in the area of Cultural Proficiency. In the 2016-2017 school year, Superintendent Rice directed that the first step in moving toward cultural proficiency be taken in the area of Racial Equity.

2016-2017

- Convene a pilot group of teachers and administrators to participate in Racial Equity professional development.

- Interview and contract Generation Ready to provide professional development for a pilot group of teachers, staff, and administrators.

- Begin discussing a racial equity curriculum: guideposts and developmental appropriateness of concepts.

2017-2018

- A Pilot Cohort of teachers and administrators completed a comprehensive year of Professional Development focused on increasing cultural proficiency at both the individual and institutional level.

- Building Level Equity Walks were implemented.
- Development of a Racial Equity Curriculum continued.
- Dr. Michal Smith, SUNY New Paltz professor, conducted professional development for teachers and staff focused on identifying acts of bias and racism and strategies to respond to these acts.
- Shawn Best and Dr. Wright conducted Bias Awareness sessions for all new staff members. Also implemented by Mr. Best and Dr. Wright were anti-bias and anti-bullying workshops for students at the New Paltz Middle School.
- A Racial Equity Action Plan was published to the District website and is continually updated.
- The first annual New Paltz Central School District Equity Report Card was published.

Next Steps

- Continue professional development for pilot group of teachers, staff, and administrators.

- Continue to update District Racial Equity Action Plan.

- Adapt the District Racial Equity Action Plan based on feedback and data.

- Design and implement Corrective Action Plans based on Equity Report Card data.

- Continue to map out Racial Equity Curriculum.

- Implement Anti-bias interview practices.

- Continue to provide professional development in identifying micro-aggressions and strategies for responding to these acts.

Comprehensive Professional Development Plan

Background

As per the Commissioner's Regulations, a comprehensive professional development plan for the New Paltz Central School District was designed in 2015-2016. The tenets of this plan were written into a report, which was presented to the New Paltz Board of Education, approved by the Board of Education, and then submitted to the State.

Required elements included:

- Professional Development Planning Committee
- Professional Development Hours
- Professional Development Alignment to Standards
- Planning Processes
- Process for Evaluation of the Plan
- Articulation of Goals Across Educational Program
- Assurances
- Mentor Program
- Professional Development Vendor List

All elements of this plan, as prescribed by the State, were accurately represented. The plan was submitted in accordance with SED deadlines. A written letter of approval was received from SED.

Currently

In 2016-2017 input from members of the New Paltz Central School District Professional Development Team was culled via an online collaborative document. The New Paltz Central School District Professional Development Plan continues to be updated as we add vendors such as Generation Ready.

The New Paltz Central School District Professional Development Plan is continually updated and remains in good standing as per the State Education Department.

Nest Steps

- Continue to update the plan every year as per SED regulations.

Multi-Sensory Reading Instruction and Professional Development

Background

In response to a growing population of students displaying very specific reading delays, the Department of Educational Programs researched and secured *Literacy through Multisensory Teaching.*

"The mission of Literacy through Multisensory Teaching is to provide professional development for teachers and reading specialists in an explicit, direct, multisensory, structured, and phonetic approach to teaching reading, writing, and spelling to individuals with dyslexia and related written language disorders. Research has shown that with intensive

early instruction (45 - 60 minute sessions – 4 times weekly for two years) by teachers using such methods, most students can catch up with their peers and the most severely disabled can be greatly helped." -Literacy through Multisensory Teaching

In the New Paltz Central School District, specialized reading instruction is currently provided for students identified through special education evaluation as having a disability, who are demonstrating delays in the skills needed for learning to read, and/or in their reading progress. These classified students have received balanced literacy instruction and often participated in academic intervention services without making adequate progress in reading, writing, and spelling.

The evaluation process for this type of reading instruction includes these steps:

- Following initial evaluation by the Committee on Special Education (CSE), which includes cognitive and academic testing, a review of reading performance in the classroom, and additional evaluation using the Feifer Assessment of Reading (FAR) and/or the Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2), a determination is made related to weaknesses in specific core skills needed for development of reading. The CSE team uses all the evaluative information to determine if specialized reading instruction is appropriate.

Evaluation Tools

The Feifer Assessment of Reading (FAR) — During the 2016-2017 school year, multi-sensory teachers and psychologists researched both entrance and exit assessment tools for multi-sensory reading. The team recommended the FAR as a new assessment tool to identify students for MSR instruction. The FAR contained both a screener and a full battery assessment. This tool was implemented during the 2017-2018 school year. The screening tool provided teachers and service providers with detailed information about a student's reading competencies specific to phonemic awareness, comprehension, and vocabulary. With this information, in some cases, teachers were able to provide specific skills instruction to students for specific reading delays. In this way, students' reading needs were often times remediated within the classroom rendering a referral unnecessary. These practices are in line with Response to Intervention Regulations. In this endeavor, the multi-sensory reading teacher, the general education teachers, and the Academic Interventions Reading teacher have collaborated to enhance the Response to Intervention for students.

When the FAR Screener indicated that a student should be evaluated with the full battery assessment, the companion test to the FAR was administered. The full battery provided further information about a student's abilities in decoding, fluency, accuracy, silent and oral reading comprehension.

The Comprehensive Test of Phonological Processing (CTOPP-2) —In addition to the FAR the Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2) is also utilized to identify reading delays.

The Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2) is a norm-referenced evaluation tool that measures phonological (speech sound) processing abilities that are critical for learning to read. The CTOPP-2 was designed to identify students who may benefit from activities that explicitly target the instruction of phonological skills.

History of Implementation

Beginning in the first year of implementation, this specialized reading instruction posed varied challenges. The most salient challenge was related to the model of delivery. In the 2014-2015 school year (first year of implementation) the decision was made to provide the direct reading instruction within the co-teaching model. The rationale for the decision to implement within the co-teaching model was based on the idea that while students would receive the direct reading instruction as per an Individualized Education Plan (i.e., 45 minutes), the learning acquired during those 45 minutes could be applied throughout the day and across disciplines. The thinking here was that the co-teaching model would promote a multiplicative effect on student achievement. In fact, in the two co-taught classrooms in which this model was implemented, the following reading gains were evident:

Independent Reading Levels Grade Equivalents		
2014-2015 School year	Beginning of Year	End of Year
Student 1	Feb/March of 1st Grade	September of 3rd Grade
Student 2	April of 1st Grade	End of 2nd Grade
Student 3	Feb/March of 1st Grade	September of 3rd Grade
Student 4	June of 1st Grade	Nov/Dec. of 3rd Grade
Student 5	September of 1st Grade	Mid 3rd Grade
Student 6*	End of 1st Grade	Beginning of 3rd Grade

*Student not placed in co-taught class full time.

To ensure the efficacy of the program, a feedback loop was established between teachers and administrators. Several meetings were held during the year to discuss the professional development itself, the implementation in the co-teaching model, and any other concerns. During one of these focus sessions, one teacher commented that the co-teaching model allows her to hold the students accountable for the direct reading instruction strategies throughout the day. She further elucidated that in a previous model where a student was pulled for this instruction, this deeper learning could not occur. Another teacher mentioned that she was enlivened by the professional development and reading strategies she was learning in the professional development. She expressed feeling as if she were fresh out of college.

Based on this quantitative and qualitative data, this professional development was replicated in the 2015-2016 school year with two purposes: As a result, the cadre of teachers who are trained in this method would be increased and the skills of the teachers who had received the first level of training would be increased.

During the 2015-2016 school year, the District offered professional development in multi-sensory reading for Introductory II and Introductory I.

Below are the student achievement results of the 2015-2016 school year.

Independent Reading Levels Grade Equivalents		
2015-2016 School Year	Beginning of Year	End of Year
Student 1	April of Grade 1	January – March of Grade 3
Student 2	January of Grade 1	April – June of Grade 2
Student 3+	January of Grade 1	May/June Grade 1
Student 4	May/June Grade 1	October – December of Grade 3
Student 5*+	April – June of Kindergarten	January of Grade 1
Student 6	February/March of Grade 1	October – December of Grade 3
Student 7	April of Grade 1	October – December of Grade 3
Student 8	February/March of Grade 2	April – June of Grade 3
Student 9	February/March of Grade 2	April – June of Grade 3
Student 10	April – June of Grade 2	April – June of Grade 3
Student 11	April – June of Grade 3	April – June of Grade 4
Student 12	January – March of Grade 3	April – June of Grade 4
Student 13*+	January of Grade 1	April of Grade 1
Student 14*+	January – March of Grade 2	October – December of Grade 3
Student 15	October – Dec. of Grade 3	October – December of Grade 4
Student 16	January – March of Grade 3	October – December of Grade 4
Student 17+	January – March of Grade 3	April – June of Grade 3
Student 18	January – March of Grade 3	October – December of Grade 5
Student 19	January – March of Grade 3	April – June of Grade 5
Student 20	January – March of Grade 3	October – December of Grade 4
Student 21	January – March of Grade 3	October – December of Grade 4

* Student not placed in co-taught class full time.

+ Student growth in areas measured by multi-sensory assessments (i.e. phonemic awareness, phonological correspondence, spelling, writing).

In addition to student achievement data, data related to the number of students receiving multi-sensory instruction is presented below.

Students Receiving Multi-Sensory Instruction									
Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th
2014-2015	5	2						1	
2015-2016	4	9	9						
2016-2017	3*	5	9	9	2	2			

*Pending additional placements.

2016-2017 Placement Data by Curriculum Level			
	Gr. 3	Gr. 4	Gr. 5
Level 1A	3*	2	3
Level 2A		2	2
Level 2B		1	2
Level 2C			3
Level 3A			2

*Pending additional placements.

Based on the implementation data shared heretofore, in the 2016-2017 school year students received multi-sensory reading instruction in a "special class." Additionally, as much as possible, students were placed in co-taught classrooms where teachers are trained in the multi-sensory strategies.

Student	Beginning of year	End of Year
Schedule 1A		
Student A	February of First Grade	September of Third Grade
Student B	February of First Grade	June of Second Grade
Student C	November of First Grade	June of First Grade
Student D	September of First Grade	February of First Grade
Student E	November of First Grade	April of First Grade
Student F	June of Third Grade	June of Fourth Grade
Student G	February of Third Grade	September of Fourth Grade
Student H	September of Third Grade	September of Fourth Grade
Student I	September of Fourth Grade	February of Fifth Grade
Student J	January of First Grade	April of First Grade
Student K	January of Kindergarten	November of Kindergarten*
Schedule 2A		
Student L	June of Second Grade	June of Third Grade
Student M	February of First Grade	April of First Grade
Student N	February of Third Grade	September of Fourth Grade
Student O	February of Second Grade	February of Third Grade
Schedule 2B		
Student P	June of Third Grade	June of Fourth Grade
Student Q	June of Third Grade	June of Fourth Grade
Student R	April of First Grade	February of Second Grade
Schedule 2 C		
Student S	June of Third Grade	June of Fourth Grade
Student T	June of Third Grade	June of Fourth Grade
Student U	June of Third Grade	June of Fourth Grade
Schedule 3A		
Student V	June of Fourth Grade	June of Fifth Grade

*New to District. Entering as non-reader

Based on the above data, the "special class" model was continued during the 2017-2018 school year.

Below are the enrollment and student achievement data for 2017-2018.

Special Class Multi-Sensory Reading Instruction Enrollment Data 2017-2018									
Grade	**GR 3**	**GR 4**	**GR 5**	**GR 6**	**GR 7**	**GR 8**	**GR 9**	**GR 10**	**GR 11**
2014-2015	5	2	-	-	-	-	-	1	-
2015-2016	4	9	9	-	-	-	-	-	-
2016-2017	3*	5	9	9	2	2	-	-	-
2017-2018	4 +1 HS +1 RTI	8	6	-	-	-	-	-	-

Placement by Curriculum Level			
Grade	**GR 3**	**GR 4**	**GR 5**
Level 1A	4	3	-
Level 2A	1* HS	4	2
Level 2B	1* RTI	-	3
Level 2C	-	-	-
Level 3A	-	-	1

Multi-Sensory Reading Instruction Student Achievement Data 2017-2018

Student	Beginning of year	End of Year
Schedule 1A		
Student A	September of First Grade	February of First Grade * currently reading on September of 2nd grade
Student B	February of First Grade	February of First Grade
Student C	September of Second Grade	June of Second Grade
Student D	February of First Grade	September of Second Grade
Student E	November of Kindergarten	September of First Grade
Student F	June of First Grade	November of Second Grade
Student G	February of Second grade	February of Third Grade
Schedule 2A		
Student L	November of Second Grade	June of Third Grade
Student M	September of Third Grade	February of Fourth Grade
Student N	February of First Grade	September of Third Grade
Student O	March of First Grade	June of First Grade
Student P	November of Second Grade	February of Fifth Grade
Student Q	February of Third Grade	February of Fourth Grade
Schedule 2B		
Student R	September of Fourth Grade	September of Fifth Grade
Student S	June of Fourth Grade	February of Fifth Grade
Student T	June of Third Grade	February of Fourth Grade
Schedule 3A		
Student U	November of Second Grade	September of Fourth Grade

As these data demonstrate, albeit with a few exceptions, students in the program make appreciable progress in reading. In many cases students are gaining a full year or more in their reading achievement.

During the 2017-2018 school year and as a result of the implementation of the FAR screener, the need for all classroom teachers to be more consistent and deliberate in the implementation of their word study programs surfaced.

In response, professional development in the word study programs was again provided to the teachers in both Lenape and Duzine. Work on mapping a scope and sequence for the word study program at Duzine is underway.

Next Steps

- Continue Professional Development on the Word Study Programs in both Lenape and Duzine.

- Complete mapping Word Study Scopes and Sequence for both Lenape and Duzine.

- Establish clear protocols for referral to MSR which demonstrate a clear RtI pathway.

- Continue to support collaboration between Multi-sensory Reading Teacher and the Academic Intervention Services teacher (Literacy Specialist).

- Monitor the data gleaned from the new screening tool.

English as a New Language (ENL) Teachers Team and the Part 154 Regulations

In the 2017-2018 school year the ENL teachers continued to meet with administrators to address the challenges of the new Part 154 Regulations.

Accomplishments during the 2017-2018 school year include:

ELL Family Night

The New Paltz Central School District hosted an ELL family night in the spring of 2017. This joyous event featured foods from the various cultures of our ELL families, song and dance from our students, demonstrations of learning products, and an educational component for parents; i.e., introduction to Rosetta Stone online program.

Noteworthy was the degree of familiarity our ENL families now enjoy with the school— teachers and administrators. In 2017-2018, families of our High School students were well represented at this event.

Adult Literacy

In 2017-2018, through a partnership with Ulster Literacy and the New Paltz Central School District, English language classes for the parents of our ELL students continued. The curriculum is designed to expose parents to the English language through practical experiences, such as utilizing the internet, completing opening day packets for their children, understanding the community, and if necessary, the job application process. In order to encourage attendance, childcare is provided. Additionally, Ulster Literacy teachers provided individual tutoring for parents at mutually convenient locations.

Next Steps

- Continue partnership in the 2018-2019 school year.
- Continue to support individual tutorships for parents so that meetings can take place at a flexible time and space and, at the same time, conduct on-site classes.

ENL Summer Academy

Our Elementary School Summer Academy for ELL students is partially funded by Title III grant money. In addition to this elementary program, and in response to an unanticipated increase of ELL students at the High School level, the New Paltz Central School District funded and implemented a High School Summer Academy for ELL students. Both our Elementary Summer Academy and our High School Summer Academy provided rich learning experiences for our ELL students. The curriculum is designed around a concept, which is pertinent to the local community. Project-based learning is the most often utilized learning process. Additionally, several field trips were arranged that tie directly into the curriculum. Overall, our ELL students were afforded with an academically and socially enriching summer experience.

Hudson Valley Writing Project Summer Camps

For ELL students who did not "test" into the Summer Academies as described above, the New Paltz Central School District in partnership with the Hudson Valley Writing Project offered scholarships to ELL students to various writing camps. In the scenic setting of the

SUNY New Paltz campus, students are encouraged to find creativity and imagination inspired by the natural beauty all around them. These writing camps are differentiated by age group and facilitated by local teachers and professors. The New Paltz Central School District arranged transportation for all of our participating ELL students.

Translation Services

During the 2017-2018 school year the New Paltz Central School District contracted with Ulster BOCES to ensure the translation of critical documents such as opening day packets and student handbooks. The Ulster BOCES services were somewhat prohibitive in terms of the cost and process for translating large documents into low incident languages. Therefore, alternative options were researched. In the 2018-2019 school year, the New Paltz Central School District is collaborating with Orange Ulster BOCES to accomplish the translation of documents and to provide oral translation for our ELL students and their families. Additionally, Google translate was added to the District website and software programs such as "Snap and Read" were purchased so that books could be translated into various languages as necessary.

Part 154 Regulations

Also in the 2017-2018 school year, the ENL team continued to monitor the new Part 154 Regulations, which govern the teaching and learning of English Language Learners (ELLs). These regulations have brought changes to the process and the content of learning for ELLs. For example, ELL students are now required to more often receive instruction within an integrated setting as opposed to within a homogeneous standalone class. Several other mandates were attached to these new regulations, including the creation of a Language Proficiency Team (LPT) charged with determining the learning needs of ELLs who arrive in the District with an Individualized Education Plan (IEP).

The ENL Team continues to recommend and implement changes to the District ENL program so that the New Paltz Central School District is in complete compliance with the Part 154 Regulations. The ENL Team continued to meet as they encountered and resolved the challenges surfacing as a result of the implementation of Part 154. To this end, ENL teachers provided staff development to their respective faculty in the Part 154 Regulations.

Seal of Bi-Literacy

In the 2016-2017 school year, a team of teachers at the New Paltz High School collaborated to implement the "Seal of Bi-literacy." The Seal of Bi-literacy is a designation introduced in the Part 154 Regulations. In order to earn the Seal of Bi-literacy, students must go through a rigorous academic process culminating in a presentation to a panel of judges. The Seal of Bi-literacy indicates to prospective colleges or employers that the students with this graduation distinction possess an important 21st Century skill. In the 2016-2017 school year, 12 New Paltz High School students received the Seal of Bi-literacy. In 2017-2018, six Seals of Bi-literacy were conferred. Currently our High School teachers are serving as mentors for neighboring Districts who are seeking to implement the Seal of Bi-literacy.

- Monitor attendance and outcomes of Ulster Literacy partnership.

- Reflect on Summer Academies and plan curriculum for summer of 2018.

- Continue partnership with Hudson Valley Writing Project, offering summer camp experiences to ELL students.

- Operationalize translation services.

- Continue to offer the Seal of Bi-literacy to students who demonstrate this proficiency.

Expanding Data Inquiry

During the 2016-2017 school year, two teachers from each grade level K-6 engaged in explicit staff development around data inquiry protocols. The professional development was grounded in the research related to the power of teacher collaboration around common assessments. Protocols include specific questions related to the student's demonstration of learning and then the identification of specific intervention to improve learning outcomes.

In a nutshell, the purpose of this practice is to identify the degree to which a student learns a particular concept. Based on this information, changes are made to the teaching process to effect a change in the learning outcome. The big idea is to catch misconceptions early and re-teach before students are expected to go on to the next topic.

Also during the 2016-2017 school year, the building principals worked with teachers to establish three checkpoints in terms of student progress. Whether during morning collaborative time or during department meetings, teachers stopped to think about the progress of students up to that point.

In order to support the data inquiry process, during the 2016-2017 school year, a common literacy assessment was implemented at Duzine and Lenape. Teachers received professional development focused on the administration of this common assessment. Professional development in this area is ongoing.

During the 2017-2018 school year, teachers entered into transition to implementation of Collaborative Data Inquiry (CDI) meetings. Teachers engaged in CDI during faculty meetings under the guidance of the lead teachers.

Next Steps

- With the assistance of our literacy consultant, the teachers trained in the data inquiry process will turn key these skills and competencies to grade level colleagues. The ultimate goal is for data inquiry to become an embedded practice.

Revising Curriculum: Interdisciplinary Units

Teachers at Duzine Elementary School have engaged in revising curriculum to move to a more interdisciplinary approach to teaching and learning. Over the past three years, the teachers have accomplished much in this regard including interdisciplinary units aligned to State Standards, common ongoing formative assessments, a method to record these assessments in Power School, and reporting achievement on report cards.

The interdisciplinary case studies are wrapped around an essential understanding and therefore provide the basis for students to learn content as it is related to a conceptual understanding. For example, a study of local animals shifts to a study of interdependence. The questions with which students will grapple become: "How does where I live affect how I live?" and "How does how I live affect where I live?"

Assessments become embedded in the learning process and proficiency and mastery of the concepts and critical content are evaluated as the learning journey unfolds; not as a snapshot in time.

In terms of feedback, informal discussions with teachers indicated that the learning from the interdisciplinary case studies had a broad impact on student achievement. Specifically, teachers indicated the students' ability to write in varied genres became much more fluid and deep.

Other measures of student achievement within the interdisciplinary units were implemented in the 2016-2017 school year and continued into the 2017-2018 school year. These included: portfolios, checklists, anecdotal data, collaborative behavior reflective rubric, and artifacts of student work.

These interdisciplinary units of study and the process of learning associated with these units were recognized by the New York State Education Department as a mark of excellence.

Next Steps

- Continue to refine the process for recording, monitoring, and analyzing the results of the assessments enumerated above.

Review of Special Education Program

Background

During the 2014-2015 school year, the work of the Vertical Alignment Task force was moved out of committee and into the schools. Through meetings with administrators and teachers, teachers began to shift their mindset. An understanding that recommendations for special services should be based on data rather than program became an embedded practice.

Additionally, through the work of the Response to Intervention Sub-Committee, referral documents to the Instructional Study Teams (IST) were updated. The updated documents require documentation of interventions in Tier I as well as progress monitoring data. In all buildings, these referral documents have been implemented.

During the 2016-2017 school year, the assistant superintendent for educational programs continued to monitor IST meetings and referrals. In this way, a more consistent approach to Response to Intervention was established across the District as evidenced by:

- The New Paltz High School revamped the IST committee. Consistent members were established including a general education and a special education teacher. The High School Instructional Study Team kept a steady schedule and worked toward consistent implementation of the Response to Intervention (RtI) model. During the 2016-2017 school year, the High School Team worked toward increasing knowledge of interventions and establishing a cadre of intervention strategies.

- The New Paltz Middle School revitalized the Instructional Study Team—expanding membership to include a general education and a special education teacher. The Middle School Instruction Study Team afforded special attention to gathering data in order to make recommendations for remedial interventions. During the 2016-2017 school year the Middle School Team utilized existing assessments to gather data points. This work will focus on establishing rubrics for the purpose of gleaning this specific type of information.

- Both the Duzine and the Lenape Elementary Schools had well-established Instructional Study Teams. The focus for these schools in the 2016-2017 school year was to ensure that decisions were based on data and that students were not languishing in the RtI process when a referral to CSE was necessary.

Despite these efforts New York State Department of Education data for the New Paltz Central School District indicate a sharp increase in classification rate occurring contemporaneously to a decrease in enrolment. At the same time, results from the first annual New Paltz Central School District Equity Report Card indicated that students in all sub-groups were being classified at a statistically significant higher rate than their white peers.

These results indicate a deep review of RtI practices and data informed decision-making is necessary.

Next Steps
- Establish corrective action plans for over classification of student groups.
- Develop a multi-year, whole-District, review and redesign of the New Paltz Central School District Response to Intervention Plan.

Executive Summary

The Department of Educational Programs exists to support teaching and learning. Managing State mandates so as to minimize negative impacts on teaching and learning is a large part of the work of this department.

Over the past years, both the APPR and the new Part 154 Regulations posed challenges in this regard. The Department of Educational Programs will continue to be diligent in meeting these challenges. The Department of Educational Programs is committed to the Mission and Vision Statements of the New Paltz Central School District and to keeping safe the learning of each and every student.

Section Four
Pupil Personnel Services

DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2017-2018

SUBMITTED BY:

CONNIE HAYES, DIRECTOR OF PUPIL PERSONNEL SERVICES & SPECIAL EDUCATION

Pupil Personnel Services

- The report focuses on the following departmental areas of responsibility:
- Special Education
- 504 Services
- Home Tutoring Program
- Homeless Children and Youth Programs
- Home Schooled Students
- Central Registration
- Title IX Activity

Special Education Program and Services

- This report includes information on Special Education trends, programs, and data with regard to the Special Education program (classification rates, performance, ethnicity profile, preschool, graduation), as well as ideas/reflections based on these data.

- The New Paltz Central School District Special Education programming continues to move forward, embracing the Mission Statement of the District, which is to "exist for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all."

- It is important for our children that we focus on how to differentiate learning for all students. To the extent possible, we deliver supports within the regular education classroom, reduce pullouts, and ensure we are looking not only to student weaknesses but also considering strengths to support student progress.

- The following information represents focus areas consistent with the District's Mission and Vision that have been addressed in the 2017-2018 school year.

Professional Development/Activity

Integrated Co-Teaching

- Provided opportunities for professional development at the elementary level for all teams of co-teachers.
- Provided professional development opportunities for all secondary co-teach teams within the District to plan together.

Progress Monitoring Training

- Followed-up with special education staff during department meetings regarding the training they received last year.

SOAR Executive Functioning Skills Training

- Provided professional development for the high school special education teachers to support explicit instruction in developing the organizational and study skills necessary to be successful.

Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP) Training

- A Behavior Specialist provided professional development to specific teams of staff to support identified student behavioral needs.

Continuum of Services Training

- Continued targeted discussions around data and the Continuum of Services document with special education staff and administration.

IEP Direct Training

- Trained PPS clerical staff and administration through MHRIC and the Centris Group.

Multi-Sensory Reading Training

- Provided targeted professional development for cohorts of special education teachers.

Mental Health Training

- Secondary social workers provided professional development to secondary staff on the topic of identifying signs of students at risk.

- Elementary social workers provided professional development to elementary staff on the topics of identifying anxiety and other disorders students may present with.

Therapeutic Crisis Intervention Training

- Trained specific staff members in targeted techniques to de-escalate crisis situations.

Section 504 clerical training

- Training of building level clerical staff provided by special education clerical staff, MHRIC, and the Centris Group was conducted.

Related Service Action Plans

Occupational Therapy/Physical Therapy

- Duzine – students were able to access a "Sensory Table" to address needs related to the regulation of sensory processing.

- Continued work on data collection rubrics to determine exit eligibility.

- Continued work on supporting handwriting production, supports for teachers.

Psychologists/Social Workers

- The 2017-18 school year demanded a high level of intensity of support from the psychologists/social workers and guidance counselors to address the emotional needs of our school community. These professionals extended emotional support to all and participated in professional development, discussion groups, as well as select training to support their own skill set (i.e., Columbia Suicide Assessment Rating Scale) to ensure the needs of our community were addressed. In addition, several members of this group are identified as members of the County-wide Traumatic Response Team. This team ensures support for any school community affected by a tragedy.

- The High School staff focused on continuing efforts to meet the needs of students to support post-high school transition and provide positive social/emotional opportunities for students with Section 504 and Individual Education Plans. These programs also include non-classified students that benefit from the programs and/or can provide peer support to participate in the programs. Students participated in the following activities:

- Dutchess Community College Field Trip – eight students participated in an "Accessing Supports in the College Setting Workshop." The on-campus activity included a stop at the Student Services Center where students had opportunities to speak with counselors about supports for Students with Disabilities (SWD) at the college level.

- SUNY Ulster Field Trip– seven students met with representatives of the Office of Student Supports to learn about services available at SUNY Ulster for students with disabilities. The students were able to take their placement entrance exams during the scheduled visit, have lunch in the college cafeteria, and meet with former New Paltz students who toured the students around the college and shared information about classes/teachers/college in general.

- Each year, the psychologist/social worker schedule two field trips to support students who struggle socially and have difficulties connecting with other students. The field trips provide an opportunity for students to interact with their non-classified peers in a social setting. According to anecdotal information from students, connections made during these outings have lasted through high school and beyond. It has also been helpful for at-risk students to feel more positive about school and more connected to the counseling staff. During the 2017-18 school year, 21 students participated in the Museum of Natural History field trip and 23 students participated in the Bronx Zoo field trip.

- During the 2017-18 school year, the social worker also helped a high school student launch a "**Love Doesn't Shove**" student group. Activities included fundraising to secure donations to support the domestic violence shelter in Kingston. The Family of Woodstock partnered with this group to provide a presentation for Grade 9 and Grade 10 students on the topic of teen dating violence.

- The "**Awareness**" group is also facilitated via the social worker's office. This is a group to support peer education and provide support for teens involved with substance use either directly or indirectly. Activities this year included sharing information about this program to members of Ellenville High School.

- The elementary counseling program added "**Anxiety and Coping Skills**" groups this year to address identified needs. These groups met for eight weeks and provided guidance, instruction, and practice on self-regulating, coping skills. Peer mediation continues to be a focus of the elementary program.

Speech Language Therapists

- The 2017-18 Action Plan focused on strategies and skills to support student understanding of relationships between words based on semantic class features, function, or place or time of occurrence in order to build and improve vocabulary. Data reflect that 95% of the students in the identified group demonstrated measurable progress on their vocabulary goals.

- Providing an occasional in-class lesson supported generalization and carryover of the learned skills. This activity also provided a framework for vocabulary instruction that the classroom teacher can use universally.

Transition Assistance Project

The Resource Center for Accessible Living, Inc. (RCAL) collaborated with the District to provide transition assistance to high school students. The service was funded by a United Way grant. Last year was the eighth year we have partnered with RCAL to provide direct services to our students to support planning and access to post-secondary resources. The program provides an opportunity for classified students in Grades 10-11 to discuss and explore ideas about post-secondary career plans. The program is designed to help these students become more involved in their transition planning and to become more aware of their post-secondary opportunities and the steps necessary to achieve their goals. During the 2017-18 school year, 41 students participated in the program.

Parent Training

- New Paltz hosted a "**Sexual Health for Youth with Intellectual/ Developmental Disabilities**" parent workshop, sponsored by the Mid-Hudson Regional Affiliate of the NYS Special Education Task Force

- A parent workshop on "**Pathways to Graduation**" was held. In addition to discussing the options students may pursue toward graduation, a middle school student opened the workshop by sharing his power point presentation "Behaviorism: A Kid Is Not a Dog."

- A parent workshop on "**Executive Functioning Skills**" was held. In addition, a high school student shared her journey toward the nomination for a Daytime Emmy Award.

Teacher Aide Training

- Teacher aides participated in professional development entitled **"Introduction to the Psychology of Behavior"** to support understanding and strategies to address issues related to student behavior. Targeted training on how to de-escalate students and behavior management techniques for identified students requiring the support was also provided.

- CPR/EPI Pen was offered

Special Education Placement/Services

- Reviewed out-of-district placements for consideration of in-district programming.

- Reviewed in-district programs focused on the least restrictive environment for students based on strengths per state mandates.

- Utilization of Continuum of Service document to guide discussions for appropriate placement recommendations among special education teachers and parents.

- Reviewed and updated FBA/BIPs (Functional Behavior Assessments/Behavior Intervention Plans) for all students, as needed.

- Review of aide support at all annual reviews and development of fade-out plans as appropriate or as a result of recommendations to discontinue aide support per state mandates.

- Planned for the requirements of the Career Development and Occupational Studies Commencement Credential (CDOS).

State Performance Plan (SPP) (Based on 2016-2017 School Year Data)

- The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires each state to have in place a State Performance Plan (SPP) that evaluates its efforts to implement the requirements and purposes of Part B of IDEA and describes how the state will improve such implementation. The SPP, submitted every six years, includes measurable and rigorous targets for the 20 indicators established within three monitoring priority areas:

  1. Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

  2. Disproportionality

  3. General Supervision Part B, including Child Find, effective transition, and effective general supervision

- "The New York State Education Department elicited broad stakeholder involvement in the development of its SPP in order to set measurable and rigorous annual performance targets. The SPP provides the baseline data, measurable and rigorous targets, improvement activities, timelines, and resources established by the State for each indicator." (http://www.emsc.nysed.gov/specialed/spp/)

- All NYS districts, including New Paltz, are required to participate in a data collection effort (SPP) launched by New York State in response to a federal audit of NYS special education programs that identified a number of "areas needing improvement." These areas are assessed annually by our response to 20 Performance Indicators (PI) associated with special education programs. Six of the 20 indicators will be reported over a six-year period by assigning 1/6 of the districts within the State one indicator per year. The final results will then be aggregated and reported to the federal government to document response to the identified "areas needing improvement."

- During the 2017-18 school year, New Paltz Central School District was required to report on Indicator 7: Preschool Outcomes
  - Percent of preschool children with IEPs who demonstrate improved:
    - Positive social-emotional skills (including social relationships);
    - Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
    - Use of appropriate behaviors to meet their needs.

The data collected and submitted indicated that the District is 100% in compliance in all areas associated with Indicator 7.

During the 2018-19 school year, the District will be reporting on **Indicator 8 Parental Involvement**. This indicator requires administration of a parental survey to determine the percentage of parents (with a child receiving special education services) who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

NYSED Guidance: The New York State Education Department (NYSED) has a contract with the Potsdam Institute of Applied Research (PIAR) to administer the Parent Survey, as required by the Office of Special Education Programs (OSEP) of the U.S. Department of Education, to determine the percentage of parents, with a child receiving special education services, who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. This information is reported to OSEP in NYSED's Annual Performance Report under Indicator 8: Parental Involvement. Surveys are collected only for school districts scheduled to report on Indicator 8 in a given year. The school district must provide the parents of students with disabilities with an authorized copy of the survey along with directions on how to complete and submit the survey. Authorized copies of the Parent Survey are available only through PIAR. The surveys are printed in a scan-able format in English and Spanish, and by request in eight other languages.

The school district may also instruct the parent to complete the survey online, providing the identifying code of the school building and school district codes, at http://parentsurvey.potsdam.edu. Whether submitted electronically or in hard copy, the surveys are forwarded directly to PIAR, not to the school district, for processing to ensure confidentiality. School districts should not photocopy the surveys for dissemination and should only use the official scan able parent surveys provided by PIAR.

Special Education School District Data Profile

- The "Special Education School District Data Profile" for New Paltz Central School District is available online at https://data.nysed.gov/specialed/?year=2017&instid=800000036174.

- The data reflects the 2016-17 school year, the most current year available. New Paltz is meeting the performance targets in all areas with the exception of one; Indicator 3 "Participation in State Assessments for Students Grades 3-8 ELA and Math"; and "High School Math Performing at or Above a Level 3."

- **Indicator 3 -** The state target for participation for Indicator 3 is 95% for Grades 3-8 ELA and Math assessments. Students with disabilities participation rates were 35% for ELA and 33% for Math. These data also reflect that the 28.8% of students with disabilities that did participate in the Grades 3-8 ELA assessment were able to achieve a Level 3 or higher, exceeding the State performance target of 20%, and 22.2% of students with disabilities that participated in the Math assessment achieved a Level 3 or higher, exceeding the state performance target 19%. Performance in High School ELA was suppressed because less than 40 students with disabilities participated. Performance in High School Math reflects that 53.3% of students scored at or above Level 3; this percentage does not meet the state target of 65%.

- The report confirms New Paltz not only meets, but far exceeds state performance targets for all other indicators: 1 - Graduation Rate of Students with Disabilities, 2 - Drop Out Rate of Students with Disabilities, 4A - Suspension Rate, 4B - Significant Discrepancy by Race/Ethnicity in Suspension Rate, 5 - School-Age Least Restrictive Environment, 6 - Preschool Least Restrictive Environment, 8 - Parental Involvement, 9 – Disproportionality/Identification for Special Education, 10A - Disproportionality in Specific Categories and Placements, and 10B - Disproportionality in Special Education Placements. These are all positive indicators with regard to special education programs and services offered by the District.

- According to the most recent report, based on the 2016-17 school year, New Paltz had 375 students classified as of October 2016 out of a total enrollment (public and non-public school age students) of 2,436. These figures represent a special education classification rate of 15.4%. In addition, the report reflects that the District was providing services for 35 classified preschool students as of October 5, 2016.

Superintendent Determination of Graduation with a Local Diploma

- As of June 2016, superintendents of school districts are now charged with determining the academic proficiency for eligible students with disabilities to graduate with a local diploma. This is for all classified students eligible to graduate in June 2016 and thereafter. When a student with a disability has otherwise met the standards for graduation with a local diploma but was not successful on the Regents examinations required for graduation because of his/her disability, the superintendent reviews other documentation of proficiency. In June of 2018, one student was approved to receive a local diploma via the Superintendent Determination process.

  Reference: June 2016 Memo from Patricia J. Geary "Superintendent Determination of Graduation with a Local Diploma"

  Website: http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm

Career Development and Occupational Studies Commencement Credential (CDOS)

- Beginning in the 2013-2014 school year, the New York State Board of Regents approved the CDOS as an Exit Credential for students with disabilities. The credential recognizes a student's preparation and work readiness skills for post-school employment and is intended as a supplement to a regular diploma (Regents or local). A student can graduate with CDOS as their only exiting credential as long as they meet the requirements and were in school for at least 12 years. Requirements include coursework, work-based learning experiences, a career plan, and employability profile. In June 2016, the regulations were revised to expand the opportunity for any student to achieve a CDOS, not just classified students through Special Education.

  Reference: June 2013 Special Education Field Advisory from James P. DeLorenzo "New York State Career Development and Occupational Studies Commencement Credential"

  Website: http://p1232.nysed.gov/specialed//publications/CDOScredential-memo-613.htm

  Reference: June 2016 Field Advisory from Angelica Infate-Green "Career Development Occupational Studies Graduation Pathway Option"

  Website: http://www.p12.nysed.gov/ciai/multiple-pathways/memos/cdos-graduation-pathway-option.html

Blueprint for Improved Results for Students with Disabilities

The Blueprint for Improved Results for Students with Disabilities was released by the New York State Education Department in November of 2015. It was created to ensure that students with disabilities have the opportunities to benefit from high-quality instruction, to reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living, and employment. It focuses on seven core principles and practices supported by research for all students with disabilities.

The core principals include:

1. Students engage in self-advocacy and are involved in determining their own educational goals and plan.

2. Parents and other family members are engaged as meaningful partners in the special education process and the education of their child.

3. Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

4. Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

5. Schools provide multi-tiered systems of behavioral and academic support.

6. Schools provide high-quality inclusive programs and activities.

7. Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

- The State will use the Blueprint to develop NYS policy and guidance. The New York State Education Department expects districts to utilize the Blueprint to review their policies. The Blueprint was shared in New Paltz with administrators and staff to review practice and to identify areas where improvement is needed.

  Reference: November 2015 Special Education Field Advisory from James P. DeLorenzo "Blueprint for Improved Results for Students with Disabilities"

  Website: http://www.p12.nysed.gov/specialed/publications/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html

Summary

- After many years of significant change at the State level, the 2017-18 school year saw few changes in the area of special education, with the exception of the expansion of graduation options. We are continuing to provide support and training consistent with the Blueprint for Special Education, the long-range plan for New York State special education. Graduation options continue to expand and there is a definite focus by the State to ensure students with disabilities have opportunities to work toward Regents/local diplomas **and** CDOS certificates.

- Addressing our students' learning needs, using data to inform decisions with regard to programming, as well as continuous student performance monitoring will continue to be the primary focus of the New Paltz special education program.

Special Education Program Statistics and Analysis

- The graduation rate, declassification rate, referral rate, ethnicity trends, and preschool program information are important data to look at. The following statistics/data reflect the performance of students with disabilities in the District.

Graduation Information – Ethnicity

# Students	Diploma type	Ethnicity
12	Local Diploma	8 White, 1 Black, 3 Hispanic/Latino
13	Regents Diploma	9 White, 4 Hispanic/Latino
0	Advanced Regents Diploma	
1	Test Assessing Secondary Completion (TASC)	1 White
1	Skills Achievement Commencement Credential	1 White
2	Career Development Occupational Studies	2 Hispanic/Latino (Rec'd with Local Diploma)

- Students with disabilities are eligible to continue programming until the school year in which they turn 21 ends or they are eligible for a Regents or a local diploma. The Test Assessing Secondary Completion (TASC) was formerly known as the GED.

- A Skills Achievement Commencement Credential (formerly known as an IEP diploma) is a reflection of progress made with regard to specific Individual Education Program Goals and Objectives. Students achieving this diploma remain eligible for public school programming until the end of the school year in which the student turns 21.

Graduation Information – Students with Disabilities - Trends

	June 2013	June 2014	June 2015	June 2016	June 2017	June 2018
Regents Diploma	12	11	15	11	9	13
Advanced Regents	0	0	3	2	3	0
Local Diploma	12	4	10	8	18	12
Skills Achievement Commencement Credential	1	2	3	3	0	1
Reached Max Age*	1	1	0	1	0	0
Test Assessing Secondary Completion (TASC)	0	1	4	1	0	1
Career Development and Occupational Studies Commencement Credential	0	0	0	1	0	2

*Students with Disabilities are entitled to a "free appropriate public education" (FAPE) until the end of the school year in which they reach 21 OR meet requirements for either a local or Regents diploma.

- These data reflect classified students in New Paltz are challenged and given the opportunity to demonstrate their strengths and skills through a rigorous academic program. Data show 25/27 students eligible for graduation achieved a local diploma or higher. New York State only allows one percent of students to earn a Skills Achievement Commencement Credential.

Dropouts

- We did not have any students drop out during the 2017-18 school year.

Declassification Rate

- The number of declassified students indicates that students have made gains in all the areas that rendered them eligible for special education services. Declassification decisions are made by the Committee on Special Education (CSE). Students may be eligible for a year of appropriate "declassification support services" as well as retention of test modifications for the remainder of their student career (as determined by the CSE).

- Declassification rates not only reflect student progress, but also program/service efficacy and trusting relationships among families and school. During the 2017-18 school year, the CSE focused on data and updated evaluation information to make informed decisions about continued eligibility. Students made gains and acquired compensatory skills to help them function on grade level. The declassification numbers reflect students deemed no longer to need specialized instruction in order to progress. Eleven students were declassified at the elementary level (K to 5th grade), nine students were declassified at the middle school level (Grades 6 through 8), and 17 students were declassified at the high school level (Grades 9 through 12).
  - 11/12 = 2 students declassified
  - 12/13 = 8 students declassified
  - 13/14 = 5 students declassified
  - 14/15 = 22 students declassified
  - 15/16 = 13 students declassified
  - 16/17 = 29 students declassified
  - 17/18 = 37 students declassified

Referrals to Committee on Special Education

- During the 2017-18 school year, 90 students were referred to the CSE to determine eligibility. This is an increase of ten students as compared to the previous school year. Two of the referred students had existing Section 504 Plans and were referred from Section 504. Building level Instructional Support Teams referred 24 students and the remaining 64 students were referred by parents. Instructional Study Teams, consistent with professional development provided by the Department of Educational Programs, are following the Response to Intervention Plan and referring students based on lack of expected response to interventions provided through the building-level programs. Parent referrals continue to be the most frequent way in which students are referred to the CSE.

- Below is a breakdown of the 90 school-age students referred for evaluation during the 2017-18 school year:

19	Pending Referral
26	Ineligible
2	Withdrawn Referral
18	Learning Disability
0	Moved
7	Emotional Disturbance
7	Speech/Language Impairment
10	Other Health Impairment
1	Intellectual Disability
0	Visual Impairment
0	Deafness
0	Autism
0	Traumatic Brain Injury

- Out of the 90 referred, 26 did not meet eligibility and therefore were not classified by CSE and 19 students are still pending (awaiting signed Consent to Evaluate, awaiting completion of evaluations/information). Learning disability, consistent with national statistics, continues to be the classification category under which most student referrals are identified. The vast majority of students in this category experience difficulty learning to read. That area of weakness affects performance across all core curricular areas.

Referrals to the Committee on Special Education (School Age Students) trend information

- 11/12 = 93 referrals

- 12/13 = 82 referrals

- 13/14 = 69 referrals

- 14/15 = 60 referrals

- 15/16 = 83 referrals

- 16-17 = 80 referrals

- 17/18 = 90 referrals

Referrals by Grade Level (July 1, 2017 – June 30, 2018)

Grade	#	Ethnicity	Eligibility/Classification
K	11	8W, 1B, 1H, 1A	45SLI, 1 LD, 3 OHI, 3 Pending
1	12	7W, 1B, 1H, 1A, 2M	1 SLI, 1 OHI, 4 ineligible, 3 pending, 3 LD
2	7	6W, 1H	1 SLI, 1 OHI, 4 ineligible, 1 pending
3	10	6W, 1B, 1A, 2M	4 LD, 3 ineligible, 2 pending, 1 OHI
4	14	11W, 1B, 1M, 1 UN	5 LD, 4 ineligible, 4 pending, 1 OHI
5	7	7W	1 LD, 3 ineligible, 2 pending, 1 OHI
6	4	2W, 1H, 1M	3 LD, 1 ineligible, 1 pending,
7	5	3W, 1H, 1 M	1 LD, 1 ED, 1 OHI, 1 ineligible
8	2	2W	1 ED, 1 ineligible
9	8	5W, 1B, 1A, 1M	1 LD, 3 ineligible, 2 OHI, 2 pending
10	5	3W, 2H, 1A	3 ED, 1 ineligible, 1 pending
11	5	2W, 2H, 1A	1 ID, 2 ED, 1 ineligible, 1 withdrawn
12			
Total	**90**		

KEY:

- <u>Ethnicity:</u> W – White, H – Hispanic, B – Black, M – Multi-Racial, A- Asian

- <u>Classification:</u> LD=Learning Disability, OHI=Other Health Impairment, ED=Emotional Disturbance, MD=Multiple Disabilities, SLI-Speech-Language Impairment, A=Autism, V=Visual Impairment, ID=Intellectual Disability, TBI-Traumatic Brain Injury

Students Transferring into the District

During the 2017-18 school year, 21 classified students transferred into the New Paltz Central School District. These students required programs and services that ranged from related services to out-of-district programs.

Short-Term Psychiatric Admission/Programming

- Last year, we reported that the number of students presenting with emotional issues and/or mental illness that impact their ability to make educational progress was increasing and becoming more prevalent in the younger-aged students. During the 2017-18 school year, the District received a PROJECT SERV federal grant to support students struggling with mental health issues as well as staff training and support. The District was able to place a full-time mental health clinician at the High School (provided by Astor Mental Health) and to provide a "Transitional Academy" operating Monday through Thursday, 3-5 PM to support students unable to attend the day program or with frequent absences due to mental health issues. New Paltz High School teachers staffed the Academy, the instruction was provided in small groups, from 1-3 students, for core academic subjects. Sixteen students participated during the 2017-18 school year. The District requested and received permission to extend the grant to support the Academy for the 2018-19 school year.

- Twenty-three students required in-patient services to address psychiatric issues during the school year. Of these students, six had multiple admissions during the 2017-18 school year.

- The increase in hospitalizations has led to the increase in referrals to the Committee on Special Education and Section 504. For CSE, student needs in this area are usually classified under "Emotional Disturbance" and/or "Other Health Impaired." These students frequently require continuous psychiatric clinical oversight, as well as an intensive daily therapeutic programming staffed with clinical social workers and specially trained teachers/support staff to meet needs. Discussions with other directors in the Ulster BOCES region, as well as at the state level, indicate that this is occurring across New York State. Programs are full, have wait lists, and some agencies no longer provide support to students.

- Due to the increase in mental health issues reported within the District, efforts in professional development have been focused on mental health concerns. Staff members have attended workshops to turnkey information, outside professionals have come in to work with staff, and district-employed service providers have led training on topics pertaining to mental health.

- The New Paltz School District partnered with Astor Mental Health Clinic to provide a satellite office in the New Paltz High School during the 2017-18 school year. Office hours began as a two-day-a-week service but soon increased to four days per week due to need. The service is being provided five days per week as we open the 2018-19 school year.

Classification and Ethnicity

- The following information was extracted from the 2017 Annual PD Data System Report Student Snapshot filed on October 5, 2017. The information presented reflects "School Age Students by Disability and Race/Ethnicity Receiving Special Education Services as of October 4, 2017.

Ethnicity/Disability

Disability Classification	Hispanic	American Indian/ Alaska Native	Asian	Black	Hawaiian/ Pacific Islander	White	Multi-Racial	Total
Autism	1	0	0	5	0	33	1	44
Emotional Disturbance	3	0	0	2	0	17	0	26
Learning Disability	33	0	1	10	0	96	1	136
Intellectual Disability	0	0	0	0	0	3	0	3
Deafness	0	0	0	0	0	0	0	1
Hearing Impairment	1	0	0	0	0	2	0	3
Speech/Lang Impairment	15	0	1	5	0	40	2	60
Visual Impairment	0	0	0	0	0	2	0	2
Orthopedic Impairment	0	0	0	0	0	1	0	1
Other Health Impairment	8	0	1	4	0	71	5	90
Multiple Disabilities	0	0	0	0	0	6	1	7
Deaf-Blindness	0	0	0	0	0	0	0	0
Traumatic Brain Injury	0	0	0	0	0	2	0	2
Totals (2017)	**61**	**0**	**3**	**25**	**0**	**254**	**14**	**357**
The PD System also provides 2015 totals as a Reasonability check, they are as follows:								
Totals (2016)	**63**	**0**	**3**	**26**	**0**	**273**	**10**	**375**
Totals (2015)	**52**	**1**	**4**	**25**	**0**	**265**	**7**	**354**

Ethnicity Classification Trends – Power School BEDS Day (October 4, 2017), PD VR3

ETHNICITY	2014			2015			2016			2017			2018			
	students	classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	
American Indian or Alaskan Native	6	0	0%	6	0	0%	8	1	13%	7	0	0%	5	0	0	
Asian or Pacific Islander	74	9	12%	81	9	11%	82	4	5%	76	3	4%	75	3	4%	
African American (not of Hispanic Origin)	124	30	24%	102	27	26%	99	25	25%	103	26	25%	96	25	26%	
Hispanic	228	54	24%	227	48	21%	226	52	23%	248	63	25%	274	61	22%	
White (not of Hispanic Origin)	1869	260	14%	1843	280	15%	1783	265	15%	1753	273	16%	1729	254	15%	
Multiracial (Not of Hispanic Origin)	63	7	11%	61	9	15%	77	7	9%	88	10	11%	86	14	16%	

- As these data demonstrate, the numbers of African American (not of Hispanic origin) and Hispanic ethnic subgroups are continued areas of concern. We are continuing to collect and analyze data, i.e., drilling down to determine classification categories by ethnicity and by grade level, tracking new referrals to the CSE and also to the CPSE by ethnicity, and tracking individual growth within the smaller subgroups to inform and support planning to address this issue.

- The CSE follows Part 154 to review the special education status of English Language Learners (ELLs). An ENL teacher who is knowledgeable about the student's English language development is included in the CSE, bilingual evaluations are completed, and clinicians on the CSE have knowledge of the relationship between language acquisition and learning disability.

The First Annual Equity Report Card published in March 2018 reflected concerns related to the following areas:

- Black male student group percentage non-IEP is significantly lower as compared to white male or other male student group percentages.
- Black male student group percentage with an IEP is significantly higher as compared to white male or other male student group percentages.
- Male students have a significantly higher IEP percentage than female students.
- Hispanic students have a significantly higher IEP percentage than non-Hispanic students.
- English Language Learners have a significantly higher IEP percentage than non-English Language Learners.
- Free/Reduced Lunch students have a significantly higher IEP percentage than Not Free/Reduced Lunch students.

Discussions/plans to address these areas of concern will be accommodated during the 2018-19 school year via internal task force groups.

Preschool Children with a Disability (Ages 3 – 5)

- A preschool student needing special education services is simply classified as a "Preschool Child with a Disability." Services for preschool children with disabilities are coordinated with the Ulster County Pre-School Intervention Programs. Ulster County contracts with preschool agencies such as Learning Together, Ulster County Association for Retarded Children (ARC), Community Rehabilitation Center (CRC), the Children's Annex, Ulster United Cerebral Palsy, several daycare providers, and other licensed individuals to provide these services. The services include Special Class Programs (integrated or non-integrated), Special Education Itinerant Teacher Services (a certified Special Education teacher providing services either in the home or daycare setting), and Related Services such as Occupational Therapy, Physical Therapy, Counseling, and Speech Therapy. Services can be provided in the home/community or within a preschool program, depending on the child's needs.

- As of October 2017, we had 31 classified preschool students with disabilities who received services. Of them, 15 received related services only, and 16 of these students required a much more intensive level of service that included a full- or half-day special education program.

- At the close of the 2017-18 school year, we reported that the District served 53 preschool age students with a disability. Due to the numbers, as well as new state mandates, administrative and clerical support necessary to address this area has increased dramatically. In addition to initial referral and annual review meetings, we are also required to hold "transition meetings" with all families of students who are receiving Early Intervention Services prior to the child's third birthday to discuss preschool services. We are required to complete a survey for each individual student (State Performance Plan Indicator 7) that identifies levels of performance at the initiation of preschool services and levels of performance when students age out.

- Ulster County contracts for transportation needs associated with providing service for preschool students. Program and transportation costs for the program are paid for by Ulster County with a reimbursement rate of approximately 60% (paid to the

County by New York State). There are no charges to parents for these services, as they are currently funded by Ulster County.

- Ulster County also participates in "Child Find," an initiative to heighten awareness regarding disabilities. The program advocates for evaluation, identification, early intervention, and access to services. We will be sharing our ethnicity reports with Ulster County to request support to ensure appropriate outreach to all preschoolers, including ethnic subgroups.

- We are continuing to track CPSE referrals by ethnicity and to explore ways of reaching families/students that would benefit from early intervention services.

CPSE New Referrals by Ethnicity

Number of Students									
Ethnicity	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Hispanic	2	6	0	0	2	1	3	5	0
Multiracial	1	0	0	0	0	2	0	0	2
White	27	25	16	14	29	10	23	27	24
Black	0	3	3	4	4	0	1	0	2
Asian	0	0	2	0	1	0	0	1	0
Total	30	34	21	18	36	13	27	33	28

Profile of Preschool Age Students Receiving Services by Ethnicity (as of October 2017)

Ethnicity Category	09/10 # of Students	10/11 # of Students	11/12 # of Students	12/13 # of Students	13/14 # of Students	14/15 # of Students	15/16 # of Students	16/17 # of Students	17/18 # of Students
Hispanic	4	2	6	2	2	4	3	5	4
White	42	36	19	16	47	27	24	28	25
Black	0	0	3	3	3	2	0	1	1
Multiracial	0	0	1	1	7	2	2	1	1
Asian	0	2	0	1	1	0	0	0	0

- The very small numbers of non-white children referred for and/or receiving preschool special education services is an area that continues to be disproportionate in light of our school-age classification rates. We do have a local agency, the Agri-Business Child Development (ABCD) Center, which works closely with the District and has supported the referral of Hispanic students. We will continue to bring this issue to the County's attention for comparison with other geographic areas and urge a county initiative to target this population.

Services to Parentally Placed Private School Students

- We are continuing to provide CSE services (meetings/evaluations/creation of an Individual Education Service Plan (IESP) {same as an IEP}) for all classified students who attend non-public schools physically located within District boundaries.

- We are responsible as a "district of location" to comply with this regulation for these schools: Mountain Laurel Waldorf School K-8 program and the Montessori of New Paltz K-5 program.

- During the 2017-18 school year, the District provided services for four New Paltz students and three non-district students with disabilities who attend Mountain Laurel.

- We are also the "district of residence" (meaning we are responsible for paying the district that the private school is located within for delivery of IEP services) for seven students attending Poughkeepsie Day School, Hudson Valley Sudbury, Maplebrook School, Oakwood Friends School, and High Meadow School.

Annual Planning

- Annual reviews began in February to allow us to effectively budget and plan for the next school year. We collaborate with staff and administration to examine our in-district as well as out-of-district enrollment and program needs. Through discussion, a cohort of students at the High School was identified with similar needs. The Pupil Personnel Office was able to plan accordingly in order to create a special class program for the 2017-18 school year so the cohort of students could remain in-district, in the least restrictive environment, instead of having to be placed in a BOCES or Private Day setting.

- We strive to include data-based information (grade reports, classroom samples of work) to demonstrate levels of functionality within the classrooms and determine appropriate levels of support necessary for the school year. We work closely with our regular education counterparts throughout the year to support compliance and monitor progress as we continue.

- In the meantime, we continue to address the daily needs of the department. The rest of the report includes program information and distribution of services. To the extent possible, prior year(s) data have been included for pattern/trend information.

Special Education Services Staffing Data:

- The District has designated three administrators: Connie Hayes, Director of PPS and Special Education; and Kathleen Coughlin and Kathleen Clark, Coordinator of Special Education 6-12 and Coordinator of Special Education Pre-K -5, respectively, to provide administrative support for special education programs and serve as special education chairpersons. Additionally, direct support staff for the PPS Office includes three administrative assistants.

	Total Staff		Duzine		Lenape		MS		HS	
Year	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19	17/18	18/19
Special Ed. Teachers	37	39	7.2	9.4	11	11	12	12	6.8	6.6
S/L Therapists	4.0	4.0	1	1	1	1	1.6	1.6	.4	.4
Teacher of Deaf	.7	.3	.2	0	.2	0	.2	.3	.1	.1
Social Workers	4	4	1	1	1	1	1	1	1	1
School Psychologists	3	4	District Wide							
Teacher Aides	38 4 part-time	38 0 part-time	9	11	13	13	12	9	4 4 part-time	5
Orientation & Mobility Spec.	.1	.1	0	0	.1	0	0	.1	0	0
COTA	1	1	District Wide							
OT	1	1	District Wide							
PT	1	1	District Wide							
LPN/TA*	0		0	0	0	0	0	0	0	0
Teacher of the Visually Impaired	.4	.4	District Wide							

- All teachers and related service providers are appropriately certified. All staff are observed and evaluated as per the New Paltz United Teachers' contract and the New Paltz APPR 3012.D plan.

Building Program Profiles (Figures for 17/18 based on IEP Direct Data as of June 30, 2018)

Duzine Elementary	12/13	13/14	14/15	15/16	16/17	17/18
Total Classified Students/Total Students	54/451 = 12%	58/471 = 12%	44/426 = 10%	46/433 = 11%	40/406 = 10%	42/412=10%

- Integrated Co-Teaching Model
- Related Services
- Non-Integrated Special Class 12:1:1 (Grades K-2)

Lenape Elementary	12/13	13/14	14/15	15/16	16/17	17/18
Total Classified Students/Total Students	77/516 = 15%	99/503 = 20%	86/479 = 18%	88/502 = 18%	82/493 = 17%	68/466 = 15%

- Integrated Co-Teaching Model
- Multi-Sensory Reading Embedded in the Integrated Co-Teaching Model
- Related Services
- Special Class 12:1:1 (Grade 3)
- Special Class 15:1 (Grades 4-5)

Middle School	12/13	13/14	14/15	15/16	16/17	17/18
Total Classified Students/ Total Students	81/526 = 15%	92/535 = 17%	93/556 = 17%	92/565 = 16%	86/524 = 16%	92/529=17%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Multi-Sensory and Guided Reading
- Special Class 15:1 Grade 6 - All Core Academics
- Special Class 15:1 Grade 7 - All Core Academics
- Special Class 15:1 Grade 8 - All Core Academics

Section 4: Pupil Personnel Services

High School	12/13	13/14	14/15	15/16	16/17	17/18
Total Classified Students/ Total Students	70/717 = 10%	111/738 = 15%	84/764 = 11%	114/780 = 15%	82/760 = 11%	110/831=13%

- Integrated Co-Teaching, Indirect CT Model
- Related Services
- Resource Room
- Multi Sensory Reading
- Special Class (15:1) Algebra A
    - Credit-bearing, take the second year of Algebra to sit for Regents
- Life Skills Program 12:1:1

Students Placed Out of District: (BEDS October 4, 2017)	12/13	13/14	14/15	15/16	16/17	17/18
BOCES Special Education Programs*	26	25	24	25	21	24
BOCES Alternative Education Programs	2	2	3	0	0	0
"Other Public School" Program**	1	2	1	2	0	0
Approved Private Day Schools***	12	18	12	8	12	12
Approved Residential Private Schools ****	2	4	5	4	3	3
Total Placed Out of the District	43	51	45	39	36	39

* BOCES Programs: Ulster, Orange-Ulster, Putnam Northern Westchester, and Dutchess

***NYS Approved Private Schools: Abilities First, Astor Day Treatment School, Brookside School, The Center for Spectrum Services, The Center for Discovery, Hawthorne Cedar Knolls, Green Chimneys, Crotched Mountain, and Greenburgh- North Castle (Kaplan School)

**** NYS Approved Residential Schools in and out of state: Center for Discovery, Crotched Mountain, Greenburgh-North Castle

Classified Students

Placed by Parent in Private Schools	12/13	13/14	14/15	15/16	16/17	17/18
	19	12	20	21	20	14

- Parents can place their child in a private or parochial school. During the 2017-18 school year, New Paltz parents placed their classified children in the following schools: Mountain Laurel, Poughkeepsie Day School, Hudson Valley Sudbury School, Maplebrook, Oakwood Friends, and High Meadow.

- We are required to provide special education services for any student who attends any school, including private schools, located within the District. When a classified student that resides in the district is placed by their parent in a school located outside of the District, we are responsible to pay the public school district it is located in to provide special education services to the child.

Space Availability

- Every effort continues to be made to provide programming for Students with Disabilities in the least restrictive environment with their non-disabled peers. We are required by law and regulation to do this, but more importantly, there is a plethora of research and information that validates this model as optimal for all students, including those with disabilities. Many of the resources that support the special education programs also complement the regular education programs and have a positive contribution to the overall educational environment. Self-contained special education classes are located in proximity to age-appropriate regular classrooms whenever possible. Resource rooms are assigned in each building to provide instructional space for small groups of students. Additionally, consideration must be given for the provision of related services, specifically speech, counseling, OT, and PT in each building. Space needs vary from year to year and are dependent on the needs of students.

Supplies and Materials

- Supplies and materials are purchased as budgeted and are adequate to support the instructional and non-instructional activities. Examples include specialized reading programs, such as the Edmark Reading Program, designed for students with learning or developmental disabilities. Supplies pertain to those items required to modify the curriculum.

Class Size

- Class size and class compositions of the programs for students with disabilities are according to State regulation. Special education classes at the elementary school level may have a 36-month age span and three-year grade level span (i.e., K-2, 3-5).

Transportation

All disabled students are provided transportation to and from school as needed. District and contract vehicles are adequately equipped to transport non-ambulatory students. Special transportation was provided for 25 students during the school year.

Examples of "special transportation" accommodations for this school year include:

- Wheelchair Accommodation
- Transportation by Small Vehicle
- Air Conditioning.
- Access to an Aide/1:1 Aide/LPN
- Transportation to/from Out-of-District day Placements

Professional Development

Training is an important aspect of the Special Education program. Our students present with a variety of instructional needs. The more proficient staff becomes in developing and incorporating instructional delivery styles that complement a variety of learning styles, the less likely there will be a need for referral to access "Special Education" services. All professional development activities are tracked through MyLearningPlan.com. Activities are provided at Superintendent's Conference Days, in afterschool sessions, as well as teacher-selected professional development through a variety of entities including the NYS Education Department, BOCES, etc. This year we provided training to support integrated co-teaching, NYS Alternate Assessments, multi-sensory reading, mental health, de-escalation and restraint training, and Section 504. We also provided training on progress monitoring, IEP goal writing, transition planning, and areas that were identified as needing to be addressed by special education administration.

504 Services

- During the 2017-18 school year, 126 students were identified as having a disability that required accommodation under Section 504, 18 less than the previous year. The primary difference between a student recognized under IDEA and a student recognized under Section 504 is the degree of educational impact of the student's disability and/or the accommodations/supports necessary to ensure access to a free, appropriate public education.

- There were 37 referrals to determine Section 504 eligibility at the Duzine/Lenape levels; not all referrals were found eligible. Of the 37 referrals, four were generated by the CSE, 12 by the Instructional Study Team and 21 by a parent. Also, 32 referrals were processed at the MS/HS level, nine were referred by the CSE, and 23 referred by a parent.

- The 2017-18 school year is the second year Section 504 Plans were solely conducted at the building level by the coordinators of student support services. The elementary coordinator of student support services works with students, families, teachers, and administrators at Duzine and Lenape Elementary Schools, along with additional responsibilities and oversight in administration. The coordinator of student support services in the Middle and High Schools works with students, families, and teachers; supports programming and outreach in the guidance office; as well as provides additional responsibilities and oversight in administration.

Home Tutoring

The Home Tutoring Protocols and Program ensure consistent service provision, response time, and adequate documentation of tutoring activities for compliance with NYS laws. It also helps foster communication between regular education teachers and tutors to support student's educational needs during absence (for disciplinary or health issues) from the regular school program and the transition back. There are 43 certified teacher tutors approved by the Board, four less than the previous year. We are continuously recruiting for certified teachers to provide home tutoring.

Our records indicate that for the 2017-18 school year, tutoring was provided to 74 students, 13 more than the previous year. Below is a breakdown of the specific tutoring needs.

As of the end of the 2017-2018 school year, tutoring was provided to 74 students as follows:

- 23 students – Grade 6-12 (Medical: 15 Mental Health: 8)
- 2 students – Grade 6-12 (Students awaiting CSE Placements)
- 46 students – Grades 6-12 (Out-of-School Suspension)
- 3 student – Miscellaneous
- 74 Total – All categories

Homeless Children and Youth Program

- During the 2017-18 school year, services were provided for 28 students (22 students during 2016-17). We are required to provide transportation, free/reduced lunch, and materials/supplies. All of these services are required under the McKinney-Vento Act and are grant funded through the required funding set aside within Title I. Monthly paperwork is filed to Ulster BOCES regarding this information.
- In order to ensure we identify all eligible students, the District's change of address form was updated and shared with all school buildings to implement. It now includes the Home Residency Questionnaire.

Home School Information

- The PPS Office received notice of "Intent to Home School" on behalf of 44 children during the 2017-18 school year, reflecting a decrease of three students as compared to 16/17. Parents who choose this option must file an "Individualized Home Instruction Plan (IHIP)" with the District, outlining the activities and educational objectives they intend to provide their child throughout the school year. Quarterly progress reports are also required. The PPS Office forwards a copy of IHIPs received to appropriate building principals for review and maintains these records in the District Office. Homeschooled students cannot earn a Regents diploma but can achieve a TASC (formerly GED) as their exiting diploma if they chose to sit for the exams. The TASC is a typical exiting credential for students who graduate in New Paltz on homeschooling.

The following is the distribution across grade levels during the school year, totaling 47 students:

Grade Levels	K	1	2	3	4	5	6	7	8	9	10	11	12
# of Students	0	3	0	3	5	4	4	1	5	7	7	5	0

Title IX Concerns

During the school year, one student to student, one staff to student, and one staff to staff referrals were received. The District policy was adhered to and written reports were provided to the superintendent of schools.

Central Registration

This is our eighth full year processing registrations centrally. The process has resulted in:

- Timely processing of registrations.
- Consistency for the public (single point of entry).
- Consistency in data entry.
- Consistent interpretation of necessary documentation.
- The consistent internal flow of information between building offices and registrar.
- Updated residency documentation.
  - o Central Registration packets were updated to include the New Code of Conduct Summary for 2017-18.
- The following data reflect the registration information for the period of July 2017 through June 30, 2018:

	Regular Ed. Students	Special Ed. Students
Grade K	9	0
Grade 1	8	0
Grade 2	10	0
Grade 3	9	1
Grade 4	7	3
Grade 5	14	3
Grade 6	4	1
Grade 7	10	2
Grade 8	9	3
Grade 9	29	4
Grade 10	10	4
Grade 11	14	3
Grade 12	3	2
TOTAL	**136**	**26**

- Three administrative assistants in the PPS Office are trained in registration processes to ensure personnel coverage during business hours.

- During the school year, 162 students were registered with the District. This reflects one more student than the previous school year. A typical registration requires a review of the paperwork with parents/guardians, explanation/address questions/concerns, establishment of guardianship/parental role, examination of custody paperwork, documentation review and copying, packet review, distribution of various pieces of the packet to appropriate offices (transportation, school nurse, building secretary, previous school request for records, free/reduced lunch applications as appropriate, athletic director if involved in sports or requesting religious exemption), and then enter student information into Power School, the District's student management system. As is evident, the number of registrations processed required collaboration and sharing of work assignments within the PPS Office.

Section Four
Business Office

Department Progress Toward the District Goals

2017-2018

Submitted by:

Richard Linden,
Assistant Superintendent for Business

Business Office

Financial Management

The allocation, distribution, acquisition, and efficient management of District resources are vital to the motivation, maintenance, and application of effective educational practices. The major goals/accomplishments for the 2017-2018 school year were:

- Increased the unappropriated fund balance to 3.92%, just below the legal limit of 4.0%.

- Finish repayment of NYPA and budgeting of final payment of refinanced bonds to eliminate all previous debt by June 2019.

Budgeting Under the Tax Limit Legislation

The budget process was changed dramatically when a new State law known as the "Tax Cap" was signed into law in June 2011. This is the sixth year that school districts have had to operate under these new restrictions. The implications of this new law for school districts have required changes to the budget planning and communication process, including the following:

- The District has continued to educate the community that the "tax cap" was NOT a cap and NOT 2% (even though these were the terms the governor was using). The actual limit involves a calculation from a complex formula that included ten pieces of data, many of which were not available until January.

- Each school district needed to calculate their individual limit, and once the limit was calculated, each school board needed to decide between two major budget options:

    o Put up a budget that included a tax levy above the calculated limit. This required at least 60% voter approval to pass.

    o Put up a budget at or below the tax levy limit. This required a simple majority (50% + 1) to pass.

- If the first budget failed (whichever option was chosen), then a second vote could be conducted. If this vote also failed, then the tax levy for the following school year could not be increased from the previous school year (0% tax levy increase).

All of this limited the District's options. For the 2018-2019 budget, the District tax levy limit was 3.2%.

An educationally sound budget was developed for 2018-2019 that was within the tax levy limit of a 3.2% increase. Since this was not over the tax levy limit, the budget required a simple majority (50% +1) for approval. This budget did not require any staffing reductions. The separate bus proposition was also proposed for the 2018-2019.

Both the budget and bus proposition were presented to the voters on May 15, 2018, and passed with 73% (budget) and 69% (buses) approval.

Capital Project/Bond Proposition Financing

- A financing plan for phasing in borrowing for the $52.9 million Capital Project was developed in 2015-2016. This is proceeding per the plan, in particular:
  - $700,000 of the Capital reserve was used initially;
  - In 2017-18, $900,000 was paid toward the principal;
  - In the 2018-2019 school year, $1,312,000 is budgeted to be paid toward the principal.

  This will leave just under $50,000,000 (rather than the original $52,900,000) remaining to borrow in a long term bond. The bond will be issued in February 2019 with the first principal payment due in 2019-2020. This lower principal will result in a savings of over $100,000 per year for 20 years.

Update on Contract Negotiations

- The NPESS (Aides, Monitors, Library Clerks) contract was settled in 2017-2018, one year early. There are no outstanding contract negotiations, but five contracts will be expiring next year.

- The following contracts expire on June 30, 2019. Negotiations for these contracts should start in 2018-2019.
  - NPUT (Teachers, Nurses, Teaching Assistants)
  - NPAA (Building Administrators)
  - CWA (Cafeteria)
  - CWA (Custodial, Maintenance, Mechanics)
  - PPS Administrator Association (Coordinators of Special Education)

Annual Report: Business Office

Team Leader/Facilitator:

Richard Linden

Team Members:

Administrative staff, bargaining units, Audit Committee, Board of Education

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and to improve student learning.

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Throughout the entire budget process, input from the entire school community was sought and considered, and plans were revised based on this input.

To what degree have you met your goals and attained the Evidence of Achievement of this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

Data on staffing, programs, and options for consideration needed to be developed.

Goal(s) [in Action Plan] established to achieve Standard.

Conduct a thorough discussion of the budget options with all parts of the school community to arrive at the best use of resources to support student learning.

Results, as evidenced by evaluation and assessment data.

- Many budget options were considered by the administration and the Board of Education.

- A budget was developed that was within the tax levy limit but still an educationally sound budget that did not cut programs.

- The final budget was adopted by the Board and presented to the public. The public supported this budget with an affirmative vote of 73%. In addition the public supported a separate proposition for buses with a 69% approval level.

Conclusions, recommendations, and priorities for future.

The budget process under the new tax levy limit is still very challenging, but with probable increases in future State Aid, stabilization of Teacher Retirement System (TRS) and Employee Retirement System (ERS) rates, and possible future retirements, it is hopeful that future budgets will allow for further restorations. This will be helped by the restoration of a healthy fund balance.

Section Four
Department of Health, Physical Education, Health Services, and Athletics

Department Progress Toward the District Goals

2017-2018

Submitted by:
Gregory Warren, Director

Department of Health, Physical Education, and Athletics

The Department of Health, Physical Education, and Athletics was actively involved in initiatives related to improving student learning through a focus on the District Standards of Program Coherence, Teacher Skill and Competence, and the Learning Environment. The Health and Physical Education faculty concentrated on a focus of health and physical literacy, as well as implementing new mandates. The High School focused on increasing competency and performance. High School health worked on continued improvement of content knowledge. Middle School physical educators continue to work on achievement levels with the assessment rubric. Middle School health focused on proficiency along with a community service component. Lenape physical educators continued with a focus on proficiency with tracking, readiness, and overhand throw. Duzine focused on growth within the NYS Learning Standards as well as a focus on personal and social responsibility.

What is being taught over the instructional period covered?

Physical Education

NY Standard 1A: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

NY Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NY Standard 3: Students will understand and be able to manage their personal and community resources.

Health Education

NY Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NY Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NY Standard 3: Students will understand and be able to manage their personal and community resources.

What is the expected outcome of students' level of knowledge of the learning content at the end of the instructional period?

Physical Education

- In 2017-2018, 100% of K-12 students will score at least a 70% on the combined physical education (PE) rubric performance assessment tests. The grade percentage for each student will be determined by combining the number of points a student earns on the performance assessment and dividing that score by the total amount of points possible.

High School Health Education

- In 2017-2018, 100% of the students will continue to demonstrate an increase in content knowledge, as measured by formal and informal methods of assessment.

- In 2017-2018, 100% of students enrolled in Health Education will participate in a pre- and post-assessment. Results will be analyzed and data used in the planning and implementation of health lessons throughout the 20-week semester.

Middle School Health Education

- All students will demonstrate proficiency on the Final Authentic Assessment; including a 95% completion rate of Community Service hours.

- 100% of all students will master the performance assessment of "Hands Only CPR."

- All students will demonstrate proficiency in Food Label Basics; including math computations.

- There will be 100% completion of mastery of skills that are health-conducive.

Evidence of Achievement (What it looks like if we have achieved this Standard.):

Physical Education

Duzine:
- The kindergarten grade level demonstrated improvement in their motor skills as a grade level based upon formal and informal assessment.

- In first and second grade, our students met the benchmarks in motor and object control/manipulative skills.

- Students in Grades 1 and 2 demonstrated growth in personal and social responsibility as evidenced by the new formal observation rubric.

Lenape:

- 95.3% of students demonstrated proficiency on tracking (Grade 3), readiness (Grade 4), and overhand throw (Grade 5) as measured by their performance rubric.

Middle School:

- In 2017-2018, 100% of our total population achieved at least a combined score of 70% on the PE game play rubric.

- While individual students may have scored less than 70% on a single, specific unit of testing, cumulatively through our four units, 100% of our population scored at least a 70%.

High School:

- Students achieved an average score of 15.3 out of a possible 16. Four lifetime sports/activities were assessed using the NYS PE Profile.

High School Health

First semester final and local assessment results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

First semester post-assessment results for Health Education:

- 93% of students passed the Health Education post-assessment with a class average of 83%; 56% achieved Mastery Level.

Second semester final and local assessment results for Health Education:

- Based on results from the summative assessment, 100% of students demonstrated an increase in achievement.

Second semester post-assessment results for Health Education:

- 95% of students passed the Health Education post-assessment with a class average of 86%; 72% achieved Mastery Level.

Cumulative assessment results for Health Education for the 2017-2018 school year:

- Based on results from the summative assessments, 100% of students demonstrated an increase in achievement when pre- and post-assessments were compared for each individual student.

- Less than 1% of total tested students achieved Mastery Level (between an 85% and 100%) on the pre-assessment; 61% of total tested students achieved Mastery Level on the post-assessment.

- 79% of students with disabilities passed the final summative assessment, with 36% achieving Mastery Level.

- 74% of total students failed the Health Education pre-assessment with a class average of 52%; post-assessment data shows significant increase in knowledge with 6% failing (94% passing) with a class average of 86% for the final summative assessment. A total of 192 students were tested.

Middle School Health

- Grade 7 unit assessments continued to help guide the content needed to be reevaluated for the upcoming year.

- The Grade 8 pre-assessment determined retention from the previous year and insight to what material needed to be re-visited (e.g. HIV/AIDS).

- A 93% completion rate of Community Service hours was achieved. This is a 2% increase from the prior year.

- Grade 8 students hosted two blood drives again with the NY Blood Center. They achieved the highest number of units collected within the Hudson Valley and received the "Little Doctors" award through the NY Blood Center. This is our 6th time winning this award.

PLEASE NOTE: INDIVIDUAL REPORTS ON EACH SCHOOL ARE FOUND WITHIN THE ANNUAL BUILDING REPORTS IN SECTION 3

Annual Report for Athletics

Throughout the 2017-2018 school year, New Paltz Athletics had 62 coaches and 1,002 participants in Grades 7-12 (290 participated in multiple sports). Less than 1% of these athletes became academically or behaviorally ineligible. A total of 19 Varsity teams qualified for the NYSPHSAA Team Scholar Athlete award with a GPA of 90 or higher.

Team Leader/Facilitator:

Gregory Warren, CMAA, Director Health, Physical Education, Athletics.

Team Members:

Varsity, JV, and Modified Coaches

Standard 5.0: Leadership Capacity

Leadership within the District is collaborative, aligned with the District mission and vision, invites staff input in collegial inquiry and decision-making, and promotes excellence, to enhance and assure learning and success for all students.

Evidence of Achievement (What it looks like if we have achieved the Standard.):

Collaborative relationships among coaching staff result in a learning community where all grow professionally and learn to view themselves as working toward the same goals and purpose, where leaders engage in:

- Collaboration and self-reflection department-wide to provide, maintain, and/or revise high standards of instruction and injury care.

- Vertical alignment of skill and performance criteria through the use of rubrics for team sports to assess athletes' ability to successfully play on a team and/or at a level of competition.

- All coaches will be certified in Concussion Management.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Coaches are aware of the dangers of concussion. Approximately 10% of the current coaches will need to refresh their concussion management certificate before the start of the 2017-2018 school year.

- Parents/players are in need of a more data-driven picture of their actual physical abilities. Athletes need to be better informed about the categories in the sport-specific try-out rubric(s).

Goal(s) [in Action Plan] established to achieve Standard.

- Provide time to collectively review concussion management standards and retrain for certification.

- Inform parents and players of the criteria for assessing athletes' performance (accomplished through parent meetings and rubric handouts).

Results, as evidenced by evaluation and assessment data.

- Coaches continued to collaborate with the nursing staff to manage concussions that involved athletes. All coaches have satisfied the necessary requirement for concussion training and certification.

- Rubrics for athlete evaluation are being shared with players prior to tryouts and explained at team parent meetings.

Conclusions, recommendations, and priorities for future.

- Integrate ongoing medical information and practices into the 'return to play' progressions for athletes with concussions.

- Sharing performance rubrics pre-tryouts has given athletes a better understanding of the goals that are set for tryouts. Personal scores are individually shared with the athlete so the player can clearly see how they did during tryouts. More work needs to be done so parents understand the difference between club play and competitive educational athletics, as well as the philosophy of each level of play.

- Investigate electronic registration for interscholastic athletics.

Other areas of participation the department is involved in which support our students' quest for knowledge:

- Membership on the Concussion Management Team

- Attend appropriate meetings/conferences

    o New York State Association for Health, Physical Education, Recreation, Dance

    o SPARK Physical Education webinars and trainings

    o NYS Association for Health, Physical Education, Recreation & Dance Conference

    o NYS Council of Administrators for Health, Physical Education, Recreation & Dance

    o NYS Athletic Administrators Association Conference

- Serve as Section IX Athletic Chairperson for Modified Athletics

- Interface with the New Paltz Police for District security

- Membership on the Health Advisory Committee and sub-committees, building-wide Safety Teams

- Work with various groups for donations to District programs

- New Paltz Athletic Association membership, fundraising events, and Athletic Awards Banquet

- Submission of District Safety Plans to NYSED

- Responsible for Proximity Cards for coaches and serve as backup system administrator

- Review/edit both the NP Athletic Handbook for students and the NP Coaches Handbook

- Coordinate the CPR/AED instruction for faculty and staff, as well as AED maintenance

- Serve as co-coordinator for facilities use, interfaces with athletic facilities "outside" user groups

- Collaborates with SUNY New Paltz Athletics for interagency use of athletic facilities

Summary

The Department of Health, Physical Education, and Athletics works diligently to promote health and physical literacy throughout the student body, K-12. Evaluation of performance scores continues to inform instructional revision. State mandates have resulted in changes to Physical Education and Health curricula. Members of the department continue to serve on the many committees at the building and District-level.

Section Five

Auxiliary Support Services

Section Five
Department of Food Service

Department Progress Toward the District Goals

2017-2018

Submitted by:
Michael Robinson, Director

Department of Food Service

The Food Service Department assumes the responsibility for efficiently and economically providing nutritious meals for school children. There are many important tasks that various members of the Food Service Department take responsibility for over the course of the day, week, and year. Significant items are as follows:

- Cooking and preparation of food on a large scale in a safe and efficient manner.

- Providing information to staff, students, and community agencies that will promote increased interest in the program.

- Interacting with students, staff, and community in a respectful and positive manner.

- Although many are routine and cyclical, the primary responsibilities of the Director of Food Service are to maintain the high standards and quality of the entire department as well as to ensure the District's compliance with all federal, state, and county laws and regulations. A few of the specific tasks are:

  o Recruits, interviews, and selects new hires in all areas of the department.

  o Conducts performance appraisals of all department staff.

  o Administers disciplinary actions.

  o Implements all of the principles and practices of large quantity food preparation, menu planning, equipment care, sanitary food handling, and storage.

  o Plans and prepares menu items with due regard for nutritional values, acceptability, and budgetary limitations.

  o Continually conducts research for foods and recipes for implementation into the food program in compliance with federal mandates.

  o Maintains records and prepares narrative and statistical reports of a written and verbal nature.

We continued to focus this past year on the implementation of the National School Meal Program regulation regarding Professional Standards and Development.

For the 2017-2018 school year Food Service Helpers and Cashiers were required to complete six hours of specialized training, Cook Managers and the Head Cook were required to complete ten hours, and the Director was required to complete 12 hours.

We met with the architects to assist in the design of a renovated Central Kitchen and discussed various options for providing services during the construction.

Annual Report for Food Service

Team Leader/Facilitator:

Michael Robinson, Food Service Director

Team Members:

Food Service Staff

Standard 1.0: Core Intelligence

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision, and guiding principles, and enhance and assure learning and success for all students.

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard):

Decisions, procedures, and actions conducted by District leadership and staff are congruent with the core intelligence and enhance and enrich all aspects of the school and its purpose, especially student learning and success.

The District is in compliance and observance of New York State laws, regulations, and program regulations, and applies these to effectively enrich and enhance student learning and success. A variety of avenues and opportunities are employed to ensure an efficient and effective operation.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning (Needs Assessment Data):

The District participates in the National School Meal programs. The USDA regulates these programs. Congress modified these regulations through the Hunger-Free Kids Act of 2010, which included a ten-year phase-in period of these regulations. Major changes were mandated over the first five years and additional changes will continue to be implemented.

Goal(s) [in Action Plan] established to achieve Standard

- Communicate the newest regulations involving Professional Standards and Development with the Food Service staff.

- Create and acquire training information and materials for presentation to the Food Service staff.

- Conduct and participate in the required staff development training sessions.

Results, as evidenced by evaluation and assessment data

All of the Food Service staff participated in six-hours of training encompassing a variety of focus areas including proper food handling practices, meal component requirements, interacting with students, and operational procedures for numerous situations.

The Senior Sanitation Inspector from the Ulster County Board of Health conducted several hours of food safety and sanitation training for the entire Food Service staff. The three Cook Managers and Head Cook attended additional training related to supervising employees, communications, and how to improve the efficiency between the Central Kitchen and the satellite schools. The Director participated in monthly training sessions through the Regional Director's Association.

Conclusions, recommendations, and priorities for future

The Professional Standards and Development of Food Service staff regulation implementation will continue to be an area of focus.

The Middle School Capital Project is progressing and the plans/drawings for the renovation and expansion of the District Central Kitchen are being developed. It is my goal to assist in the design of a renovated Central Kitchen with the space that will be available through the acquisition of the previous boys' locker room. I will develop strategies for providing services to the Middle School students during construction, as well as for meeting the needs of the other schools without the use of the Central Kitchen.

 I will be researching the regulations regarding Sharing Tables for possible student use. Implementation methods will be investigated that best meet the needs of each school.

Overview

During the 2017-2018 school year, the Food Service Department, with the assistance of other departments and the Business Office, achieved the following milestones in the key areas of Safety, Efficiency, and Conservation. This chart provides a brief overview of these accomplishments.

Area of Focus: Healthy Foods:		
1	Expanded the fresh fruit selection	The selection of fresh fruit was expanded through seasonal availability.
2	Ala Carte selection was expanded	Several new snack and beverage items were introduced.
Area of Focus: Efficiency and Fiscal Results		
1	Expanded and improved several of the Food Service bids through BOCES	The Fee For Service bid for processing of donated foods was created and the Net Off Invoice bid for donated foods was expanded.
2	Completed the Child Nutrition Administrative Review	New York State Child Nutrition completed a tri-annual Administrative Review of the District's school meal programs.
Area of Focus: Service and Communication Improvements		
1	Staff training	The Food Service staff received a total of 168 hours of specialized training on the Federal School Meals Regulations, Operational Procedures, and Customer Service. The Senior Sanitation Inspector from the Ulster County Board of Health conducted several hours of food safety and sanitation training.
2	Assisted in creating a District wide Student charge policy	The director advised the Board of Education on the creation of a Districtwide Student charge policy.

Statistical Data on the District's Food Service Department

The District's Free and Reduced Meals rate as of June 2018 was 23.9%.

The rate in June 2017 was 22.9%.

	For Breakfast (Number of Meals Served)	For Lunch (Number of Meals Served)
Free	10,814	52,361
Reduced	1,024	4,659
Paid	6,729	76,822
Total	**18,567**	**139,283**

Personnel

Below is a listing of all of the titles included in this department.

Administration		Support Staff	
Director	1	Account Clerk/Typist	1
		Head Cook	1
		Cook Manager	3
		School Lunch Cashier	6
		Food Service Helpers	14
Total Administrator	**1**	**Total Staff**	**25**

Revenues 2017-2018

- Transfer from General Fund - Daily Operations 12.04%
- Misc., Rebates, Interest, etc 0.03%
- Reimbursable Breakfast 3.18%
- Reimbursable Lunch 21.47%
- Transfer From General Fund- Benefits 15.05%
- Other Food 15.32%
- Donated Food 4.50%
- Catering 1.23%
- Federal Aid 24.17%
- Vending 1.98%
- State Aid 1.03%

Expenses 2017-2018

- Materials & Supplies 2.5%
- [CATEGORY NAME] .7%
- Contractual 0.4%
- Uniform Allowance 0.7%
- Food 27.4%
- Benefits 16.2%
- Salaries 52.1%
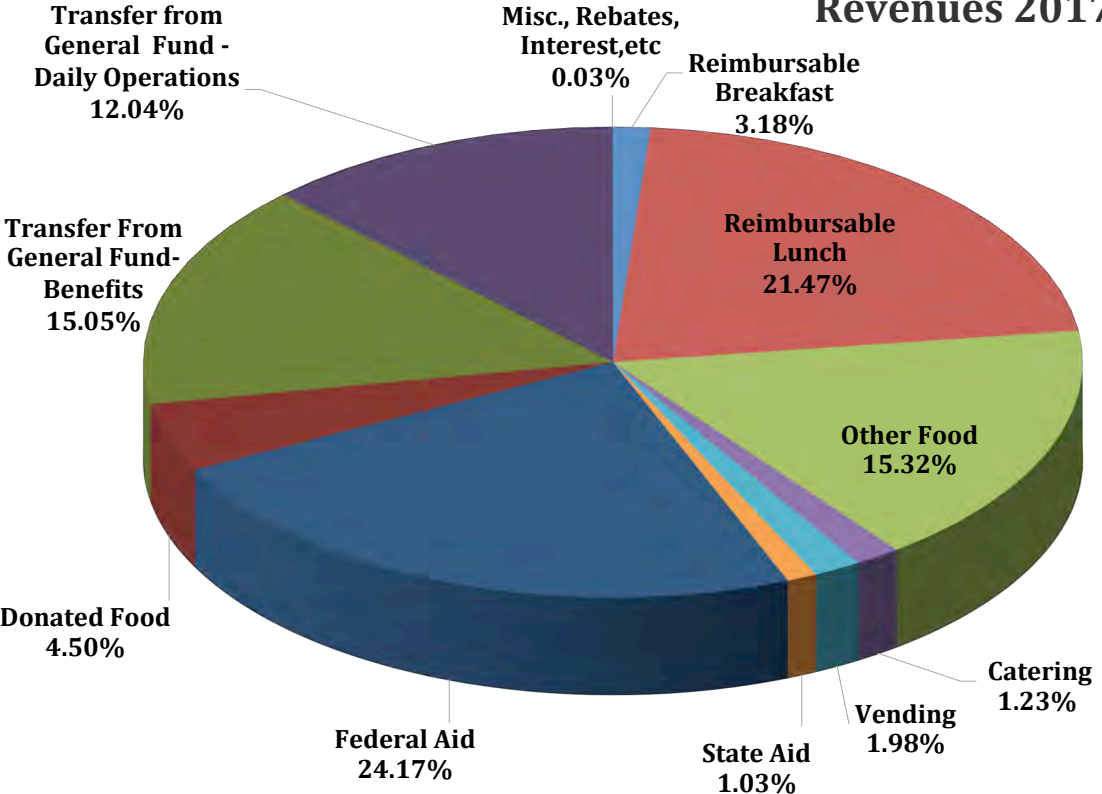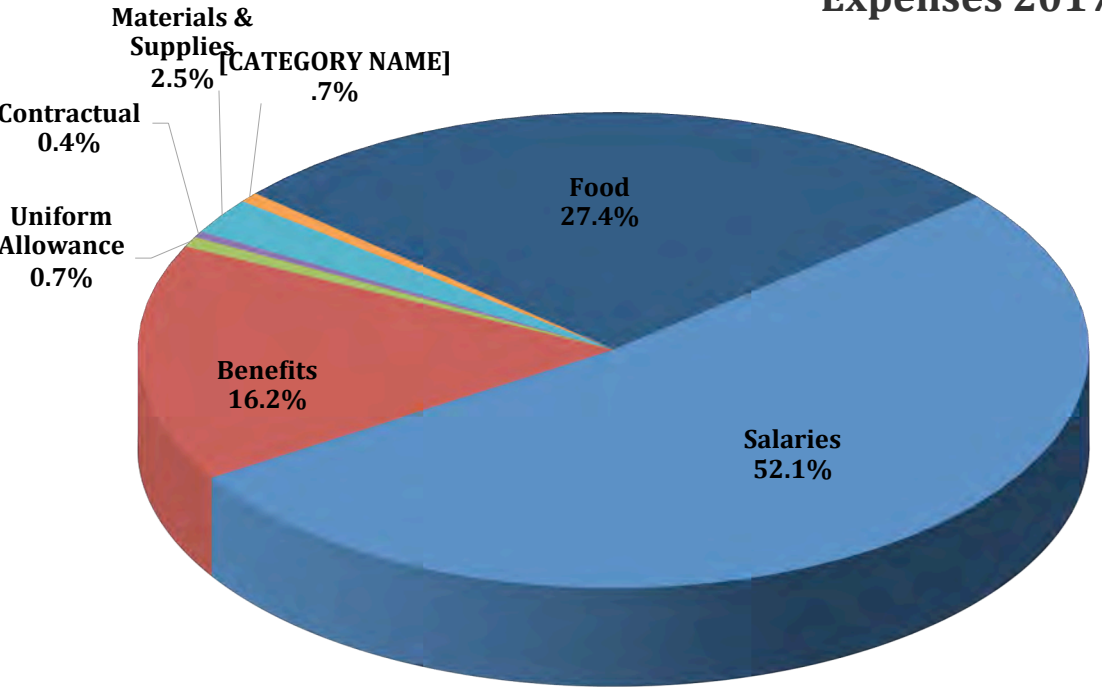
Food Service 2017-2018 Financial Overview

Revenue

Reimbursable Breakfast	$31,706.47
Reimbursable Lunch	$213,982.93
Other Food	$152,683.06
Catering	$12,223.15
Vending	$19,721.16
State Aid	$10,246.00
Federal Aid	$240,938.00
Donated Food	$44,840.75
Transfer from General Fund – Benefits	$150,000.00
Transfer from General Fund – Daily Operations	$120,000.00
Misc., Rebates, Interest, etc.	$344.80
TOTAL REVENUES	***$996,686.32***

Expenses

Salaries	$508,660.03
Benefits	$157,915.90
Uniform Allowance	$6,815.00
Contractual	$4,037.93
Materials & Supplies	$24,187.61
Equipment	$6,670.00
Food	$267,982.87
TOTAL EXPENSES	***$976,269.34***
NET	***$20,416.98***

FUND BALANCE

Reserved for Inventories	**$ 35,904.29**
Unreserved Fund Balance	**$103,017.76**
TOTAL FUND BALANCE	**$138,922.05**

Section Five
Department of Transportation

Department Progress Toward the District Goals

2017-2018

Submitted by:
Maureen Ryan, Director

Department of Transportation

The Department of Transportation assumes the responsibility for the management of the District-owned fleet of school buses and vans, as well as the efficient administration of the District's Transportation program. Major functions of the department include providing bus and van transportation for District students on scheduled routes as well as school-sponsored trips.

Department personnel are professionally trained and create a safe and healthy environment in which the students arrive at school ready to learn. Drivers take an active role in the learning process, using the positive reinforcement techniques introduced at the elementary level.

The Transportation Department's activities, including the hiring process for department personnel, are highly regulated by state and federal statutes.

The safety standards, in accordance with federal, state, and local regulations, include drug and alcohol testing, annual physicals for drivers, and fingerprinting for drivers and attendants. Ongoing testing includes road tests, observations, physical performance, and annual and semi-annual workshops. New Paltz Transportation Department staff members provide training and testing. These individuals are certified by the New York State Education Department (NYSED) and New York State Department of Motor Vehicles (NYSDMV). The certified training staff consists of:

- School Bus Driver Instructors (6)
- Article 19-A Examiners (7)

There are many important tasks for which various members of the Transportation Department take responsibility for over the course of the day, week, and year. Some of the key aspects of the overall function of this department include:

- Ongoing communication and connection with the families of the students of the District who are transported by school bus is paramount.
- Bus radio transmissions are monitored and drivers' requests are responded to appropriately.
- Alternate bus routes are implemented due to road conditions or other circumstances.
- Bus routes are defined and driver schedules and assignments are made.
- Preparation, implementation, review, and update of vehicle maintenance and inspection schedules are an ongoing cycle.
- Orientation and training of drivers and other transportation service personnel is paramount.
- Interior and exterior of buses and other vehicles are cleaned.
- Records of mileage, routes, times, and incidents are completed.
- The bus drivers adhere to maps of routes and pick-up points.
- Operating condition of the buses and vans are checked before the start of and after the return of any trip.

The primary responsibilities of the Director of Transportation, though many are routine and cyclical, are to maintain the high standards and quality of the entire department, as well as ensuring the District's compliance with all laws and regulations. A few of the specific tasks are:

- Certifies the current appropriate licensure of drivers.

- Recruits, interviews, and selects new hires in all areas of the department.

- Develops and maintains liaison with other administrative units and private carriers.

- Conducts performance appraisals of all department staff.

- Administers disciplinary actions.

- Advises drivers and responds in emergency situations.

- Encourages Quality Circle meetings to ensure all department voices are heard in order to maintain a positive and respectful work environment.

- Maintains records and prepares narratives and statistical reports of a written and verbal nature.

- Addresses questions and complaints from drivers, parents, and students regarding bus routes, schedules, and other items in an immediate or timely fashion.

- Serves as a District resource for Board of Education meetings.

- Maintains membership on the Town of New Paltz Emergency Planning Committee.

- Maintains membership on the District Health Advisory Committee and is active in the continual updating of the District Safety Plan.

- Participates on several committees of the New York Association for Pupil Transportation, focusing mainly on professional development for supervisors, bus drivers, attendants, and technicians.

The Transportation Department provides safe, efficient transportation supporting a climate of respect and cooperation. We continued to put emphasis on improving bus safety by having positive communication and exploring new safety strategies with the administrators at all school buildings.

Additionally, focus was also afforded to enhancing the cost-effectiveness and efficiency of operational systems. The department coordinated with the architects with regards to the improved fueling station and new building features. The bus replacement plan was reinstated allowing the District to purchase new buses.

Annual Report for Transportation

Team Leader/Facilitator:

Maureen Ryan

Team Members:

Maureen Ryan, Colin Little, Tarkan Ceng, Debra Hogencamp, Renee Reynolds, Duzine and Lenape Bus Drivers, Substitute Bus Drivers, Bus Attendants

Standard 4.0: Learning Environment

A safe and supportive learning environment is sustained throughout the District to promote inquiry and learning for all.

Evidence of Achievement (What it looks like if we have achieved the Standard):

Transportation supervisors, bus drivers, and school bus attendants develop effective collaborative relationships with students, parents/caregivers, and administrators. They develop subsequent skills in promoting positive behaviors on the school buses transporting students in Grades K-5, so that students arrive at school ready to learn and return home in a safe and supportive environment.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning (Needs Assessment Data):

Students in Grades K-5 are learning appropriate behaviors and expectations needed for safe interaction in both the school and school bus setting.

Goal(s) [in Action Plan] established to achieve Standard

We continue the effort to offer continuity between the classroom and the bus to help students with consistent expectations. This was accomplished by assigned seating for students on the bus. Students had the opportunity to participate in designating the assignments.

Results, as evidenced by evaluation and assessment data

- Bus drivers commented that the students appreciated the opportunity to be a part of this process by allowing them input into their assigned seat.

- Bus drivers, parents, and teachers have reported throughout the year that students felt this was a positive experience.

- 100% of the Duzine and Lenape bus drivers continue to participate in this successful process.

Conclusions, recommendations, and priorities for future

For the sixth consecutive year, the Duzine and Lenape administration and staff joined with the Transportation staff to educate the students in their respective positive reinforcement program modeled from the Peaceful Bus Program. In addition to this program, there is great value in including Responsive Classroom techniques to the transportation of our students. This is a priority for the 2018-2019 school year.

Annual Report for Transportation

Team Leader/Facilitator:

Maureen Ryan

Team Members:

Rick Linden, Jean Bain, Gary Crawn, Phil Clayton, Tom Hausmann, School Bus Drivers

Standard 6.0: Resources

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion to support bus safety and enhance student learning.

Evidence of Achievement (What it looks like if we have achieved the Standard):

A variety of avenues and opportunities are employed to ensure efficient and cost-effective operations; including but not limited to, cooperative fuel bidding, reduced travel time for students, and video cameras on buses.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning (Needs Assessment Data):

In these challenging economic times it is essential to explore options for cost-savings and efficiency while examining the impact on student safety.

Goal(s) established to achieve Standard

- Continue to analyze bus routes for reduced travel time.

- Continue to investigate cost-saving scenarios such as shared bus routes and implement those deemed appropriate.

- Review and update the bus replacement plan when feasible.

- Continue to explore educational broadband installation on buses.

Results, as evidenced by evaluation and assessment data

General results and assessment data with details include:

- Continue to participate in the Cooperative Fuel Bid. For the past nine years, participation has netted the District an annual average savings of approximately $6,000. (See following chart for this year's savings.)

- Cost savings were realized by continuing the out-of-district cooperative bus run for special needs students.

- To enhance student safety, the installation of cameras on all buses was completed.

- Maintain an updated bus replacement plan when feasible (see chart on following pages).

Conclusions, recommendations, and priorities for future

To promote the continued success of the District-owned transportation program, we will further explore areas of safety and efficiency to improve the environment in which we transport our students to and from school.

Cooperative Diesel Fuel Bid

New Paltz CSD continues to join with several other school districts from Orange, Dutchess, Rockland, Putnam, and Westchester counties to prepare a cooperative fuel bid.

DIESEL FUEL COST COMPARISON BID vs OGS 2017-2018

A bar chart comparing OGS TOTAL and BID TOTAL diesel fuel costs across the dates 9/15/17, 10/11/17, 11/6/17, 12/6/17, 1/8/18, 2/2/18, 3/5/18, 4/9/18, 5/2/18, 5/30/18, and 6/20/18, with the vertical axis ranging from $0.00 to $20,000.00.
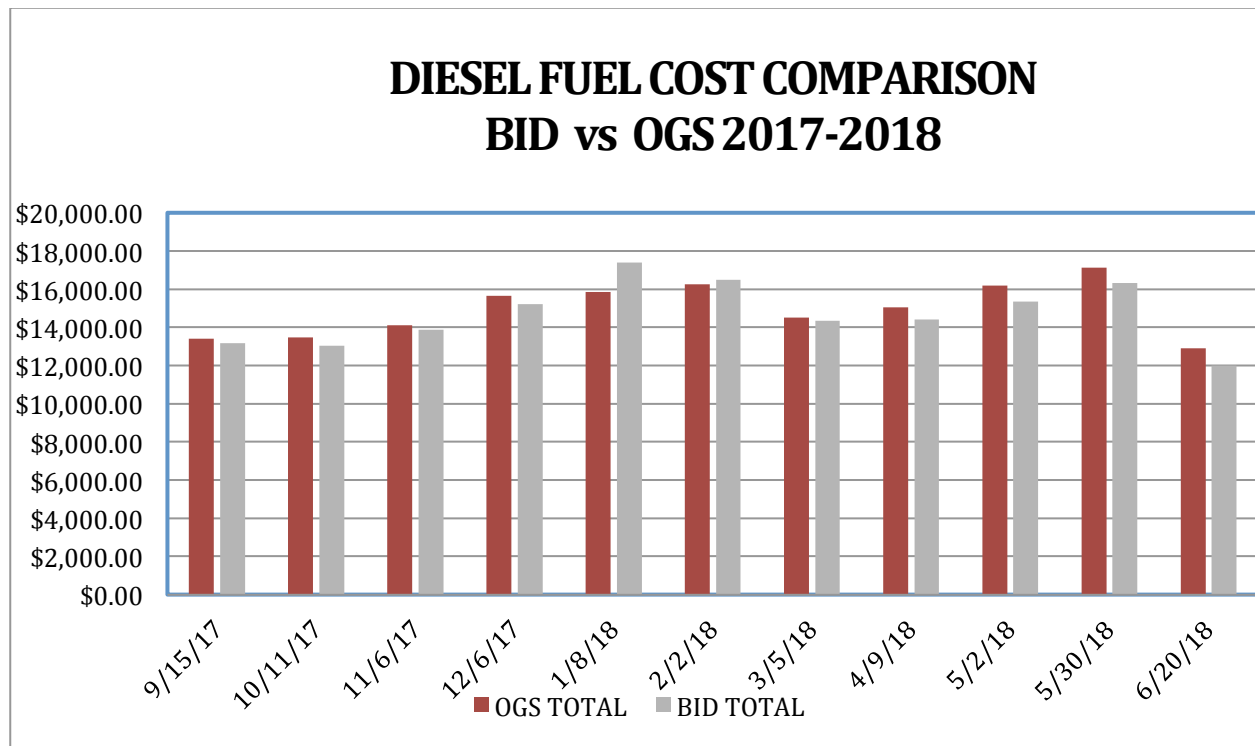
Bus Replacement Plan

The bus replacement plan was revised in order to make recommendations for proposed bus purchases. The importance of this activity is to ensure that no bus outlives its usefulness in safely transporting students to and from school.

Bus Replacement Plan - updated June 2017

School Yr.	14/15	15/16	16/17	17/18	18/19	Proj. 19/20	Proj. 20/21	Proj. 21/22	Proj. 22/23	Proj. 23/24	Proj. 24/25	Proj. 25/26	TOTAL
Lg./Mid	3	3	4	0	3	4	4	4	4	3	3	4	39
Small	3	2	0	0	3	0	2	2	1	3	3	0	19
W/C	0	0	0	0	0	1	0	0	0	1	0	1	3
Truck/ Car	0	1	1	0	0	1	1	0	2	0	1	1	8

Additional Noteworthy Activities

During the 2017-2018 school year, the Transportation Department, with the assistance of other departments, monitored the following key areas of Safety, Efficiency, and Conservation. This chart provides a brief overview.

Area of Focus: Safety		
1	Student Bus Stops	Bus stops are continually evaluated for safety and changed accordingly. With cooperation from the Ulster County Department of Transportation and the local highway superintendents, bus stops are reviewed regularly for safety. Brush is trimmed and winter road treatments are provided where needed.
2	Student Loading & Unloading at School Buildings	Loading and unloading sites are monitored daily, with special emphasis on student transfer points.
3	Student Safety Training	Students receive in-depth training on safe ridership, with emphasis on safe loading and unloading procedures. In addition to the daily reminders to students as outlined above, bus evacuation drills are conducted three times a year at each school building.
4	District Bus Cameras	Since 2006, the District continues to install bus cameras on all newly purchased buses. These cameras enhance student safety as well as offer GPS history.
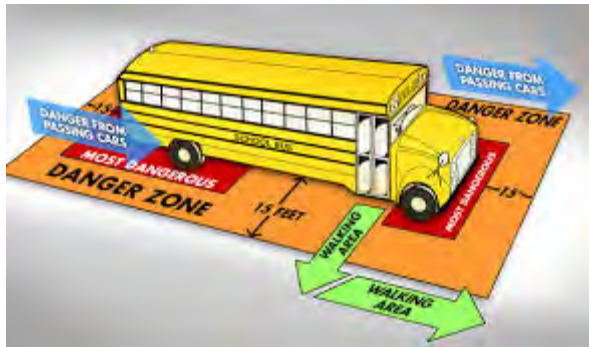
Area of Focus: Efficiency and Energy Conservation		
1	Environmental Consideration	Anti-idling regulations implemented several years ago are continually observed. Bus drivers and all District staff are provided with the SED anti-idling regulations annually.
2	Shared Services	The department continues shared services for bus runs with the Kingston City School District. The sharing of bus runs provided savings for the taxpayers in both districts.
Area of Focus: Community Outreach		
1	Touch a Truck Day	The department happily participates in the Annual "Touch a Truck Day" held at the Ulster County Fairgrounds. This day offered parents and students alike the opportunity to meet staff, explore the school bus, and ask questions.

Statistical Data on the District's Transportation Department

Personnel

Administration		Support Staff	
Director	1	Dispatcher	1
Assistant Director	1	Account Clerk/Typist	1
		Bus Attendant	13
		Bus Driver	51
		Automotive Mechanic	3
Total Administration	**2**	**Total Support Staff**	**69**

Fleet

Vehicle Type		Passenger Capacity
Large Buses	38	65/66
Mid-Size Buses	1	30
Small Buses	19	16-20
Wheel Chair Buses	3	8-10 with 2 Wheel Chairs
Cars	3	5
Suburban	4	6
Service Truck	1	2
Total Vehicles	**69**	

The above fleet ran approximately 996,667 miles for the 2017-2018 school year. This includes all athletic events, field trips, and late runs.

Bus Runs

In District*	Runs	Comment
High/Middle Schools	72	Includes AM and PM
Lenape School	36	Includes AM and PM
Duzine School	34	Includes AM and PM
Total Runs	**142**	
*The above number of runs includes all Regular and Special Education, Shuttles, and Late Runs.		

Out of District*	Runs	Comment
Ulster County	19	Includes AM and PM
Dutchess County	14	Includes AM and PM
Orange County	8	Includes AM and PM
Sullivan County	2	Includes AM and PM
Other	8	
Total Runs	**51**	
*The above number of runs includes all Regular and Special Education Runs and Shuttles.		

Athletic and Field Trips

Trip Type	# of Trips	Comment
Athletic	303	Includes Varsity, Junior Varsity, and Modified
High School Field	95	
Middle School Field	61	
Lenape Field	100	
Duzine Field	57	
Total Trips	**616**	

Transportation to Out of District Schools

School Location	Special Education	Private/ Parochial/ Other	Total # of Schools
Ulster County	4	6	10
Dutchess County	7	7	14
Orange County	3	1	4
Sullivan County	1	0	1
Other	2	0	2
Total	**17**	**14**	**31**

Section Five
Facilities and Operations Department

Department Progress Toward the District Goals

2017-2018

Submitted by:
Stephen J. Callahan, Director

Department of Facilities and Operations

The Facilities and Operations Department is responsible for the daily operation and coordination of the maintenance and cleaning of school district facilities and grounds in order to provide clean, safe, efficient, environmentally healthy, and structurally sound facilities that offer students and staff the best possible atmosphere for instruction and learning. The Director of Facilities and Operations ensures that the District's facilities and equipment are well maintained and that the preventative maintenance plans and five-year facilities plan are in place. He also works directly with the District's safety committee, architects, building principals, local code enforcement, fire and police departments, and the Superintendent of Schools. He reviews department manpower levels and workload and makes recommendations to his supervisor for changes needed to maintain the District's facilities.

Coordination and Development

- Coordinates cleaning work schedules to include work weeks, vacations, support of educational programs, outside usage, and contractor support.

- Coordinates cleaning methods and requirements, reviews new cleaning products, and ensures that adequate training is given in the proper use and application of these products.

- Coordinates with District architects and engineers in the development of plans and specifications for the District's Capital Project.

- Develops and oversees the District's preventative maintenance program and work order program.

- Coordinates the annual visual inspection with building principals and code enforcement officials, and submits the results in accordance with current requirements.

- Coordinates the annual fire inspection with building principals, code enforcement officials, and the local fire department, and submits the results in accordance with current requirements.

- Coordinates the semi-annual asbestos surveillance/report in accordance with current requirements.

- Coordinates the tri-annual asbestos inspection/report in accordance with current requirements.

- Coordinates the District's integrated pest management control program and notification requirements.

- Coordinates the District's energy management program.

- Coordinates the District's turf management program.

- Coordinates departmental training to meet all program requirements.

Recordkeeping

- Maintains training records as required by Public Employees Safety and Health (PESH) and Department of Labor (DOL).

- Maintains asbestos management plan Asbestos Hazard Emergency Response Act of 1986 (AHERA).

- Maintains pesticide Integrated Pest Management (IPM) records as required by the Department of Environmental Conservation (DEC).

- Maintains annual fire drill reports.

- Maintains structural and visual reports in Building Condition Survey (BCS).

- Maintains District blueprint and specification library.

- Maintains the safety data sheet (SDS) library, formerly known as Material Safety Data Sheet (MSDS).

- Maintains State Pollution Discharge Elimination System (SPDES) permit daily monitoring records required by the Department of Environmental Conservation (DEC) for Bus Garage, High School, and Duzine Elementary School.

Administrative

- Serves as a District resource for the Board of Education Health Advisory Committee and Board of Education Facilities Committee.

- Confers with various administrators on the use of buildings and grounds, alterations, and construction within the District and overall facility operations.

- Develops good public relations with the community, student body, administrative and instructional staff, labor organizations, local government, and commercial establishments.

- Attends professional organizational meetings and seminars, such as the School Superintendents of Buildings and Grounds (SBGA); state, county, and local governmental groups; committees; and organizations.

Legal

- Institutes methods to conform with requirements pertaining to accidents, compensation insurance, liability, Civil Service rules and regulations, personnel procedures, and school law.

- Has knowledge of all state, federal, and local regulations such as "Right to Know," Department of Health regulations, asbestos, hazardous materials, radon, lead, noise pollution, indoor air quality, recycling, Polychlorinated Biphenyls (PCBS), Occupational Safety & Health Administration (OSHA), Americans with Disabilities Act of 1990 (ADA), solid waste, emergency disaster planning, and the laws and regulations relating to school facilities.

- Develops and maintains the District's Integrated Pest Management Program (IPM).

Personnel

- Interviews and recommends hiring/dismissal of department personnel.

- Assigns, transfers, and manages personnel within the department.

- Writes annual evaluations of department staff and reviews with staff. Provides constructive direction to correct deficiencies.

- Addresses personnel problems such as grievances, inefficiencies, and personnel situations.

- Acquaints personnel with and enforces various local, state, federal, and civil service regulations.

Annual Report for Facilities & Operations

Team Leader/Facilitator: Stephen Callahan

Team Members: Richard Linden, NPCSD Facilities Committee, and Department Staff

Standard 6.0:

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion to support and enhance student learning.

Evidence of Achievement (What it looks like when we have achieved the Standard):

- The District resources (including capital funds) are allotted and expended efficiently.

- A variety of avenues and opportunities are employed to assure an efficient and effective operation.

- Resources and personnel are used effectively and efficiently.

To what degree have you met your goals and attained the Evidence of Achievement for this Standard?

Summary of where we were at beginning: (Needs Assessment Data)

- Aided in design, bid, award and then started construction on Project G - Middle School Capital Project and Capital Project F1 - Transportation Center Addition.

Goal(s) [in Action Plan] established to achieve Standard

- Attend all Capital Project construction meetings. Inspected both completed and ongoing work for quality workmanship and functionality.

Results, as evidenced by evaluation and assessment data

- Completed balance of work on two Capital Project phases: E – Balance of Work at Duzine and Lenape, and F – Balance of Work on High School Addition

Conclusions, recommendations, and priorities.

- Continue construction on the District's Capital Project G at the Middle School and Capital Project F1 - Transportation Facility Addition. Attend all Capital Project meetings providing input and feedback. Continue to perform inspections on all completed and ongoing work for quality and functionality, which will take place over the next year.
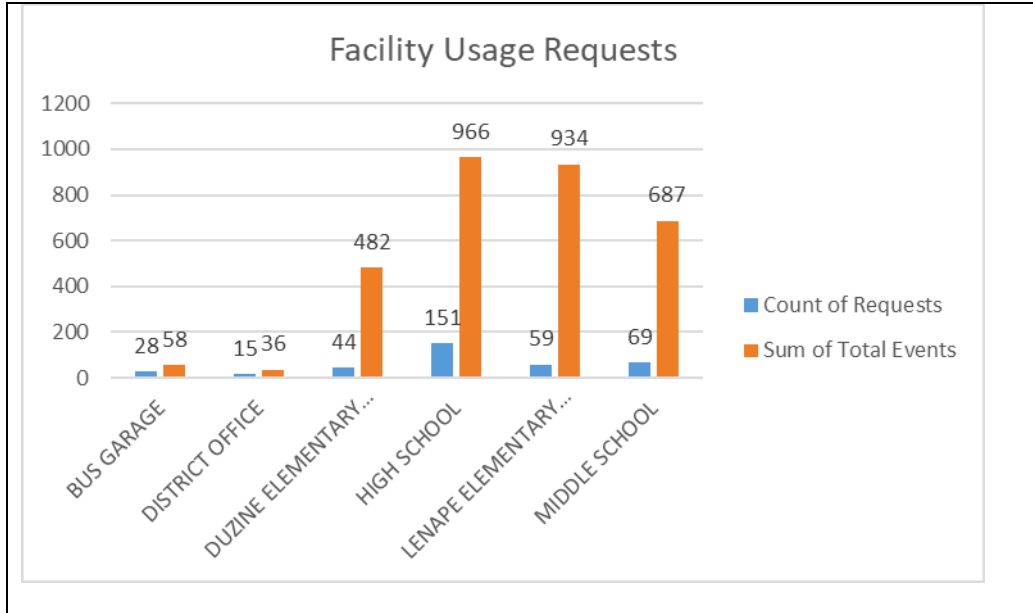
Additional Noteworthy Activities:

During the 2017-2018 school year, the Facilities and Operations Department achieved the following milestones in the key areas of conservation, efficiency, and safety. This chart provides a brief overview of some of these accomplishments.

	Area of Focus: Security, Safety, and Compliance	
1	Personnel Training and Testing	Conducted ongoing training on chemical hygiene, electrical lockout-tagout procedure, partition door operation, playground equipment safety inspection, and building procedures.
2	Duzine and Lenape	Placed and refreshed wood carpet on both playgrounds to maintain depth requirements for safety.
3	Lenape	Replaced all aged/worn swing hardware and chains on playground equipment.
	Area of Focus: Repair and Renovations	
1	High School	Rebuilt all cabinet heaters in hallways and lobbies, installing new motors, belts and control valves.
2	Lenape and High School	Rebuilt both loading docks including concrete surfaces, structure, and bumpers.
3	Duzine and Lenape	Repaired potholes in existing blacktop in parking areas and roadways at both schools.
4	High School	Anchored portable shelters on competition field to poured concrete footings installed underground.
5	High School	Repaired/refastened/anchored all broken and missing hardware on all seating in the auditorium.
6	Processed 1,230 Work Orders	1 – Emergency 14 – Safety 0 – Low 1,179 – Medium Priority 36 – High Priority 433 – Scheduled (safety inspections and preventative maintenance)

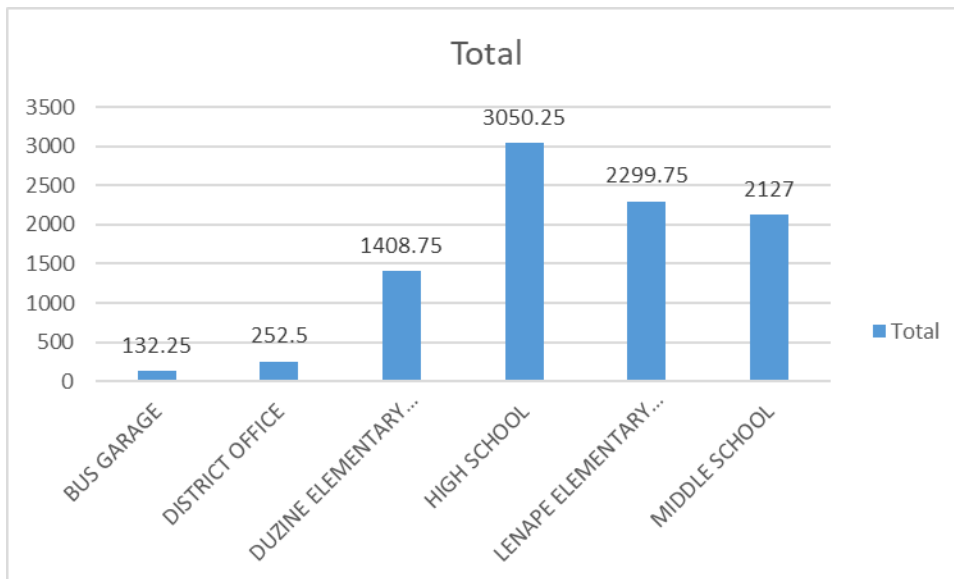| Area of Focus: Facility Usage by School and Outside Groups	
1	Processed 366 requests, which equaled 3,163 events. Facility Usage Requests 	28 Bus Garage 15 District Office 44 Duzine 151 High School 59 Lenape 69 Middle School
2	Total hours buildings were in use for requests: 3,163 events equalled hours 9,270.50 	132.25 Bus Garage 252.5 District Office 1,408.75 Duzine 3,050.25 High School 2,299.75 Lenape 2,127 Middle School

The Preventative Maintenance Schedule is a critical function of the Facilities and Operations Department. It has been researched and proven that one dollar spent on preventative maintenance can save as much as four dollars later on equipment replacement costs.

KEY	PREVENTATIVE MAINTENANCE SCHEDULE
	KEY: D= DAILY W= WEEKLY M= MONTHLY Q= QUARTERLY SA= SEMI-ANNUAL A= ANNUAL 3YR= EVERY 3 YRS 5YR= EVERY 5 YRS
D	CHECK LENAPE WATER FOR CHLORINE LEVELS
D	MONITOR/RECORD TESTING OF HIGH SCHOOL SEPTIC OUTFALL FOR SPDES COMPLIANCE
D	MONITOR/RECORD FLOW OF DUZINE SEPTIC OUTFALL PER SPDES PERMIT
W	CHECK INTERSTITIAL TANK MONITORING SYSTEMS FOR MOISTURE AND FLUIDS
W	CHECK TENNIS COURT - NETS, CLEAN AREA
W	CHECK MS OUTDOOR BASKETBALL COURTS - BASKETS, NETS, AND CLEAN AREA
M	CHECK SYSTEMS AND SERVICE ELEVATORS
M	CHECK AND TREAT ALL BUILDINGS FOR INTEGRATED PEST MANAGEMENT
M	GENERAL INSPECTION - FUEL STORAGE TANKS (DUZ / HS / BUS GARAGE)
M	MONITOR LEAK DETECTION IN OUTSIDE CONTAINMENT LOGS - DUZ & HS
M	PLAYGROUND INSPECTIONS- CHECK FOR BREAKAGE AND REPAIR LOOSE OR BROKEN PARTS
M	E-LIGHT INSPECTIONS
M	EXIT LIGHT INSPECTIONS
M	EYE WASH STATION INSPECTIONS
M	TREAT BOILER WATER DURING HEATING SEASON FOR ALL BUILDINGS
M	MONITOR/RECORD DICHARGE OF OIL WATER SEPARATOR AT BUS GARAGE FOR SPDES COMPLIANCE
Q	TESTING OF LENAPE WATER FOR BACTERIOLOGICAL (FOR BOH)
Q	CHECK ENZYME DRIP TO GREASE TRAPS - ALL BUILDING KITCHENS
SA	ROOF INSPECTIONS
SA	HVAC CHECK - CHANGE FILTERS/ BELTS
SA	UNIVENTS - CHANGE FILTERS IN EVERY CLASSROOM, HALLWAYS, AND STAIRWELLS
SA	SERVICE AIR HANDLERS - CHANGE FILTERS, LUBRICATE, INSPECT MOTORS, BELTS, BEARINGS
SA	BOILER CLEANED & SERVICED - ALL BLDGS
SA	CLEAN AND CLEAR ALL BUILDINGS ROOF DRAINS
SA	TRUCKS & TRACTORS SERVICED
SA	FIRE ALARM INSPECTIONS IN ALL BUILDINGS (ALL SMOKE HEADS/PULL STATIONS/HORNS/STROBES/PANELS)
SA	6 MONTHS SURVEILLANCE OF ASBESTOS CONTAINING BLDG MATERIALS - AHERA REPORT
SA	AERATE & OVER SEED ALL ATHLETIC FIELDS
A	ELEVATOR SAFETY INSPECTION
A	FIRE INSPECTIONS / WITH BOCES
A	INSPECT, SERVICE AND TEST, AND INSTALL NEW TAGS FOR ALL FIRE EXTINGUISHERS DISTRICT WIDE
A	TEST AND CERTIFY BACKFLOW DEVICES IN ALL BUILDINGS
A	CLEAN UNIVENTS IN EVERY CLASSROOM, HALLWAYS, AND STAIRWELLS
A	CHECK AIR COMPRESSORS FOR TEMP CONTROLS AND CALIBRATE THERMOSTATS
A	BOILER INSURANCE INSPECTION
A	VISUAL ROOF INSPECTION - ALL BUILDINGS
A	ROOF EXHAUST FANS INSPECTED / CHECK MOTORS, REPLACE BELTS - ALL BUILDINGS
A	INSPECT WALK BEHIND FORK LIFT IN RECEIVING
A	INSPECT GENIE / SCISSOR LIFT
A	INSPECT BUCKET TRUCK AND PERFORM DIELECTRIC TESTS
A	INSPECT KITCHEN ANSUL FIRE SUPPRESSION SYSTEM FOR RANGE HOODS

KEY	**PREVENTATIVE MAINTENANCE SCHEDULE (Continued)**
	KEY: D= DAILY W= WEEKLY M= MONTHLY Q= QUARTERLY SA= SEMI-ANNUAL A= ANNUAL 3YR= EVERY 3 YRS 5YR= EVERY 5 YRS
A	INSPECT MS KITCHEN FIRE DOOR
A	INSPECT FOLDING DOORS (ALL BLDGS)
A	PERFORM CATHOTIC PROTECTION TESTING ON FUEL TANK AT MS
A	PERFORM TANK TIGHTNESS TESTING (MS & LENAPE)
A	PERFORM LENAPE WATER TESTING FOR NITRATES / TRIHALOMETHANES AND HALO ACETIC ACIDS
A	ANNUAL VISUAL INSPECTIONS - ALL BUILDINGS
A	HS FIELDS - DRAIN SPRINKLER SYSTEM
A	CONCESSION STAND - DRAIN WATER LINES
A	PLAYGROUND INSPECTION - WITH INSURANCE COMPANY
A	HS TRACK INSPECTION AND REPORT
A	PAINTING OF PARKING LOT LINES - ALL BUILDINGS
A	SEPTIC TANKS PUMPED - ALL BUILDINGS
A	LAWN MOWERS SERVICED
A	TOP DRESSER SERVICED
A	SERVICE SKID STEER & ATTACHMENTS: ROTOTILLER / BACK HOE / SNOW BLOWER / POWER BROOM/PREPERATOR
A	SERVICE KUBOTA TRACTOR/ FRONT END LOADER
A	SERVICE: TRACTORS, ZERO TURN, AND SCAG
A	SERVICE WEEDWACKERS AND LEAF BLOWERS
A	SERVICE AND SHARPEN CHAIN SAWS
A	SERVICE TRUCK SNOW PLOWS - CHANGE OIL AND INSPECT HOSES
A	SERVICE ALL SNOW BLOWERS
A	SERVICE ALL SANDERS
A	WINTERIZE WATER CANNON
A	REPLACE HEPA FILTER CARTRIDGES
A	CHECK AND TEST EMERGENCY LIGHTING SYSTEMS
3 YR	PERFORM LENAPE WATER TESTING FOR LEAD AND COPPER
3 YR	PERFORM LENAPE WATER TESTING FOR INORGANIC AND ORGANIC CHEMICALS
3 YR	TRI-ANNUAL AHERA ASBESTOS INSPECTION
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (DUZ) 2012 DUE 2017
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (MS) 2012 DUE 2017
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (HS/BUS G) DUE 2017
5 YR	SUBMIT PETROLEUM BULK STORAGE TANK APPLICATION (LEN) 2014 DUE 2019
5 YR	APPLY FLAME RETARDANT FOR STAGE CURTAINS AT HS / MS 2015 DUE 2020

Statistical Data on the District's Facilities and Operations Department Staffing

Administration		Support Staff	
Director	1.0	**MAINTENANCE STAFF**	
		Facilities & Operations Worker	5.0
		Building Maintenance Worker II	2.0
		Groundskeeper/Building Maintenance/Driver-Messenger	2.0
		School Driver/Messenger	1.0
		CUSTODIAL STAFF	
		Head Custodian	4.0
		Custodian	2.0
		Custodial Worker	16.0
Administrative	**1.0**	**Maintenance & Custodial Staff**	**30.0**

New Paltz
Central School District

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