

State of the District

A LEADERSHIP TEAM REPORT OF THE DISTRICT 2016-2017



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

2017
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.

Introduction

This evaluative report is a reflective assessment of the many aspects and activities that have transpired over the 2016-2017 school year in the New Paltz Central School District. It is impossible to capture all of the positive events that have moved us toward the quality education for which we have been recognized.

This report will provide data from each of the four buildings, the department of pupil personnel services, as well as the financial and programmatic supports that are in place to help us achieve our goals, live our vision, and accomplish our mission. The report is divided into several components: the Superintendent's Overview of the State of the District (including a brief synopsis of the progress we have made toward meeting the Board established District Goals), directions for the future, and a plan to consolidate and coordinate the many efforts in our school system.

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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 are two new sections featured in the State of the District Report for 2016-2017: a section on Non-Academic Indicators of Success and an introduction to our Equity Report Card. A more detailed supplement on this effort will be produced at a later date.

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 2016-2017 school year, Superintendent Rice initiated the New Paltz Central School District's charge for change in the area of Cultural Proficiency. She directed the first step in moving toward achieving cultural proficiency be taken in the area of Racial Equity. The following Action Steps were taken:

- Met with a teacher representative to discuss strategies to address institutional racism in the New Paltz Central School District. This discussion resulted in a decision to focus on racial equity in two ways: designing a comprehensive K-12 curriculum and offering professional development for all staff, beginning with teachers and administrators.
- Discussed the initiative with the Board of Education, gaining their support.
- Formed a Racial Equity Planning Team that included two teachers and four administrators.
- Convened a pilot group of teachers and administrators to participate in Racial Equity professional development. This Racial Equity pilot group attended the *Undoing Racism* workshop. The hope was to use this learning experience as the basis of further professional development for the district's staff.
- Interviewed consultants who would provide professional development in order to assist in the creation of a comprehensive K-12 Racial Equity Curriculum, including developmentally appropriate guideposts.
- Contracted with *Generation Ready* to provide professional development for pilot group of teachers, staff, and administrators.

- Began discussing a Racial Equity curriculum, including guideposts and developmental appropriateness of concepts. This work is on hold until 2018.
- Explored ways to engage stakeholders in the process, including hosting meetings to inform and involve parents and other community members. Engagement included special Board of Education meetings and a Superintendent Dialogue focused on the district's Racial Equity Initiative.

Educational Programs

The purpose of the Department of Educational Programs is to ensure that the instructional staff has the knowledge and resources needed to optimize student learning. Highlights of this work include:

Multi-Sensory Reading

- Students who have special learning needs in reading may be identified to receive multi-sensory reading instruction. Those students continue to make a year or more of progress, which is illustrated in the data table found in the Department of Educational Programs report in Section 4 of this document.

English as a New Language (ENL)

- This year, students had the opportunity to earn a Seal of Biliteracy. The process to earn this new honor is rigorous. Twelve students received this distinction at graduation.

Data Inquiry

- A major focus has been placed on providing specialized professional development for instructional staff in data inquiry, along with a continued focus on administering and interpreting common assessments.

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 2016-2017 school year, the program focused on professional development to support the effective monitoring and meeting of Individual Education Plan (IEP) goals, addressing student-related issues, reviewing referral processes, and ensuring compliance with the many laws and regulations associated with these areas.

Duzine and Lenape

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 social, emotional, and academic development of children. The schools' faculty and staff work together to align efforts so that a learning environment that supports all learners is perpetuated. Strengthening their educational practices and student learning experiences remains a mutual goal. Remaining focused on the district's Core Intelligence is key as we work toward this end.

Middle School

Middle School teachers continued to align their work with the Common Core Learning Standards and associated assessments. In the absence of state assessment data, educators at the Middle School continue to re-evaluate our local authentic assessments to enable the collection and use of data to inform instruction. The outstanding programs currently offered at the Middle School were maintained, and focus was kept on student learning. This was accomplished through collaborative efforts and ongoing dialogue. All of the Middle School's work continues to be aligned with the district's Core Intelligence and Educational Standards.

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*. The High School's continued designation as a "challenging" school is achieved by embracing a philosophy that opens the most challenging courses up to all students, rather than imposing strict exit and entrance criteria.

The New Paltz High School has also been recognized as a "Reward School" by the New York State Education Department. This award recognizes the achievement of New Paltz Senior High School as a New York State leader of educational excellence, as measured through an increase in student achievement and closing the gap in student performance.

Additionally, the New Paltz High School is committed to college and career readiness, which can be demonstrated through a simple walkthrough of the building and observation of the students working in their classes. On a daily basis, students are engaged in creating original broadcasts, designing items for 3D printing, engineering and designing blueprints for homes, computer programming, creating videos for authentic purposes, identifying social problems, gathering data, and suggesting solutions.

Board of Education

The Board of Education focused on three main initiatives in 2016-2017:

Indigenous Peoples' Day

- In June 2017, the Board of Education passed a resolution designating the second Monday in October as *Ingenious Peoples Day*. Included in the resolution "...the Board directs the administration to undertake a review of the curriculum consistent with the state learning standards, with the intentions to present students, in an age appropriate manner, with a more complete examination of the history of the Americas, this region, and the community in which the School District is situated to reflect the continuing legacy of the Indigenous Peoples and celebrate their heritage and resiliency as part of or shared history." In September 2017, a staff development day was devoted to creating curriculum, instructional practices, resources, or presentations to be shared with or taught to students in concert with the resolution.

Sleep Time

- The Board of Education has consistently kept the needs of the students first. This may best be demonstrated by their desire to continue the conversation about the important research recognizing the benefits of optimizing sleep for teens and adolescents. The research demonstrates that later start times for teens and adolescents allows for more sleep, which leads to improved physical and mental health, academic achievement, and safety. In the 2016-2017 school year the Board was presented with a possible schedule change that would provide an additional 40-minutes of sleep to most students. However, at the time of the presentation there were set-backs that would undermine opportunities for some students. Among the most significant was the negative impact on students who attend the afternoon Career & Technical Education (CTE) classes at Ulster BOCES. Additional work in this area will be done and the topic will be revisited in 2017-2018.

Non-Academic Indicators of Success

- The Board of Education is dedicated to educating the whole child. In keeping with this focus, they have led the district to focus on social emotional learning with non-academic opportunities for students to learn and grow. The use of rubrics as simple (or as complicated) as defining whether or not a student liked to come to school or if he or she enjoyed learning was encouraged. The request from the Board was simple: tell us what you are doing in those non-academic areas and identify whether students are flourishing in these aspects of their educational experience. A new section has been added to this publication to report out on these identified non-academic indicators of success.

This introduction has merely touched upon the many accomplishments of our district. Within the pages of the State of the District Report, readers will find a comprehensive review of the many efforts and achievements of our schools and departments during the 2016-2017 school year, as well as the many activities of our Board of Education that have supported 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



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 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 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:

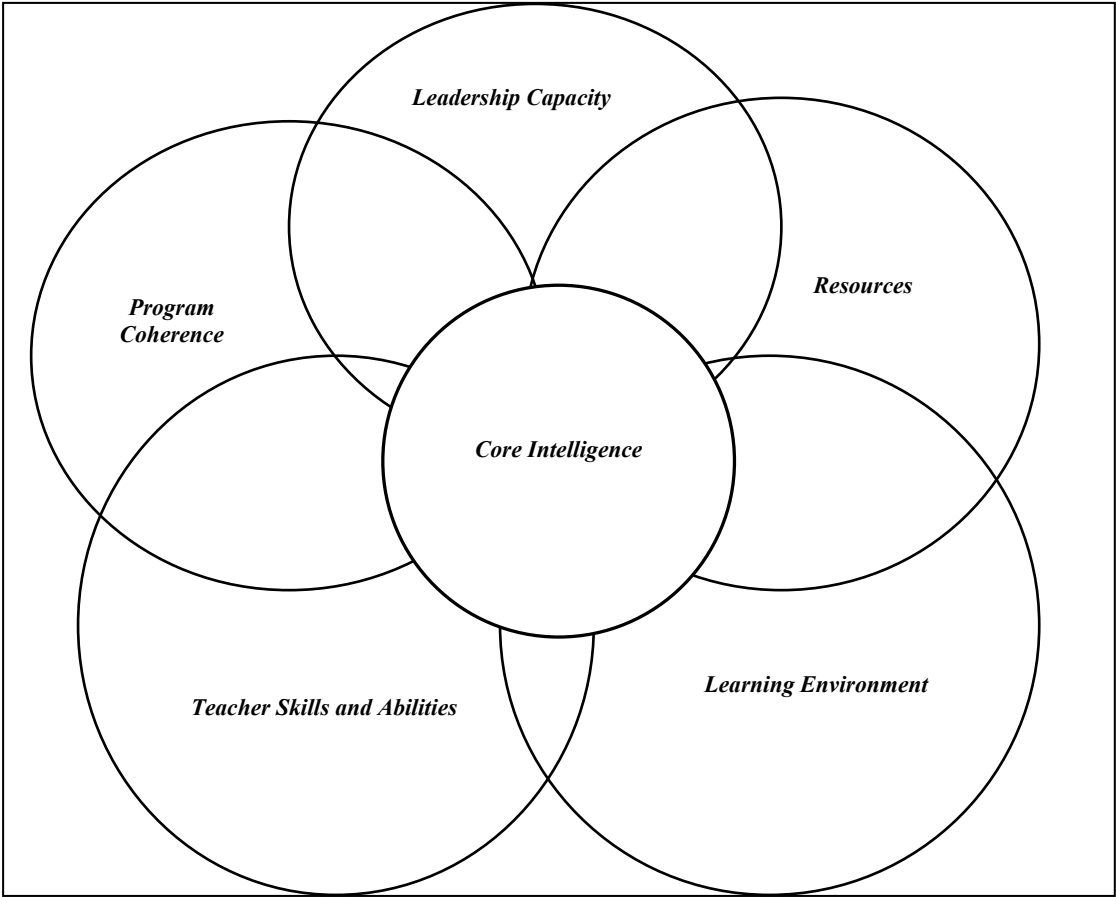
- Decreased dropout rate and fewer classes “skipped.”
- Lower rates of absenteeism.
- Increased learning that is distributed more equitably in the smaller high schools.
- Greater academic gains in math, science, history, and reading than in traditional schools.
- Smaller achievement gaps between students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

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.”

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*.



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.

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 *citizens of the world, 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-formatational process, not a control, command, directive, and static process.

² Dufour, Richard and Rebecca, Eaker, Robert, Many Thomas, Learning by Doing, p. 134.

State of the District Report:

Peter Senge 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.

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 Specific, Measureable, Attainable, Results-oriented, and Timebound.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:

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

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.

<i>Strategies/Activities To Attain Goal</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?)</i>
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.

<i>Annual Report for</i>
<i>Team Leader/Facilitator:</i> <i>Team Members:</i>
<i>Standard:</i>
<i>Evidence of Achievement (What it looks like if we have achieved the Standard.):</i>
<i>To What Degree have you met your goals and attained the Evidence of Achievement of this Standard?</i> <ul style="list-style-type: none">• <i>Summary of where we were at beginning: (Needs Assessment Data)</i> • <i>Goal(s) [in Action Plan] established to achieve Standard.</i> • <i>Results, as evidenced by evaluation and assessment data.</i> • <i>Conclusions, recommendations, and priorities for future.</i>

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

2016-2017

SUBMITTED BY:

DEBRA HOGENCAMP, PRINCIPAL
AUDREY WOOD, 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 2016-2017 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 2016-17 school year focused on:

- Providing professional development in data inquiry protocols, thus refining our ability to use data to support academic decisions and interventions.
- Furthering curriculum alignment across all grade levels in all subject areas, promoting academic growth and the refinement of assessments. Teams of teachers in Grades K–5 met periodically during the year to discuss curriculum and instructional practices in social studies, literacy, mathematics, and science.
- Developing and refining interdisciplinary/integrated units in kindergarten through Grade 5.
- Continuing to strengthen balanced literacy practices and implementing the Fountas & Pinnell Word Study Program and Words Their Way Program, kindergarten through Grade 5.
- Ensuring the continued implementation of consistent Instructional Study Team (IST) practices.
- Building the alignment of instructional and non-academic practices between both buildings through Responsive Classroom and Diversity Cadre activities.
- Communicating regularly with families.

Duzine Elementary School: Evidence of Achievement

DATA TABLE 1: COMPARATIVE ACADEMIC DATA

English Language Arts (ELA)		15 – 16	16-17
Kindergarten	Passing	84%	76%
Kindergarten	Mastery	57%	41%
Grade 1	Passing	85%	87%
Grade 1	Mastery	47%	57%
Grade 2	Passing	82%	83%
Grade 2	Mastery	59%	52%
Writing		15-16	16-17
Kindergarten	Conventions-Passing	95%	75%
Kindergarten	Conventions-Mastery	50%	29%
Kindergarten	Meaning-Passing	99%	91%
Kindergarten	Meaning-Mastery	60%	35%
Grade 1	Conventions-Passing	79%	81%
Grade 1	Conventions-Mastery	20%	18%
Grade 1	Meaning-Passing	93%	96%
Grade 1	Meaning-Mastery	27%	28%
Grade 2	Passing	66%	74%
Grade 2	Mastery	24%	16%
Mathematics		15-16	16-17
Kindergarten	Passing	100%	83%
Kindergarten	Mastery	94%	49%
Grade 1	Passing	95%	91%
Grade 1	Mastery	84%	18%
Grade 2	Passing	93%	95%
Grade 2	Mastery	64%	49%
Social Studies		15-16	16-17
Kindergarten	Passing	N/A	99%
Kindergarten	Mastery	N/A	91%
Grade 1	Passing	97%	100%
Grade 1	Mastery	89%	95%
Grade 2	Passing	95%	91%
Grade 2	Mastery	73%	40%
Science		15-16	16-17
Kindergarten	Passing	N/A	100%
Kindergarten	Mastery	N/A	93%
Grade 1	Passing	N/A	100%
Grade 1	Mastery	N/A	100%
Grade 2	Passing	98%	96%
Grade 2	Mastery	82%	53%

Duzine Elementary School is in a transition period regarding the type of data we are collecting, as well as how we are collecting it. Over the last several years, we have begun integrating curricula content (mathematics, science and social studies) into interdisciplinary units that are assessed holistically rather than using fact-based measures such as End of Unit Assessments. This practice is in full swing in kindergarten and first grade. Methods of assessment in the interdisciplinary units include, but are not limited to: portfolio assessment, checklists, collaborative-behavioral self-assessment rubrics, projects, and presentations. The information presented in the accompanying chart above summarizes the data that was collected in the manner described above.

This same transition was begun in second grade during the 2016-17 school year. Therefore, the second grade mathematics, social studies, and science scores for the 16-17 school year include only some of the End of Unit assessments previously given.

Data Table I Narrative Analysis:

In terms of English language arts (running record) scores, first grade demonstrated an increase in performance (2%) compared to the previous year's class, as did second grade (1%). Kindergarten performance decreased (8%).

Kindergarten and Grade 1 assessments in writing assess specific skills and strategies (conventions and meaning) in writing. Kindergarten performance decreased in both conventions (20%) and meaning (8%) compared to the previous year's class. Grade 1 performance increased (2% in conventions and 3% in meaning) compared to the previous year's class. Grade 2 experienced an increase in performance as well (8%).

Student achievement in math, social studies, and science as measured by factually based End of Unit Assessments, as well as interdisciplinary units, remained high, with kindergarten showing a decrease to 83% passing compared to the previous year's performance of 100% passing. Our efforts in designing meaningful, lasting "discovery" learning experiences in these curricular areas through interdisciplinary unit development remains a focus. Through participation in authentic learning experiences, students are assessed formatively via the use of rubrics, learning products, and anecdotal notes. The emphasis is on student growth and understanding rather than fact-based recall of information as with End of Unit assessments.

Lenape Elementary School

DATA TABLE II: ACADEMIC DATA

Grades 3-5 NYS English Language Arts Test Scores					
2016-2017					
Grade	Level 1	Level 2	Level 3	Level 4	% Proficient (3+4 together)
3	29.2%	29.2%	40.3%	1.4%	41.7%
4	18.8%	35.9%	25.0%	20.3%	45.3%
5	20.0%	38.5%	29.2%	12.3%	41.5%

Grades 3-5 NYS Math Test Scores					
2016-2017					
Grade	Level 1	Level 2	Level 3	Level 4	% Proficient (3+4 together)
3	40.3%	25.0%	25.0%	9.7%	34.7%
4	22.2%	31.7%	31.7%	14.3%	46.0%
5	26.2%	27.7%	30.8%	15.4%	46.2%

Local Assessment Data for Grades 3 - 5		
2016-2017		
Grade	Percent showing growth on Fountas & Pinnell Benchmark	Percent showing growth on math formative assessments
3	100%	100%
4	100%	100%
5	99%	100%

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 which will be demonstrated on academic assessments. In the 2016-17 school year, approximately 60% 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 2017-18 school year, we will continue focusing on improving overall student performance. As we work on the design of integrated curriculum units, administration and faculty will also continue to strengthen assessments in math, social studies, and science. Data will continue to be collected regarding student growth using formative and summative measures. These data will be utilized to monitor student growth and achievement. Also, we will continue to strengthen our data inquiry protocols, which will inform our instruction and enhance assessment. English language arts, mathematics, and the development of integrated units of study will remain a focus.

2016-2017: Duzine Elementary School Student Racial Demographics

2016-2017: 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	132	4%	2%	17%	0%	8%	0%	70%
1	138	4%	5%	9%	1%	4%	0%	78%
2	142	6%	6%	8%	0%	1%	1%	79%
TOTAL K - 2	412	5%	4%	11%	0%	4%	0%	75%

2016-2017: 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	159	3%	3%	9%	0%	10%	0%	75%
4	152	2%	3%	15%	0%	6%	0%	74%
5	186	4%	2%	12%	0%	6%	0%	76%
TOTAL 3 - 5	497	3%	3%	12%	0%	7%	0%	75%

Annual Report for Duzine/Lenape Elementary Schools

Team Leaders/Facilitators:

Debra Hogencamp and Audrey Wood

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.
- 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.
- Interdisciplinary/integrated units are implemented K-5.
- 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?

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

Educational Programs

During the 2015-2016 school year, a review of the published curriculum K-5 revealed a largely skills-based curriculum, which is not aligned to the Common Core Learning Standards nor indicative of a curriculum, which promotes 21st Century learning. Consequently, the development, implementation, and revision of interdisciplinary/integrated curriculum units remained a focus for the 2016-2017 school year.

During the 2016-2017 school year, teachers continued to engage in professional development related to data inquiry teams 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, 2017:

- 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

- Duzine and Lenape teachers (two teachers from each grade level) received professional development in data inquiry protocols and practices, 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 examined 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 developed integrated units that connected English language arts and social studies, incorporating formative assessments.

Student Growth and Achievement

- Both faculties continued to engage in 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 2017-18 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 within the Instructional Study Team.
- To continue the efficient administration of 504s at the building level.
- To continue to refine interdisciplinary/integrated units of study.
- To continue to build a kind, caring, and inclusive school community through the Responsive Classroom Approach and Diversity Cadre activities.
- To provide the necessary training relevant to the creation of a Racial Equity Curriculum.
- To revisit assessments (formative and summative, math; writing prompts; implement new ELP and report card revisions).
- To review the Science Standards and integrate 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.
- 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:

Educational Programs

During the 2015-2016 school year, a review of the published curriculum K-5 revealed a largely skills-based curriculum, which is not aligned to the Common Core Learning Standards nor indicative of a curriculum, which promotes 21st Century learning. Consequently, the development, implementation, and revision of interdisciplinary/integrated curriculum units remained a focus for the 2016-17 school year.

During the 2016-2017 school year, teachers engaged in professional development related to data inquiry teams and the implementation of the Fountas and Pinnell benchmark assessment system and Word Study program. They also continued to analyze student performance in order to adjust their teaching practices to improve student learning. The implementation of consistent protocols for the building-level Instructional Study Teams was also a focus.

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] established to achieve Standard.

- 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, 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.

- Kindergarten representatives attended professional development with Dr. Jenn Duerr from SUNY New Paltz, focusing on Data Inquiry.
- Kindergarten representatives attended professional development with the Deputy Superintendent focusing on English language arts, mathematics, and social studies.
- All kindergarten teachers attended professional development with James Childs focusing on racial equity.
- A reading specialist 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 binder. 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 will be shared 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, Matt Elkin, Susan Kobza, Andrea Shaver, Elizabeth Rizza, 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.

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.
- K-5 articulation teams are in place and produce and publish an articulated curriculum within and across disciplines.
- 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:

Educational Programs

During the 2015-2016 school year, a review of the published curriculum K-5 revealed a largely skills-based curriculum, which is not aligned to the Common Core Learning Standards nor indicative of a curriculum, which promotes 21st Century learning. Consequently, the development, implementation, and revision of interdisciplinary/integrated curriculum units remained a focus for the 2016-17 school year.

During the 2016-2017 school year, teachers engaged in professional development related to data inquiry teams and the implementation of the Fountas and Pinnell benchmark assessment system and Word Study program. They also continued to analyze student performance in order to adjust their teaching practices to improve student learning. The implementation of consistent protocols for the building-level Instructional Study Teams was also a focus.

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] established to achieve Standard.

- 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, 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.

- Two Grade 1 teacher representatives worked together on a K-6 Data Inquiry Team. Ways to implement protocols for grade-level teams to share student work and collect data for informing instruction were discussed.
- Grade 1 teachers developed a comprehensive list of formative assessments that take place across the curriculum throughout the year.

- On Superintendent’s Conference Days and at various faculty meetings Grade 1 teachers collaborated on the development of a new interdisciplinary unit.
- In regard to interdisciplinary unit development:
 - Select Grade 1 teachers piloted components of the unit in preparation for grade-wide pilot in the fall of 2017.
 - Grade 1 teachers continued to align the spring Animal Island unit with NYS standards and solidified the forms of assessment.
 - Select Grade 1 teachers attended the “Understanding by Design, Curriculum Unit Planning Workshop.”
- Reflection regarding Racial and Cultural Equity in order to address the NPCSD mission and vision statement and non-academic learning goals resulted in the following:
 - All Grade 1 teachers continued to implement integral components of the Responsive Classroom approach, which fosters a sense of community.
 - All Grade 1 teachers attended bias awareness training with James Childs.
 - Select Grade 1 teachers attended two meetings regarding the development of a Racial Equity curriculum.
 - Select Grade 1 teachers attended a two-day Un-doing Racism training.
- Select Grade 1 teachers participated in Therapeutic Crisis Intervention for Schools (TCIS) Training.
- Select Grade 1 teachers began to develop a scope and sequence for a yearlong word study program, complete with necessary materials.

Conclusions, recommendations, and priorities for future.

Word Study:

Grade 1 teacher representatives will continue to engage in the creation of an instructional sequence and materials for the first grade word study program so that it can be fully implemented in 2017. This is an on-going process.

Interdisciplinary Units:

Grade 1 teacher representatives will engage in the refinement of the new interdisciplinary fall/winter unit, which will include selecting/ordering materials so that it can be implemented in 2017.

Diversity:

The Kindness and Justice Challenge needs to be replaced with a relevant and developmentally appropriate approach to Racial Equity.

Data Inquiry:

The Data Inquiry team will continue to develop the protocols and share information with colleagues so that the approach can be implemented.

Early Literacy Profile (ELP):

Reading teachers will present the new ELP to K-2 teachers for implementation in the fall of 2017.

Grade 2

Team Leader/Facilitator:

Collaborative Process

Team Members:

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

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.
- K-5 articulation teams are in place and produce and publish an articulated curriculum within and across disciplines.
- 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:

Educational Programs

During the 2015-2016 school year, a review of the published curriculum K-5 revealed a largely skills-based curriculum, which is not aligned to the Common Core Learning Standards nor indicative of a curriculum, which promotes 21st Century learning. Consequently, the development, implementation, and revision of interdisciplinary/integrated curriculum units remained a focus for the 2016-17 school year.

During the 2016-2017 school year, teachers engaged in professional development related to data inquiry teams, and the implementation of the Fountas and Pinnell benchmark assessment system and Word Study program. They also continued to analyze student performance in order to adjust their teaching practices to improve student learning. The implementation of consistent protocols for the building-level Instructional Study Teams was also a focus.

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] established to achieve Standard.

- 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, and 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:
 - Responsive Classroom
 - Racial and Cultural Equity
 - Mental Health
- 100% of teachers will communicate regularly with families.

Results, as evidenced by evaluation and assessment data.

- Grade 2 teacher representatives received professional development regarding Data Inquiry with Dr. Duerr of SUNY New Paltz.
- All teachers participated in a faculty meeting presentation on the new “Protocol for Crisis Situations.”
- By designing and implementing the new interdisciplinary unit on biomes, Grade 2 teachers created developmentally-appropriate, engaging lessons. Rubrics have been researched and created to assess students’ growth. Materials were selected/ordered.
- Co-teachers were provided professional development on the co-teaching approach.
- Select teachers attended a Crisis Intervention refresher course.
- Grade 2 teacher representatives attended a curriculum-writing workshop at Ulster BOCES.
- Teachers incorporated community-building activities and practices from the Responsive Classroom program on a daily basis.
- All teachers received training with James Child on diversity.
- A Grade 2 teacher representative is participating on a district-wide committee that was formed to write a racial equity curriculum.
- Grade 2 teacher representatives attended the Undoing Racism workshop.
- In conjunction with other district-wide teachers, an English as a New Language Family Night was held.
- An Arts-in-Education residency with performer Edwin Fion provided all second grade students with Latin American dance instruction.
- A Grade 2 teacher representative attended a Mindfulness training.

Conclusions, recommendations, and priorities for future.

- Grade 2 teachers will continue to review and adapt the scope and sequence for the Fountas and Pinnell Word Study program to meet their student needs.
- Grade 2 teachers will work on revising the spring interdisciplinary unit on biomes, including forms of assessment such as rubrics and checklists.
- Grade 2 teachers will continue to outline/refine a fall interdisciplinary unit.
- Grade 2 teachers will research additional learning experiences/assemblies relevant to the content areas to enhance instruction (e.g. reptiles).

- Grade 2 teachers will utilize guidance/assistance from local experts and reputable research on Indigenous People.
- Grade 2 teacher representatives will continue to participate on the Racial Equity curriculum team.
- Grade 2 teacher representatives will continue to participate in professional development regarding Data Inquiry, and share with colleagues.
- Grade 2 teachers will continue implementing Responsive Classroom practices and will pursue a refresher training.

Grade 3

Team Leader/Facilitator:

Jim Longbotham

Team Members:

Jill Christensen, Becky Williams, Ellen Makow, Liz Burdick, Christiane Dates, Kacie Fisher, Tanya Foret, Suzanne Seaholm (Jessica Abrams), 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 2016-2017 school year, the Fountas & Pinnell benchmark system was utilized as a common assessment for Grades K- 5. In this second 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 third grade 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 2016-2017 school year using the Fountas & Pinnell benchmark system.
- 100% of Grade 3 students demonstrated growth in reading as measured by the Fountas & Pinnell benchmark system.
- As a result of ongoing assessments, data collection, and analysis of the Common Core Standards, as well as ongoing collaborative process, we continued to better align our instruction and assessments to the NYS Common Core 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.
- 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 2017-2018 SMART goals.
- Teachers will participate in staff development related to the NYS Science Standards.
- Teachers will unpack the new math and ELA standards.

Grade 4

Team Leader/Facilitator:

Collaborative Process

Team Members:

Linda Sinforoso, Mary Joe Serrao, Erin Bulson , Adrienne Houk Maley, Trina Naclerio, Angela Bristol, Tara Crowder, Ellen Allis

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 2016- 2017 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.

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.

Grade 5

Team Members:

J. Beck, E. Savelson, M. Oppenheimer, P. Easterlin, R. Fisher, A. Gogerty, D. Monheit, A. DeMaro, E. Thomas, T. Harris, A. Majthenyi, A. Macur

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 2016-2017 school year, the Fountas & Pinnell benchmark system was introduced as a common assessment for Grades K-5. In the first year of implementation, Grade 5 teachers engaged in professional development to increase accuracy 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, 99% of Grade 5 students demonstrated growth in reading, from the beginning to the end of the year.

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

Our content is based upon the high frequency vocabulary sets used in Spanish; these sets are spiraled and built upon each school year. Our assessment incorporates the four essential skills for learning a foreign language: speaking, listening, as well as reading and writing in the upper grades. We believe this is a fair measure of our students' achievement and abilities.

According to results from 2015-2016 SLO and local assessments, the majority of our students achieved mastery.

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 2017.

Results, as evidenced by evaluation and assessment data.

We achieved our goal: 100% of students demonstrated proficiency of the Spanish FLES performance indicators, as measure 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. Students were motivated through engaging and diverse learning activities and modes.

Conclusions, recommendations, and priorities for future.

We are satisfied with the results of our goal for the 2016-17 school year. With the restoration of the full FLES program from the prior school year, students were able to receive the full curriculum. In order to maintain this successful FLES program, we recommend continuing strong collaboration and preparation. Based on current research, we would like to prioritize comprehension through listening and reading; language production will follow according to each student's individual development.

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. The high school is piloting a library tracking software that will demonstrate how students and staff are utilizing the library. We will be able to add usage data to get a fuller picture of how the library serves our school community. The Middle School will be piloting this as well. However, in our elementary schools, student assessment is severely hindered. Student contact with certified librarians continues to be cut in half.

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).
- 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.

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.
- 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.
- 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.

A review of both formal and informal assessment data showed that grades 3 – 5 students showed growth in:

- Differentiating between reliable and unreliable websites.
- Developing a bibliography following an MLA format.
- Developing keyboarding skills using computer-based programs.
- Developing problem-solving skills through coding/computer programming.
- Navigating, identifying, and locating the various genres in the library.
- Navigating online subscription databases in order to research a particular topic.
- Identifying and locating the various genres in the library.
- Continuing to increase and enhance their skill level in researching topics using print and non-print formats that incorporate note-taking.

Conclusions, recommendations, and priorities for future.

- 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.
- 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.
- In order to provide an effective library program, it is important to maintain sufficient resources and personnel.
- The librarian will continue a collegial relationship with staff in order to meet common goals and expectations.

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:

We did not currently have a personal/social responsibility rubric in place.

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

- The physical education staff here 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, anecdotal notes, and by using rubrics.

Results, as evidenced by evaluation and assessment data.

- 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.
- 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 Toni Woody and physical education staff regarding program and units.
- Teachers will collect and share student data to inform learning interventions and classroom practices (e.g. differentiation of instruction, RtI) as well as for IST referrals.
 - On May 9th Duzine teachers received new Crisis Intervention Training regarding protocols and completing incident forms.
 - On September 1st during a conference day, the forms and protocols were reviewed with the social worker and principal.
- 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 school for development of best practices.
 - A Duzine PE staff member attended a Crisis Intervention refresher course.
 - Duzine PE department attending webinars and conferences.

- Teachers will utilize researched-based tools (e.g. Hess’s Cognitive Matrix) to ensure classroom materials/instruction/assessment reflect varying levels of understanding. Teachers will confer/discuss assessments.
 - Rubric on Social Responsibility created to compliment and assess student’s growth.
- 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 implement Responsive Classroom practices addressing non-academic learning goals.
 - Teachers incorporate community building activities and practices derived from meeting on a continuing basis.
- Teachers will continue to reflect on Racial and Cultural Equity to address the NPCSD mission and vision statement and non-academic learning goals.
 - On January 12th 2017 teachers received training with James Child on diversity.
 - Webinars attended by physical education staff.
- Teachers will engage in professional development in fulfillment of state mandated mental health training.
 - On May 9th teachers received a faculty presentation on the new crisis protocol and incident form.
 - On September 1st the form and protocol was reviewed.

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 discreet 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:

Dal Veeder

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% 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)

At the beginning of the year, we noticed that our students needed more instruction and practice in ball skills. We are continuing to work on visual tracking, readiness, and the performance of the overhand throw. 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.

For the second year, 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 the 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 third grade 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), readiness (Grade 4), and overhand throw (Grade 5). Students demonstrate 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.
- The physical education department received 25 pairs of snowshoes through the New Paltz School District Foundation for Student Enhancement. This program was successful last year and will be continued this year.
- 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 5th grade volleyball tournament, collaboration with the music department, an all-day/all-school field day, and picnic and games for the students at the 5th Grade Moving Up. These are great ways to apply the sportsmanship we teach and practice all year.

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 Band 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 2017-18 school year is to concentrate more time with sight-reading abilities.

K-12 Vocal Music (General/Choral)

Team Leader/Facilitator:

Laura Faure

Team Members:

Laura Faure, Jessica Rodriguez, Nicole Foti, Scott Milici (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 2016-2017 school year teachers continued to incorporate Unit 4 (pitches do re mi) of “Conversational Solfege” in first and second grade. Teachers also continued utilizing the concepts from the Sing at First Sight curriculum into the third, fourth and fifth grade general and choral program. These lessons were also implemented in the sixth, seventh, and eighth grade choral program. 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 implementing this sequential solfege and sight-singing curriculum, 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 student growth in their ability to recognize and sing simple three note patterns using do, re, mi in the key of F in second grade. Third, fourth, and fifth grade students showed growth in their ability to sing in the key of F and G using do, re, mi patterns as well as utilizing the solfege language in the classroom and choral settings. The tone quality and pitch accuracy has improved in the elementary 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 second 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 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?

- Put the yoga cards onto the OT/PT webpage for online supplemental educational tools for faculty/staff and student use.
- We need to add lowercase manuscript letters in isolation onto the OT/PT webpage for online supplemental educational tools for faculty/staff and student use.
- The physical therapist needs to re-evaluate the current rubric to show more relevant data.

Summary of where we were at beginning:

- By December 16, 2016 the OT/PT staff will provide an in-service on how to access the educational tools on the webpage.
- By June 23, 2017 the OT/PT department will implement instructional video clips: for demonstration for the formation of lower case manuscript letters and Yoga cards.
- By September 30, 2016 the physical therapist will have created a new rubric to show more relevant data.

Results, as evidenced by evaluation and assessment data.

OT/PT staff will schedule a date to provide an in-service to staff on accessing the educational tools on the webpage.

- This was completed in December 2016.

Plan and implement video clips for the formation of lower case manuscript letters and Yoga cards.

- In December 2016, the physical therapist presented the location and utilization of the Yoga presentation that is on Ann Gregory’s district webpage.
- In December 2016, the occupational therapists presented the location and utilization of upper case letter formation that is on Meredith Hershbein’s district webpage. The video that was going to be made for the formation of the lower case letters was replaced by a more useful pencil grip program for kindergarten and first grade students.

Therapists will collect and share student data to improve outcomes and/or look for alternative methods of learning.

PT data collection for the 2016-2017 school year:

Progression of strength when looking at supine flexion. Rubric ranges from 1 to 4

Pre-Test	End Result	Number of Students
1	2	2
1	4	1
2	1	1
2	3	2
2	4	4

PT data collection for the 2016-2017 school year:

Progression of strength when looking at prone extension. Rubric ranges from 1 to 4

Pre-Test	End Result	Number of Students
1	1	1
1	3	1
1	4	3
2	4	2
4	4	3

OT data collection for the 2016-2017 school year:

Data results of upper and lower case letter formation. Rubric ranges from 1 to 4

Pre-Test	End Result	Number of Students
1	2	1
2	2	1
2	3	3
2	4	1

Conclusions, recommendations, and priorities for future.

Conclusions:

- Rubrics were revised to better measure handwriting and core strength data. The consistent use of the “Handwriting Without Tears” program has shown positive results as evidenced by the data collected.
- The upper case manuscript letters performed in sequence is now completed on the school website.
- The Yoga series for students/teachers is now on Ann Gregory’s district webpage.

Recommendations:

- Educate and inform teachers of the video clips on the OT webpage that can enhance their classroom instruction.

Priorities for the Future:

- Pencil grip instructional materials have been completed, but will not be given to the teachers until the 2017-2018 school year.
- Add lower case manuscript letters in isolation on the school website.

Elementary School Art

Team Leader/Facilitator:

Susan Gruschow and Joy Gallagher

Team Members:

Susan Gruschow and Joy Gallagher

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 understanding and curiosity.
- Assessments based on visual literacy will be given to monitor student growth.
- Art projects will be collaborative and 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.
- We will continue to design units in art that allow students to be successful by creating projects that are reflective and encourage a personal connection to the work students create.

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

The vast majority of students demonstrated proficiency through age-appropriate participation in art-making processes and skills. Students were actively engaged in creating artwork that had personal meaning, and inspired them to make cultural connections.

Summary of where we were at beginning:

Our expectations were for students to be able to appreciate the diverse scope of fine art in the world we live in. With encouragement and inspiration, students will become more resilient individuals because of their experiences in risk taking opportunities and problem solving.

Goals established to achieve standard

- Lessons will contain a problem-solving component and include cross-curricular strategies.
- Lessons will be mindful of helping students to become citizens of the world, and encourage independent and creative thinking.

Results, as evidenced by evaluation and assessment data.

- Performance-based assessment was used to 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.

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 2016-2017 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.
- 24% of the students that participated in reading services for at least five months demonstrated growth of two years or greater.
- 52% of the students that participated in reading services for at least five months demonstrated at least one year of growth.
- 35% of students that participated in reading services for at least five months that started below grade level have demonstrated ability to read on grade level according to the Fountas & Pinnell Benchmark assessment.

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.
- The reading teacher will conduct a mid-year reflection for the purpose of evaluating progress toward SMART goals.

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 articulation deficits require direct intervention in order to accurately produce age appropriate phonemes. These students' sound productions need to be continuously evaluated. Then, specific strategies must be taught, re-taught and practiced throughout the year in order to master target sounds. The speech and language department has acquired an updated articulation evaluation tool called the Goldman-Fristoe Test of Articulation-3 that will need to be integrated into the practice in order to gain formative and summative information about progress.

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

In 2016-2017 school year, 75% of the students in the identified population will demonstrate a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the Goldman Fristoe-2 Test of Articulation or decrease the number of articulatory errors on a paragraph-length reading sample.

Results, as evidenced by evaluation and assessment data.

**Please see the attached data that was completed by each speech and language therapist.

- 99% of students demonstrated an increase in the raw score on the Goldman-Fristoe Test of Articulation-3. This suggests that these students acquired speech sounds that they did not know how to produce during the fall baseline assessment. One student at the K-2 level did not acquire any sounds. This student had one error sound (/r/) that is counted as 20 errors in the assessment. This student is stimulable for production of /r/ in isolation and syllables, but not at the word level yet.
- These students require direct teaching, a therapist model, verbal reminders, and often structured generalization practice to improve their ability to use age appropriate phonemes during the production of words, phrases, sentences, and conversational speech.

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 phoneme development.
- We realized that as the process unfolded, we need to continue to provide structured speech articulation practice for teachers and/or parents to support the carryover of the learned skills.
- Our priorities for the future will be to continue both special education and general education support for individual students who need to develop age appropriate speech sounds.

K-12 Social Workers/Psychologists

Team Leader/Facilitator:

Rheam Deans

Team Members:

Mary Kay Fiore, Lisa Watkins, David Rosenfeld, Kate Hughes, 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 survey will be developed for students and staff and will report and improvement in well being based on a scale to be determined.
- Comprehensive reviews of various school-based mindfulness programs will be developed.
- A working definition of mindfulness will be constructed.

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)

- 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.

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

- Explore the research on the benefits of mindfulness programs in school settings.
- Visit two school districts that employ school wide mindfulness programs
- Collate information and analyze its value to NPCSD.
- Research and create a survey to assess student and staff well being to be implemented pre and post potential roll out of chosen mindfulness program.
- Finalize recommendations and present findings to administration and BOE

Results, as evidenced by evaluation and assessment data.

- The benefits of mindfulness programs were researched
- Articles were collected, read and summarized
- A working definition of mindfulness in schools was developed

Conclusions, recommendations, and priorities for future.

- Through this process we were able to recognize the breadth of information that is out there and the challenges to finding a program that would be useful to the needs of our district.
- A lot more time, training, and education about programs that are actually being implemented in schools is needed.
- Access to expert/professional advice and guidance on implementing a mindfulness program in schools would be extremely helpful.

K-12 English as a New Language

Team Leader/Facilitator:

Shawn Doyle

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 demonstrate independence by applying reading strategies practiced during instruction.
- The ENL team will continue in our efforts to improve home-school connection through parent phone calls, parent meetings and events, and translated forms and school to home communications.
- Parents will be invited to participate in the "English for Parents" classes through the Ulster Literacy Association.
- 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 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?

I believe we made significant progress in developing our program to better meet the requirement 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.

- Teachers will keep families informed and involved using various modes of communication.
- Teachers will attend professional development in ENL instruction and implementing Part 154.
- Teachers will present at a staff development workshop about the ENL co-teaching model.

Results, as evidenced by evaluation and assessment data.

- Students demonstrated independence by applying reading strategies in one-on-one reading conferencing and written responses on summative exams. The use of Cs and Qs as a protocol across disciplines seemed to be an effective way of synthesizing information, framing thinking, and developing inferencing and connections.
- We continued to improve our efforts in connecting with parents by making home visits when necessary, holding parent conferences where necessary, and keeping regular contact with parents. Positive parent feedback about the home-school connection expressed to teachers, guidance, and administrators was taken as evidence of achievement.
- We had good participation in the English for Parents classes so much so that it will run again this year.
- The ENL Parent Night was well attended for the first time by secondary students. Five ENL high school students attended. There was also a lot of support by the high school World Language Club in running the night.
- We had seven monthly ENL team meetings in the district office. Here we examined our implementation of the Part 154. We worked on translations of the website and documents provided.

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.
- We intend to examine our ENL IEP students and review the interventions for struggling students and the process of CSE referral and evaluation.
- There are some recommendations for holding staff training at the Middle School, similar to the one that was done at the High School, as professional development in the ENL co-teaching model.

SYSOPs

Team Leader/Facilitator:

Janice Pallus

Team Members:

Sue Bowers (Lenape), Karen Heaning (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. Sysop's 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. Sysop's helped to implement the Technology Committee. Coding was introduced to all elementary students.

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.

Section Three
New Paltz Middle School



**PROGRESS TOWARD THE
DISTRICT GOALS**

2016-2017

**SUBMITTED BY:
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 is designed to provide a consistent means of reporting the results of the Action Plans implemented in New Paltz Middle School during the 2016-2017 school year.

Middle School teachers continued to align their work with the Common Core Learning Standards and 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 Intelligences and educational standards.

We continue to address the following items;

1. Revision of departmental action plans using 2016-2017 data (collected throughout the year).
2. 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 focus on data collection and student growth.
4. Grade 8 hosted a Literature Symposium, bringing all Grade 8 students together, regardless of team, for a full-day activity to provide a foundational piece prior to the reading of *The Adoration of Jenna Fox*.
5. Technology-
 - a. Introduced robotics with a focus on coding and integrated with mathematics and science.
 - b. Continued the Flipped Classroom at Grade 6 and pushed into Grade 7 and Grade 8.
 - c. Expanded Literature Circles, coordinating Grades 6, 7, and 8. We are now integrating a Literature Circle format in foreign language.
 - d. Expanded the use of grade-level tablets to social studies and science.
6. Create/revise plans to reduce bullying at the Middle School.
 - a. Don't Be A Monster program presented to Grade 6 students. Designed by the creators of the Headless Horseman - engaging program.
 - b. Diversity training for Middle School staff and for Grade 6 students. Special diversity activities hosted for Grade 8 students through health classes.
 - c. As a school community, we determined a need for a clear focus on Social Media and its effects on Middle School students and staff.

7. Revised the instructional study teams to better meet the needs of our students. We coordinated with district protocols to enable a smooth transition between grades and schools.
8. Middle School teachers (Grade 6) attended data inquiry training sessions. The next step in the process is for the teachers to apply the skills during team meeting times.

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

- *The Lion King*, our drama production, involved over 175 Middle School students. Two performances were open to the public. The play was performed for both the Lenape 5th grade and the Duzine 2nd grade students. Enrollment in the play has steadily increased.
- Internet safety/social media has become an important Middle School topic. We have hosted three different programs highlighting internet safety and social media responsibility.
- Organic Garden has involved more than two dozen students and eight teachers. A seasonal routine has been established. Produce from the garden has been used in foreign language classes as well as science and home and careers classes.

Ongoing

We continue to have our Step-Up Program, with Step-Up Breakfasts, GOAL, three grade level trips, Statue of Liberty art trip, Albany Museum and Planetarium visit, newspaper, lit magazine, student tutors, and sports teams.

It is our focus on learning that provides our students with an outstanding education. The Middle School staff has stepped-up to new Common Core challenges, making modifications to their teaching, as appropriate. A large component for our staff this year has been using our in-house assessments to help determine student growth. Common and scaffolded assessments, 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, the Middle School staff is flexible in adapting to new circumstances while still motivating students to succeed.

2016-2017: Middle School Student Racial Demographic Data

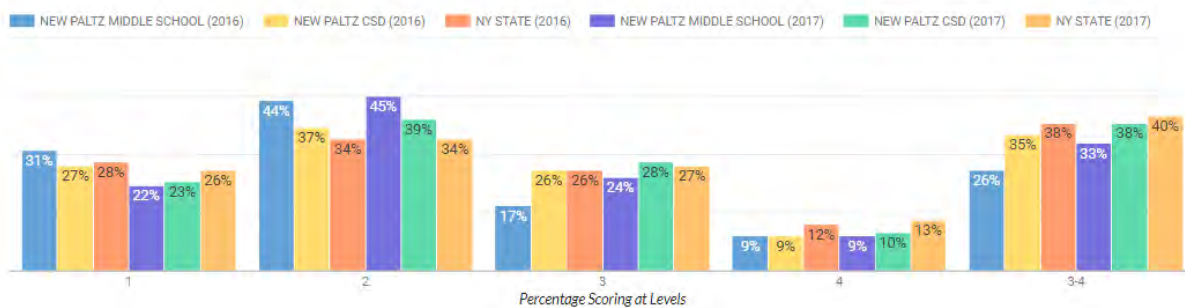
Grade Level	Number of Students	Asian	African American	Hispanic /Latino	American Indian/ Alaskan Native	Multiracial	Native Hawaiian/ Pacific Island	White
6	168	4%	2%	10%	0%	2%	0%	82%
7	148	1%	3%	8%	1%	5%	0%	81%
8	212	2%	7%	8%	0%	3%	0%	79%
TOTAL 6 - 8	528	2%	5%	9%	0%	3%	0%	80%

Data Tables (Algebra 1/Biology)

Algebra Regents	2013-2014	2014-2015	2015-2016	2016-2017
Average for the class	89% (43 students)	83% (40 students)	85% (40 students)	88% (52 students)

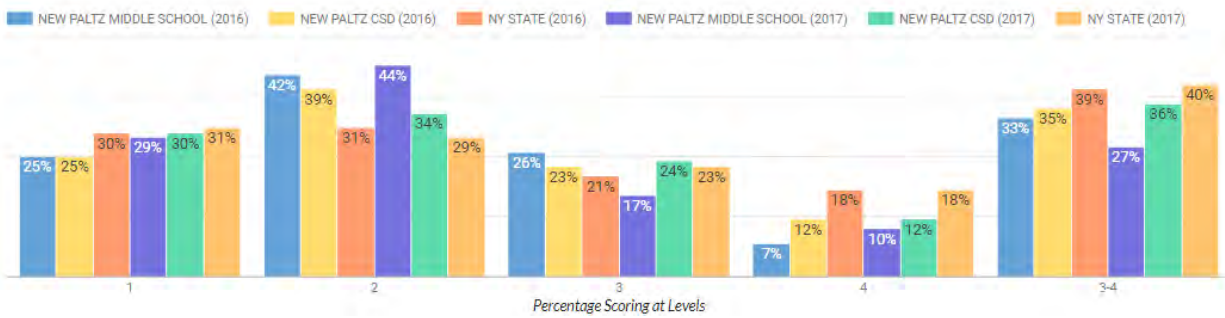
Living Environment Regents	2013-2014	2014-2015	2015-2016	2016-2017
Average for the class	88% (47 students)	91% (49 students)	91% (49 students)	88% (62 students)

English Language Arts Assessment (2016 & 2017)



Results by Student Group	2016 ELA GRADES 6,7,8						2017 ELA GRADES 6,7,8					
	Total Tested	Percent scoring at level(s)					Total Tested	Percent Scoring at Level(s)				
		1	2	3	4	3 and 4 (Proficient)		1	2	3	4	3 and 4 (Proficient)
All Students	177	31	44	17	9	26	149	22	45	24	9	33
Female	79	20	46	19	15	34	77	14	40	31	14	45
Male	98	39	42	15	4	19	72	31	50	17	3	19
American Indian or Alaska Native	*						*					
Black or African American	16	69	25	6	0	6	6	50	50	0	0	0
Hispanic or Latino	21	38	33	19	10	29	18	33	50	11	6	17
Asian or Native Hawaiian/Pacific Islander	*						*					
White	131	25	47	17	11	28	115	21	43	26	10	36
Multiracial	*						*					
General Education Students	151	22	48	20	11	31	125	14	48	27	10	38
Students with Disabilities	26	81	19	0	0	0	24	63	29	8	0	8
English Proficient	124	29	53	33	9	42	147	21	46	24	9	33
Limited English Proficient	*						*					
Not Economically Disadvantaged	122	22	45	21	11	32	107	16	45	27	12	39
Economically Disadvantaged	55	49	40	7	4	11	42	38	45	17	0	17
Not Migrant	125	31	53	32	9	41	148	22	45	24	9	33
Migrant	*						*					
*counts less than 10 suppressed												

Mathematics Assessment(2016 & 2017)



Results by Student Group	2016 MATH GRADES 6,7,8						2017 MATH GRADES 6,7,8					
	Total Tested	Percent scoring at level(s)					Total Tested	Percent Scoring at Level(s)				
		1	2	3	4	3 and 4 (Proficient)		1	2	3	4	3 and 4 (Proficient)
All Students	126	25	42	26	7	33	123	29	44	17	10	27
Female	58	19	45	26	10	36	59	22	53	15	10	25
Male	68	29	40	26	4	30	64	36	36	19	9	28
American Indian or Alaska Native	*						*					
Black or African American	12	50	42	8	0	8	*					
Hispanic or Latino	11	27	36	27	9	36	18	44	39	17	0	17
Asian or Native Hawaiian/Pacific Islander	*						*					0
White	95	22	43	27	7	34	92	24	48	17	11	28
Multiracial	*						*					
General Education Students	109	15	47	30	8	38	101	17	50	21	12	33
Students with Disabilities	17	88	12	0	0	0	22	86	14	0	0	0
English Proficient	124	23	43	27	7	34	121	28	45	17	10	27
Limited English Proficient	*						*					
Not Economically Disadvantaged	93	18	44	29	9	38	82	20	49	20	12	32
Economically Disadvantaged	33	42	36	18	3	21	41	49	34	12	5	17
Not Migrant	125	25	42	26	7	33	122	30	44	16	10	26
Migrant	*						*					
*counts less than 10 suppressed												

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, 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.
- Response to Intervention and Instructional Study Teams 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:

- Teachers attended in-house as well as outside staff development activities to continue to monitor student progress.
- Common assessments are given and evaluated by various members of the department with a common grading rubric.
- Results of assessments are used in redesign of lessons to address student growth and development.
- Instructional Study Teams modified operational plan:
 - IST meet on a bi-monthly schedule.
 - IST members attend team meetings to better understand potential problems.
 - Teachers and appropriate staff attend IST meetings providing suggestions and potential solutions.
- RtI protocols used based upon collected data.
- Progress monitored during RtI interventions, modified as needed.
- Team meetings focus on monitoring student progress; collection of data, analysis and modification of lessons.

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 to monitor student progress. These activities were translated into newly designed lessons and assessments.
- 100% of the professional staff designed lessons focusing on the shifts in the Common Core. 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 aligned with the Common Core Learning Standards. Ongoing revision of our end-of-year authentic assessment to stress analysis and evaluation.
- IST process streamline and enhanced. Strategies were advanced to promote student progress and associated monitoring.

The Middle School continues to develop a positive climate through innovative activities that engage students in the learning process. Positive student behavior continued to be emphasized throughout the year through our Step-Up program as well as other grade level initiatives.

Conclusions, recommendations, and priorities for future.

Conclusions

Our work this year focused on implementation of Common Core lessons, collecting data, and using the data to make decisions about instruction. Coupled with this is the monitoring of student progress. The IST team 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. Increased number of Co-Recs, the Talent Show, and other programs including Don't Be a Monster, Stepping-Up, and grade level field trips that are integrated into the curriculum have also provided additional opportunities for our students.
- Through grant money from New Paltz Central School District Foundation for Student Enrichment, we have purchased green screens to be used in Foreign Language classes in the design and video taping of reports and PSAs. Green screens have been used for in-class lesson enhancement.
- Flipped Classroom teacher training has continued, integrating 21st century technology and the social studies curriculum.
- Implemented a robotics program that connected coding, science, and math.
- We continue to use AMYQ (Ask Me Your Question) to enable students to get information on a topic without having to go to the teacher. Students can get up, go to the computer (always ready), get the information needed, and return to their seats. Computers are set up in seven classrooms.

Recommendations

- Continue to design assessments from which we use data to monitor student growth.
- Continue to provide staff development on data collection and use of data.
- Continue to provide time to review data and reflect on and revise our practice.
- Continue to monitor the results of the IST interventions as related to student progress.
- Continue to monitor the results of RtI programs.

Priorities

- Staff development to provide teachers with advanced assessment development and associated data collection.
- Provide staff development on ongoing data analysis.
- 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 MS students and staff and develop hands-on interventions that move students and staff in positive directions.

Grade 6 English Language Arts

Team Members:

Barbara Weiner, Barbara Sunshine, Heather Hopper, Melissa Giordano, Stacie Erceg, Nicole DeNome, Eric 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 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 and grade-level pre-assessment in language arts): Students who achieve the standard score above a 40% on the GSRT, above a 50% on the language arts and spelling pre-assessment, and a three or higher on the writing pre-assessment will be considered on or above grade level.
- Independent Reading: Students will choose and read at least one book and complete several journal entries and an independent reading project that includes a written and a creative component throughout each of the first three quarters. In the fourth quarter, students will also read a nonfiction book and complete a book notes sheet on it.
- 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. The creative component will be completed as a home assignment and all of the writing will be completed 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 be required to read at least one nonfiction book for the fourth quarter independent reading project. Students will also 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 reading and language arts, 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 and 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 read independent books each quarter and choose one to complete an independent reading project. This includes written components that analyze literary elements.
- 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 all students being able to pass their end of the 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 both reading and language arts 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:

Hughes and 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.):

- Pre-Assessment is administered in September. Teachers will use these data to set student achievement goals. If below grade level, they will be examined for additional services.
- Independent Reading: Students in Grade 7 will independently read two teacher-approved, self-selected books per quarter. Each quarter students will complete a creatively inspired project.
- Whole Novel Instruction: 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.
- Literature Circles: Students will demonstrate independence during the Literature Circle unit by applying reading strategies practiced during instruction of whole-class novels. Students will work together in small groups, as they self-facilitate their learning.
- Formal Literary Writing: Students will correctly incorporate literary, domain-specific language into formal writing. Students will expand on the foundations of literary writing by incorporating meaningful commentary into literary paragraphs and essays. Students will incorporate analysis of author's purpose.
- Vocabulary: Students will use context clues to make meaning from new vocabulary. They will be able to use that vocabulary correctly in their writing.
- Non-Fiction/Informational Texts: Students will read and understand informational texts, summarize, synthesize, and respond alongside corresponding fictional works.
- Poetry: 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.
- Drama: 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.
- Final Authentic Assessment (FAA): Students will demonstrate proficiency on their FAAs.

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, 94% 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).
- In the first several weeks, we gathered writing samples to use as pre-assessment of prior writing ability. Based on pre-assessments, teachers made recommendations for further support services.
- 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.
- To enhance student engagement with the curriculum and each other, 100% of students will participate in a Literature Circle Symposium.
- Students will achieve proficiency in writing literary essays, meeting their Independent Reading goals, working in groups, making connections between literature and the real world.

Results, as evidenced by evaluation and assessment data.

- Pre-Assessment: 84% of students met or exceeded grade-level standards for the GSRT. Most students who initially fell below grade level showed growth.
- Independent Reading: 95% of students in Grade 7 read two teacher-approved, self-selected books independently per quarter. 100% of students grew in their ability to select appropriate and increasingly challenging titles (fiction and non-fiction), and met a reading goal, as evidenced by cohesive and insightful projects and writing.
- Whole Novel Instruction: Students demonstrated reading comprehension strategies and applied them to whole-class novels. Students made thematic connections and applied literary analysis.
- Literature Circles: 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.
- Formal Literary Writing: Students improved their understanding of what makes sophisticated commentary, as evidenced by their final literary essay.
- Vocabulary: 100% of students incorporated literary language into their writing and classroom discussions, appropriate to their grade level.

- Non-Fiction/Informational Texts: Students read and understood informational texts, summarized, synthesized, and responded alongside corresponding fictional works.
- Poetry: Students self-selected appropriate poetry, analyzed, responded, and created a culminating poetry project.
- Drama: 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.
- Final Authentic Assessment: 94% of students demonstrated proficiency on their FAAs.

Conclusions, recommendations, and priorities for future.

- Teachers will adjust instruction (both content and process) to meet the needs of all students.
- Teachers will conduct a mid-year reflection after students complete their Mid-Year Assessments for the purpose of evaluating progress. Teachers will re-evaluate recommendations for support services.
- 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

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.
- Independent Reading: Students will read at least 600 pages a quarter independently and at least 150 should be nonfiction.
- 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, and support it in a final, polished essay and present findings to peers.
- Formal Literary Writing: Students demonstrate growth from their pre-assessment scores in short Rresponse writing, paragraph writing, 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.
- Students engage in a grade-level symposium.

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

Results, as evidenced by evaluation and assessment data.

- 88% of students achieved proficiency on the Final Authentic Assessment.
- 90% of students achieved their quarterly independent reading goal.
- 90% of students achieved their Literature Circle requirements on a daily basis.
- 100% of students demonstrated improvement in formal writing.

Conclusions, recommendations, and priorities for future.

Over the past two years, we have noted that student performance on the final assessment does not seem reflective of their skill development throughout the year. A continued goal is to develop intrinsic motivation for culminating assessments because we have found that there is evidence of stronger skills in smaller benchmarks that are not always reflected in a higher stakes situation.

Over the summer we began to develop new curriculum with titles that focus on social issues to engage readers. We will continue this work throughout the next school year.

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 in the District are engaged and fully participate in the learning process to ensure that they are successful and achieving understanding.
- 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 confidence in their abilities.
- The curriculum, instruction, and learning activities in the District's classrooms encourage and empower students to exhibit:
 - Fluency, flexibility, and efficiency when applying their knowledge and understanding in a variety of contexts and problem solutions.
 - Awareness of the boundaries of their own and others' understanding.
 - 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)

During the 2015-2016 academic school year, 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 2016-2017 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 2016- 2017: PART 1 – Grades 6-8

Skill	6th		7th	8th
	PERCENT SUCCESS		PERCENT CHANGE within the year	PERCENT CHANGE within the year
Place value (whole) Part 1/Question 1	90		17	32
Place value (decimal) Part 1/Question 2	95		31	25
Rounding (whole numbers) Part 1/Question 3	93		15	8
Rounding (decimal numbers) Part 1/Question 4	84		37	31
Compare & Order decimals Part 1/Question 5	86		30	21
Fraction to decimal Conversion Part 1/Question 6	79		58	26
Decimal to Fraction Conversion Part 1/Question 7	66		51	65
Basic fraction addition Part 1/Question 8	50		53	34
Basic fraction subtraction Part 1/Question 9	47		72	22
Basic fraction multiplication Part 1/Question 10	77		48	5
Basic fraction division Part 1/Question 11	53		75	43
Basic decimal addition Part 1/Question 12	95		18	8
Basic decimal subtraction Part 1/Question 13	82		37	17
Basic decimal multiplication Part 1/Question 14	87		42	20
Basic decimal division Part 1/Question 15	58		53	98

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 2016-2017: PART 2 – Grades 7-8

Skill	7th	8th
	PERCENT CHANGE	PERCENT CHANGE
Integer Addition (diff signs) Part 2/Question 1	14	2
Integer Addition (same signs) Part 2/Question 2	20	19
Integer Subtraction (diff signs) Part 2/Question 3	60	24
Integer Subtraction (same signs) Part 2/Question 4	37	36
Integer Multiplication Part 2/Question 5	84	10
Integer Division Part 2/Question 6	21	23
Mixed Fraction Addition Part 2/Question 7	68	15
Mixed Fraction Subtraction Part 2/Question 8	70	14
Mixed Fraction Multiplication Part 2/Question 9	71	17
Mixed Fraction Division Part 2/Question 10	74	36
Mixed Fraction Subt w/decomposition Part 2/11	56	18

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 Science

Team Leader/Facilitator:

Laura Bryant

Team Members:

Sue O'Brien, Donna Gallo, Ryan Burns, and Melissa Feldmann

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 2016-2017 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 2016-2017 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, 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.

85% 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 Social Studies

Team Leader/Facilitator:

Jennifer Hicks

Team Members:

Jennifer Hicks, Ron Constable, Thomas Chervenak, Scott Taylor, Mitchell Mead, Eric Savelson, Heather Hopper, 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 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.
- 93% 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 for Grades 6-8 will continue to incorporate the Common Core Learning Standards as they are presented by the State, 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.
- 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 midyear assessment continuing through the Final Authentic Assessment, students demonstrated proficiency in answering Common Core 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 World Languages

Team Leader/Facilitator:

Jill Belgrave

Team Members:

Jill Belgrave, Lauren O'Malley, Mary Holmes, Cruz Pilz

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 – 92%
- Spanish 1B – Local Assessment (Proficiency) average – 95 %
- Spanish 2 – Local Assessment average – 85%

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 State-sponsored exams. As a department, we see their mastery as an opportunity to increase verbal fluency beyond the State requirement. Therefore, we are implementing new strategies and in-class assessments that measure verbal fluency beyond the State requirement.

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.

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 96% 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 2015-2016 Proficiency Exam indicated that students were ready to increase proficiency levels and language complexity in multiple tenses. To that end, during the 2016-2017 school year, increasing levels of difficulty and complexity were introduced. 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.

Grade 6-8 Physical Education

Team Leader/Facilitator:

Mr. Gregory Warren

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 2016-2017 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 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.

- As a staff, in the 2016-2017 school year, 100% of our total population scored at least a 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 2016-2017 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. It will clearly show a student's strength as well as areas for improvement. It looks at a number of different areas for growth, not just pure physical ability.
- We feel it is important to continue to note that a student's physical development differs greatly across our three grade levels. This is evident when you analyze our younger student's cumulative scores and compare them to our older students. Of particular interest, is Grade 6 students compared to our Grade 8 students. The younger students may have a more difficult time scoring higher cumulatively on the rubric compared to the older and possibly more physically developed students. That being said, an individual younger student's own personal growth within each unit will still be evident. To that end, all students continued to show growth throughout a specific unit.
- 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.
- A goal for next year is to develop a way to enter data related to student PE profiles in a database. 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.

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 Common Core 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.
- Incorporation of more CCLS into the content area was explored.
- 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 need 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 CCLS 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.

Middle School Art

Team Leader/Facilitator:

Kim Sturgis

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 in 6th grade art will create a three-dimensional personality sculpture.
- Students in 7th grade art will create a project inspired by Native American and Colonial American Crafts.
- Students in 8th grade art will study the role of memorials and architecture in our culture.
- Students will continually explore aspects of their own identity. Our program will continue to strengthen students' relationships between art and self by using art as a means of self-expression and self-discovery, resulting in self-sufficiency and self-empowerment.
- Students will begin to discover their own artistic aesthetic and passions through their freedom to choose subject matter/topic/content resulting in the development of students' confidence and understanding of art-making possibilities.
- Students will make connections between the arts and other disciplines, both in and outside of academia, by bringing aspects of science/nature, math, literature, and social studies to the art room, as well as bringing skills learned through art into other disciplines.
- Students will eventually demonstrate knowledge of material techniques via experimentation with materials designed to enhance students' material familiarity, leading to autonomous material selection. Students will be exposed to a balance of digital and conventional technologies.

- Students will continue to understand art and culture through exposure to art from various cultures, leading to students' ability to identify issues of diversity, community, collaboration, and social justice within both their own personal artwork and the artwork of others, and resulting in multicultural acceptance and empathy.
- Students will utilize problem-solving skills, as they develop creative solutions to artistic challenges and spatial relationships. Students will continue to reflect on and enhance imaginative thinking through storytelling.
- Students will continue to expand visual literacy through verbal and written critique of individual and peer artwork. Students will "read" artwork, looking for context clues, visual imagery, and symbolism. Students will also analyze artwork for use of principles and elements of art, expanding their artistic vocabulary.
- Students will gain an appreciation for the arts, understanding what art can mean for each student as an individual, as well as careers within the arts.

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

- Evidence of achievement of these goals is reflected in multiple sources of assessments, but more importantly was reflected in the artwork created during the year. Students in all three grades participated in art activities such as:
- 6th grade students completed a collaborative lesson illustrating the poem, "On the Pulse of Morning" written by Maya Angelou. The class mural illustrating the poem was titled by the students, Good Morning and is hung in the middle school hallway.
- A select group of students' Symbolic Animal Paintings was included in an exhibition at the Elting Memorial Library's, "Mythology Explosion" event in June.
- 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 through reflecting on who they are as a person. In the art room, students are encouraged to explore and use media choices. It is evident through the work created that students make a personal connection to the art they create. Students began to develop their own artistic aesthetic and selected materials of their choice to use with experiments.
- Students in Grade 7 art completed three in-depth projects with an emphasis on evaluating what it means to be a part of a community of artists. Projects address how art can be used for social change within our own school and in our community. In the beginning of the year students create a locker installation project for individual lockers based on personality traits they admire in a friend. Students furthered their developing aesthetic as they were challenged to formulate solutions to creative tasks. Students created a project that expressed what liberty means to them personally. Students will create a silhouette in which they reflect on who they are on the inside through the use of 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 continued to study contemporary art and were exposed to a variety of careers in art.

- 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.
- Art Club students assisted in the set design for our school play.
- Students' work was displayed at a yearly District-wide Ulster BOCES art exhibit.
- Students discussed the principles and elements of art that they utilized in their work. Students also responded to art-making tasks focusing on individual principles and elements of art.
- All grades used their art to tell a story, some through symbolism, and others through direct visual imagery. Their classmates were able to use clues within their art to decipher meaning.
- Students used their art not only to express aspects of their developing identity, but also to explore their own heritage and social injustices.

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 creating art.

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

- Students will be actively engaged in art making.
- Students will be exposed to varied art media.
- Students will be encouraged to make a personal connection with the art they create.
- Students will feel successful and passionate about the artwork they create.

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. They are encouraged to make personal connections to their artwork. Through their artwork, students 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 continue to enjoy the art room as a place to engage in creativity, imagination, and the freedom necessary to make artistic choices.

Middle School Instrumental/Vocal/General Music

Team Leader/Facilitator:

Sonja Nosovsky

Team Members:

David Finch and William 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.):

The music department will continue to edit and revise music curriculum throughout the school year in band, chorus, and general music classes. The curriculum helps students improve their understanding and implementation of concepts related to general, instrumental, and vocal music. For example, students in the band program will continue to use the course of study developed and edited by staff members, but also incorporate the “Sound Innovations” lesson book. Within the curriculum are opportunities for student assessments that are appropriate for each class and level. Student evidence of achievement will be met through a variety of differentiated assessments, including but not limited to, individual and group 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?

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

The current curricula in the areas of general, instrumental, and vocal music were established documents that continue to go through revisions. The curricula should continue to provide evidence of achievement through the use of assessments. Assessments should be reviewed and edited for greater student data analysis. The general music curriculum is going through an extensive review to provide students an opportunity to interact with music in ways that are not provided by large ensemble classes.

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

- Identifying grade-level appropriate music reading and performance skills.
- Establishing curriculum coherency throughout the entire Middle School music program.
- Public Performances.
- Participation in workshops and conferences.
- Use of 21st century technology.

Results, as evidenced by evaluation and assessment data.

- Utilizing student needs and the NYSSMA manual standards, students performed two grade-level appropriate concerts.
- Middle School music department utilized team time to drive curriculum revisions based on student needs and common goals per grade level.
- The Middle School music department has started using recording technology to provide opportunities to the students to reflect on past performances and use music vocabulary to dissect each song to help improve the next performance. This task includes the use of a performance rubric and opinion driven discussions.

Conclusions, recommendations, and priorities for future.

In conclusion, for the 2016-2017 school year, students had diverse and engaging opportunities across all areas of the Middle School music department.

Mrs. Nosovsky and Mr. Halpern will continue to build a curriculum that is flexible and adaptable to meet ever-changing student needs and learning styles. Mrs. Nosovsky continues the use of a lesson book in conjunction with the other materials for the music program, specifically in the band program. Mr. Halpern will be implementing the use of several new sight-reading books to continue to build upon skills and knowledge of the vocal music curriculum.

A priority for the middle school music program, specifically the band program, is to implement the curriculum within small groups (5-8 students) to provide the best opportunities for individualized learning. A choral program priority is the development of performance technique.

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 Common Core Learning Standards (CCLS), 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. Authentic Assessments for each disparate unit also are revised. Twenty-first 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 Common Core Reading and Writing standards into the content of the curriculum. The use of Common Core Technology Standards needs to be revised throughout the curriculum of Home & Careers. Common Core 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 an

Iron Chef competition including problem solving, critical thinking, and resource management, as well as food preparation techniques.

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.

Grade 7 & 8 Technology Education

Team Leader/Facilitator:

Mark Pizzarello

Team Members:

Krista Pachomski

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 students' learning and the degree in 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 90% 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 92% of student are demonstrating proficiency in applying measurement skills in an authentic context.
- Data derived from Air Racer activity (culminating project) demonstrates 88% of students 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 30-35% unable to measure (10% 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 2016-2017 school year:

- 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 2017-2018.

K-12 Speech and Language Department

Team Leader/Facilitator:

Collaborative Effort

Team Members:

Lara Savelson, Candice Cramer, Justin Finnegan, Amy Jett

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 articulation deficits require direct intervention in order to accurately produce age appropriate phonemes. These students' sound productions need to be continuously evaluated. Then, specific strategies must be taught, re-taught, and practiced throughout the year in order to master target sounds. The speech and language department has acquired an updated articulation evaluation tool called the Goldman-Fristoe Test of Articulation-3 that will need to be integrated into the practice in order to gain formative and summative information about progress.

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

In the 2016-2017 school year, 75% of the students in the identified population will demonstrate a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the Goldman Fristoe-2 Test of Articulation or decrease the number of articulatory errors on a paragraph length reading sample.

Results, as evidenced by evaluation and assessment data.

- 99% of students demonstrated an increase in the raw score on the Goldman-Fristoe Test of Articulation-3. This suggests that these students acquired speech sounds that they did not know how to produce during the fall baseline assessment. One student at the K-2 level did not acquire any sounds. This student had one error sound (/r/) that is counted as 20 errors in the assessment. This student is stimulable for production of /r/ in isolation and syllables, but not at the word level yet.

- These students require direct teaching, a therapist model, verbal reminders, and often structured generalization practice to improve their ability to use age-appropriate phonemes during the production of words, phrases, sentences, and conversational speech.

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 phoneme development.
- We realized that as the process unfolded, we need to continue to provide structured speech articulation practice for teachers and/or parents to support the carryover of the learned skills.
- Our priorities for the future will be to continue both special education and general education support for individual students who need to develop age-appropriate speech sounds.

K-12 English as a New Language

Team Leader/Facilitator:

Shawn Doyle

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 demonstrate independence by applying reading strategies practiced during instruction.
- The ENL team will continue in our efforts to improve home-school connection through parent phone calls, parent meetings and events, and translated forms and school to home communications.
- Parents will be invited to participate in the "English for Parents" classes through the Ulster Literacy Association.
- 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 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?

I believe we made significant progress in developing our program to better meet the requirement 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.

- Teachers will keep families informed and involved using various modes of communication.
- Teachers will attend professional development in ENL instruction and implementing Part 154.
- Teachers will present at a staff development workshop about the ENL co-teaching model.

Results, as evidenced by evaluation and assessment data.

- Students demonstrated independence by applying reading strategies in one-on-one reading conferencing and written responses on summative exams. The use of Cs and Qs as a protocol across disciplines seemed to be an effective way of synthesizing information, framing thinking, and developing inferencing and connections.
- We continued to improve our efforts in connecting with parents by making home visits when necessary, holding parent conferences where necessary, and keeping regular contact with parents. Positive parent feedback about the home-school connection expressed to teachers, guidance, and administrators was taken as evidence of achievement.
- We had good participation in the English for Parents classes so much so that it will run again this year.
- The ENL Parent Night was well attended for the first time by secondary students. Five ENL high school students attended. There was also a lot of support by the high school World Language Club in running the night.
- We had seven monthly ENL team meetings in the district office. Here we examined our implementation of the Part 154. We worked on translations of the website and documents provided.

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.
- We intend to examine our ENL IEP students and review the interventions for struggling students and the process of CSE referral and evaluation.
- There are some recommendations for holding staff training at the Middle School, similar to the one that was done at the High School, as professional development in the ENL co-teaching model.

K-12 Social Workers/Psychologists

Team Leader/Facilitator:

Rheam Deans

Team Members:

Mary Kay Fiore, Lisa Watkins, David Rosenfeld, Kate Hughes, 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 survey will be developed for students and staff and will report and improvement in well being based on a scale to be determined.
- Comprehensive reviews of various school-based mindfulness programs will be developed.
- A working definition of mindfulness will be constructed.

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)

- 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.

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

- Explore the research on the benefits of mindfulness programs in school settings.
- Visit two school districts that employ school wide mindfulness programs
- Collate information and analyze its value to NPCSD.
- Research and create a survey to assess student and staff well being to be implemented pre and post potential roll out of chosen mindfulness program.
- Finalize recommendations and present findings to administration and BOE

Results, as evidenced by evaluation and assessment data.

- The benefits of mindfulness programs were researched
- Articles were collected, read and summarized
- A working definition of mindfulness in schools was developed

Conclusions, recommendations, and priorities for future.

- Through this process we were able to recognize the breadth of information that is out there and the challenges to finding a program that would be useful to the needs of our district.
- A lot more time, training, and education about programs that are actually being implemented in schools is needed.
- Access to expert/professional advice and guidance on implementing a mindfulness program in schools would be extremely helpful.

SYSOPs

Team Leader/Facilitator:

Janice Pallus

Team Members:

Sue Bowers (Lenape), Karen Heaning (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. Sysop's 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. Sysop's helped to implement the Technology Committee. Coding was introduced to all elementary students.

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.

Section Three
New Paltz Central High School



**PROGRESS TOWARD THE
DISTRICT GOALS**

2016-2017

**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 2016-2017 school year.

During the 2016-2017 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, New Paltz High School was once again recognized as a Reward School by the New York State Department of Education. This award recognizes New Paltz Senior High School for its educational excellence through an increase in student achievement and closing the gap in student performance. In addition, 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. For the first time, twelve 2017 NPHS graduates were awarded the Seal of Biliteracy at graduation. The Seal of Biliteracy is a formal recognition of students who have studied and attained a high proficiency in two or more languages by high school graduation and it recognizes the value of world and home language in our school. 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 2016-2017, 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 2016-2017 department action plan. The summary report for each department is included in the State of the District reports

- The Diversity Cadre continued to align its work with the mission and vision statement of the District. 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. 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 & Dennis DiBari

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)

While significant progress has been made in reviewing the continuum of services in the New Paltz Central School District, continued support is necessary when monitoring student progress and recommending 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.
- 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):
 - Process was reviewed and restructured. Strategies were advanced to promote student progress and associated monitoring. Recommendations were based on data.
 - 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.
 - 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. 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.

- Continued 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.
- 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 LGBTQ, 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 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.

2016-2017: 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	201	3%	7%	12%	0%	1%	0%	76%
10	182	3%	7%	11%	0%	2%	0%	77%
11	187	3%	2%	10%	1%	2%	1%	81%
12	203	3%	7%	11%	0%	2%	0%	75%
TOTAL 9 – 12	773	3%	6%	11%	0%	2%	0%	77%

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: 2016-17
 Examination: Regents Phy Set/Chemistry
 Data Refresh Date: Sep 10, 2017

Student Subgroup (accountability subgroups are marked by an asterisk(*)	Number of Students Scoring					Percentage of Tested Students Scoring				
	Performance Level 1 c	Performance Level 2 d	Performance Level 3 e	Performance Level 4 f	Performance Level 5 (common core assessments only) g	Performance Level 1 h	Performance Level 2 i	Performance Level 3 j	Performance Level 4 k	Performance Level 5 (common core assessments only) l
* All Students *	3	27	71	55	0	1.9%	17.3%	45.5%	35.3%	0.0%
Female	1	18	40	24	0	1.2%	21.7%	48.2%	28.9%	0.0%
Male	2	9	31	31	0	2.7%	12.3%	42.5%	42.5%	0.0%
* American Indian/Alaska Native *	0	1	0	1	0	0.0%	50.0%	0.0%	50.0%	0.0%
* Black *	1	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
* Hispanic *	13	4	7	4	0	0.0%	26.7%	46.7%	26.7%	0.0%
* Asian/Pacific Islander *	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
* White *	130	22	59	46	0	2.3%	16.9%	45.4%	35.4%	0.0%
* Multiracial *	1	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
General Education Students	149	25	67	55	0	1.3%	16.8%	45.0%	36.9%	0.0%
* Students with Disabilities *	7	2	4	0	0	14.3%	28.6%	57.1%	0.0%	0.0%
Former Students with Disabilities	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
Not English Language Learner	155	27	70	55	0	1.9%	17.4%	45.2%	35.5%	0.0%
* English Language Learner *	1	0	1	0	0	0.0%	0.0%	100.0%	0.0%	0.0%
Formerly English Language Learner	1	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Economically Disadvantaged *	21	5	11	4	0	0.0%	23.8%	52.4%	19.0%	0.0%
Not Economically Disadvantaged	135	21	60	51	0	2.2%	15.6%	44.4%	37.8%	0.0%
Not Migrant	155	27	71	55	0	1.9%	17.3%	45.5%	35.3%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/home.html>

New York State Education Department



Annual Regents Report

Data Contained in the Student Information Repository System

School or District: NEW PALTZ SENIOR HIGH SCHOOL - 6211101060005
 School Year: 2016-17
 Examination: Regents Phy Set/Earth Sci
 Data Refresh Date: Sep 10, 2017

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring						Percentage of Tested Students Scoring					
	Performance Level 1 c	Performance Level 2 d	Performance Level 3 e	Performance Level 4 f	Performance Level 5 (common core assessments only) g	Number Tested b	Performance Level 1 h	Performance Level 2 i	Performance Level 3 j	Performance Level 4 k	Performance Level 5 (common core assessments only) l	
* All Students *	16	29	82	70	0	197	8.1%	14.7%	41.6%	35.5%	0.0%	
Female	10	15	41	31	0	97	10.3%	15.5%	42.3%	32.0%	0.0%	
Male	6	14	41	39	0	100	6.0%	14.0%	41.0%	39.0%	0.0%	
* Black *	3	3	7	2	0	15	20.0%	20.0%	46.7%	13.3%	0.0%	
* Hispanic *	4	2	8	10	0	24	16.7%	8.3%	33.3%	41.7%	0.0%	
* Asian/Pacific Islander *	1	1	4	4	0	10	10.0%	10.0%	40.0%	40.0%	0.0%	
* White *	8	23	63	54	0	148	5.4%	15.5%	42.6%	36.5%	0.0%	
General Education Students	9	22	75	67	0	173	5.2%	12.7%	43.4%	38.7%	0.0%	
* Students with Disabilities *	7	7	7	3	0	24	29.2%	29.2%	29.2%	12.5%	0.0%	
Former Students with Disabilities	0	0	0	2	0	2	0.0%	0.0%	0.0%	100.0%	0.0%	
Not English Language Learner	16	29	81	70	0	196	8.2%	14.8%	41.3%	35.7%	0.0%	
* English Language Learner *	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	
Formerly English Language Learner	0	0	1	0	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	
* Economically Disadvantaged *	11	9	15	10	0	45	24.4%	20.0%	33.3%	22.2%	0.0%	
Not Economically Disadvantaged	5	20	67	60	0	152	3.3%	13.2%	44.1%	39.5%	0.0%	
Not Migrant	16	29	82	70	0	197	8.1%	14.7%	41.6%	35.5%	0.0%	

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

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: 2016-17
 Examination: Regents Phy Set/Physics
 Data Refresh Date: Sep 10, 2017

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring						Percentage of Tested Students Scoring				
	Number Tested b	Performance Level 1 c	Performance Level 2 d	Performance Level 3 e	Performance Level 4 f	Performance Level 5 (common core assessments only) g	Performance Level 1 h	Performance Level 2 i	Performance Level 3 j	Performance Level 4 k	Performance Level 5 (common core assessments only) l
* All Students *	38	14	11	38	25	0	15.9%	12.5%	43.2%	28.4%	0.0%
Female	39	9	5	13	12	0	23.1%	12.8%	33.3%	30.8%	0.0%
Male	49	5	6	25	13	0	10.2%	12.2%	51.0%	26.5%	0.0%
* American Indian/Alaska Native *	1	0	1	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%
* Black *	3	2	0	1	0	0	66.7%	0.0%	33.3%	0.0%	0.0%
* Hispanic *	8	3	1	4	0	0	37.5%	12.5%	50.0%	0.0%	0.0%
* Asian/Pacific Islander *	8	0	1	5	2	0	0.0%	12.5%	62.5%	25.0%	0.0%
* White *	68	9	8	28	23	0	13.2%	11.8%	41.2%	33.8%	0.0%
General Education Students	86	13	11	37	25	0	15.1%	12.8%	43.0%	29.1%	0.0%
* Students with Disabilities *	2	1	0	1	0	0	50.0%	0.0%	50.0%	0.0%	0.0%
Former Students with Disabilities	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
Not English Language Learner	88	14	11	38	25	0	15.9%	12.5%	43.2%	28.4%	0.0%
Formerly English Language Learner	1	0	0	0	1	0	0.0%	0.0%	0.0%	100.0%	0.0%
* Economically Disadvantaged *	14	4	3	4	3	0	28.6%	21.4%	28.6%	21.4%	0.0%
Not Economically Disadvantaged	74	10	8	34	22	0	13.5%	10.8%	45.9%	29.7%	0.0%
Not Migrant	88	14	11	38	25	0	15.9%	12.5%	43.2%	28.4%	0.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/sirs/home.html>

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: 2016-17
 Examination: Regents US History&Gov't
 Data Refresh Date: Sep 10, 2017

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number of Students Scoring						Percentage of Tested Students Scoring					
	Performance Level 1 c	Performance Level 2 d	Performance Level 3 e	Performance Level 4 f	Performance Level 5 (common core assessments only) g	Number Tested b	Performance Level 1 h	Performance Level 2 i	Performance Level 3 j	Performance Level 4 k	Performance Level 5 (common core assessments only) l	
* All Students *	7	12	78	115	0	210	3.3%	5.7%	36.2%	54.8%	0.0%	
Female	0	7	38	60	0	105	0.0%	6.7%	36.2%	57.1%	0.0%	
Male	7	5	38	55	0	105	6.7%	4.8%	36.2%	52.4%	0.0%	
* American Indian/Alaska Native *	0	0	0	1	0	1	0.0%	0.0%	0.0%	100.0%	0.0%	
* Black *	1	1	2	2	0	6	16.7%	16.7%	33.3%	33.3%	0.0%	
* Hispanic *	1	1	13	9	0	24	4.2%	4.2%	54.2%	37.5%	0.0%	
* Asian/Pacific Islander *	0	1	0	7	0	8	0.0%	12.5%	0.0%	87.5%	0.0%	
* White *	5	9	60	96	0	169	3.0%	4.7%	35.5%	56.8%	0.0%	
* Multiracial *	0	1	1	0	0	2	0.0%	50.0%	50.0%	0.0%	0.0%	
General Education Students	4	6	57	108	0	175	2.3%	3.4%	32.6%	61.7%	0.0%	
* Students with Disabilities *	3	6	19	7	0	35	8.6%	17.1%	54.3%	20.0%	0.0%	
Former Students with Disabilities	0	0	2	1	0	3	0.0%	0.0%	66.7%	33.3%	0.0%	
Not English Language Learner	6	12	75	115	0	208	2.9%	5.8%	36.1%	55.3%	0.0%	
* English Language Learner *	1	0	1	0	0	2	50.0%	0.0%	50.0%	0.0%	0.0%	
Formerly English Language Learner	0	0	0	1	0	1	0.0%	0.0%	0.0%	100.0%	0.0%	
* Economically Disadvantaged *	4	6	21	12	0	43	9.3%	14.0%	48.8%	27.9%	0.0%	
Not Economically Disadvantaged	3	6	55	103	0	167	1.8%	3.6%	32.9%	61.7%	0.0%	
Not Migrant	7	12	76	115	0	210	3.3%	5.7%	36.2%	54.8%	0.0%	

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

2012 Total Cohort - 4 year outcome - August 2016

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	191	96%	2%	36%	58%	1%	2%	1%	1%
Female	91	100%	3%	34%	63%	0%	0%	0%	0%
Male	100	93%	1%	38%	54%	1%	3%	2%	1%
American Indian or Alaska Nativ	-	-	-	-	-	-	-	-	-
Black or African American	7	86%	14%	43%	29%	0%	14%	0%	0%
Hispanic or Latino	14	100%	7%	29%	64%	0%	0%	0%	0%
Asian or Pacific Islander	-	-	-	-	-	-	-	-	-
White	160	96%	1%	37%	58%	1%	1%	1%	1%
Multiracial	-	-	-	-	-	-	-	-	-
General Education Students	169	98%	0%	33%	66%	0%	1%	0%	1%
Students with Disabilities	22	82%	18%	64%	0%	5%	5%	9%	0%
Non-English Language Learners	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	47	98%	6%	53%	38%	0%	2%	0%	0%
Not Economically Disadvantaged	144	96%	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 2015-16 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 2015-16 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 - 5 Year Outcome

Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
All Students	192	96%	4%	39%	53%	0%	1%	3%	1%
Female	89	93%	6%	34%	54%	0%	2%	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	91%	14%	36%	41%	0%	9%	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	82%	25%	50%	7%	0%	4%	14%	0%
Non-English Language Learners	-	-	-	-	-	-	-	-	-
English Language Learners	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	37	97%	8%	65%	24%	0%	0%	3%	0%
Not Economically Disadvantaged	155	95%	3%	33%	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 2015-16 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 2015-16 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.

2010 Total Cohort - 6 Year Outcome

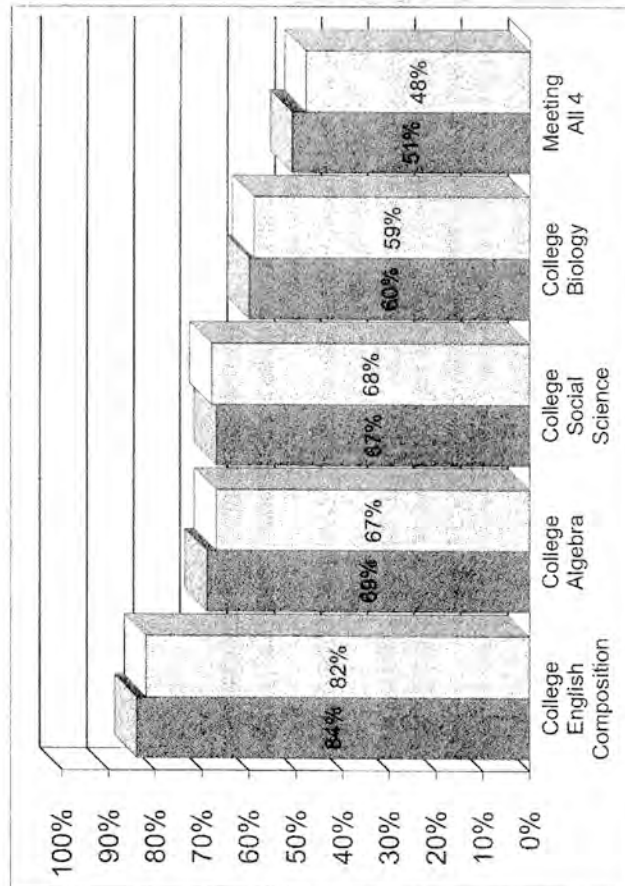
Subgroup	# in Cohort	Total graduated	Local diploma	Regents	Adv. Regents	No diploma	Still enrolled	GED	Dropout
Not Migrant	-	-	-	-	-	-	-	-	-
All Students	172	96%	3%	36%	57%	0%	1%	1%	2%
Female	91	97%	2%	30%	65%	0%	1%	1%	1%
Male	81	95%	4%	43%	48%	0%	0%	1%	4%
Black or African American	14	93%	7%	43%	43%	0%	0%	0%	7%
Hispanic or Latino	12	100%	8%	58%	33%	0%	0%	0%	0%
Asian or Pacific Islander	-	-	-	-	-	-	-	-	-
White	139	96%	2%	33%	60%	0%	1%	1%	2%
Multiracial	-	-	-	-	-	-	-	-	-
General Education Students	158	97%	2%	34%	61%	0%	1%	1%	1%
Students with Disabilities	14	86%	14%	64%	7%	0%	0%	0%	14%
Non-English Language Learners	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	31	94%	6%	68%	19%	0%	0%	3%	3%
Not Economically Disadvantaged	141	96%	2%	29%	65%	0%	1%	1%	2%
Migrant	-	-	-	-	-	-	-	-	-

Data presented in this report are based on data submitted by school districts to the SIRS for the 2015-16 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 2015-16 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.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	41	53,287	22.4	22.6	23.5	23.8	23.7	23.7	24.1	23.1	23.6	23.4
2014	35	54,496	25.6	22.7	24.8	23.8	27.1	23.6	25.5	23.2	25.8	23.4
2015	63	58,136	23.3	23.0	24.4	23.8	25.4	23.9	24.2	23.5	24.5	23.7
2016	64	60,628	24.7	23.2	24.6	23.9	26.3	24.4	25.4	23.7	25.4	23.9
2017	55	63,322	24.6	23.8	24.1	24.0	25.9	24.6	25.3	23.9	25.1	24.2

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework





Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

 Your District
 State

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

500 ACT Drive P.O. Box 168 Iowa City, Iowa 52243-0168 319/337-1000 www.act.org

3 YEAR TRENDS - AVERAGE SAT SCORES

College-Bound Seniors, NATIONAL & INTERNATIONAL

2017			2016			2015		
Full Cohort	Participating Students	Mean Scores	Participating Students	Mean Scores	Participating Students	Mean Scores		
		Reading & Writing		Critical Reading		Mathematics	Critical Reading	Mathematics
	1,832,220	538	1,637,589	494	1,698,521	495	511	484
Full Cohort		533	Full Cohort	508	Full Cohort	482		

*SAT reformatted the exam in 2017 to include Evidence-Based Reading & Writing in one category.

College-Bound Seniors, NEW PALTZ CENTRAL HIGH SCHOOL (NEW PALTZ, NY)

2017			2016			2015		
Full Cohort	Participating Students	Mean Scores	Participating Students	Mean Scores	Participating Students	Mean Scores		
		Reading & Writing		Critical Reading		Mathematics	Critical Reading	Mathematics
	130	588	126	562	141	547	544	520
Full Cohort		569	Full Cohort	544	Full Cohort	532		

College-Bound Seniors, NEW YORK STATE

2017			2016			2015		
Full Cohort	Participating Students	Mean Scores	Participating Students	Mean Scores	Participating Students	Mean Scores		
		Reading & Writing		Critical Reading		Mathematics	Critical Reading	Mathematics
	128,212	530	148,727	489	153,543	489	502	478
Full Cohort		528	Full Cohort	501	Full Cohort	477		

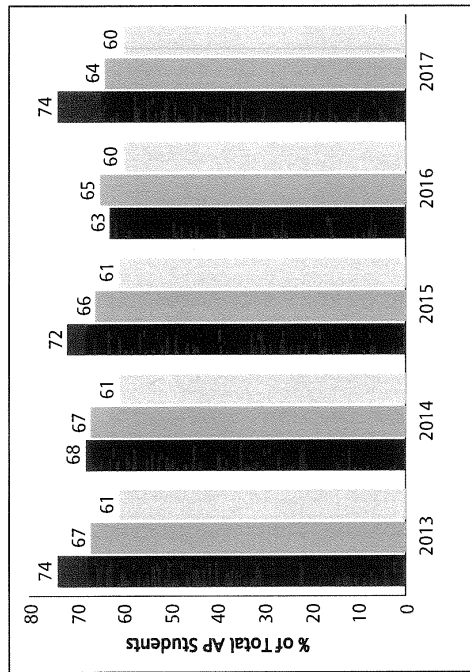
AP® Five-Year School Score Summary (2017)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Oct 4, 2017, Report Run Nov 21, 2017

New Paltz Central High School (333355)

% of Total AP Students with Scores 3+



	2013	2014	2015	2016	2017
Total AP Students	247	253	249	271	235
Number of Exams	489	503	551	581	503
AP Students with Scores 3+	184	172	179	171	173
% of Total AP Students with Scores 3+	74.5	68.0	71.9	63.1	73.6

	New York				
Total AP Students	142,866	149,006	154,553	159,469	167,096
Number of Exams	246,688	258,129	272,419	282,338	295,861
AP Students with Scores 3+	96,052	99,989	101,357	103,912	107,257
% of Total AP Students with Scores 3+	67.2	67.1	65.6	65.2	64.2

	Global				
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,762,280
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,006,152
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,665,894
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

Success on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

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AP[®] Five-Year School Score Summary (2017)

Data Updated Oct 4, 2017, Report Run Nov 21, 2017
 New Paltz Central High School (333355)

New Paltz Central High School (333355)												Global											
New York												Global											
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017								
Biology																							
5		1	1	2		1,013	1,120	1,086	1,145	1,307	11,188	14,169	14,351	15,738	16,470								
4	4	8	7	10	5	4,167	4,216	4,131	4,050	4,387	44,035	47,989	49,708	50,161	53,708								
3	20	28	10	10	14	6,723	6,703	7,039	6,689	7,679	73,865	75,312	80,744	80,218	93,863								
2	14	22	6	7	8	4,287	4,390	4,505	5,167	4,885	59,665	58,024	61,741	68,659	70,362								
1		2				653	955	919	1,262	1,093	15,149	18,770	18,384	24,163	21,665								
Total Exams	38	61	24	29	27	16,843	17,384	17,680	18,313	19,351	203,902	214,264	224,928	238,939	256,068								
Mean Score	2.74	2.74	3.13	3.24	2.89	3.04	3.01	3.00	2.93	3.00	2.88	2.91	2.91	2.85	2.89								
Calculus AB																							
5	8	10	9	17	6	4,898	4,828	4,494	5,101	3,457	67,783	72,511	66,411	76,875	59,588								
4	18	4	6	10	10	3,649	3,430	3,582	3,697	3,646	51,440	48,984	51,769	53,696	57,083								
3	5	8	7	8	9	3,201	3,507	3,508	3,516	4,295	49,101	52,076	56,482	53,743	66,212								
2	3	4	2	3	12	1,891	1,884	1,908	1,884	4,307	31,833	31,360	31,371	30,109	69,886								
1	1	6	1	1		3,974	4,702	5,177	5,076	3,492	83,261	89,775	98,285	95,103	64,897								
Total Exams	35	32	25	39	37	17,613	18,351	18,669	19,274	19,197	283,418	294,706	304,318	309,526	317,666								
Mean Score	3.83	3.25	3.80	4.00	3.27	3.20	3.10	3.02	3.10	2.96	2.96	2.94	2.86	2.96	2.93								
Calculus BC																							
5						3,069	3,242	3,281	3,521	3,004	47,972	54,335	54,148	60,907	56,706								
4			1			1,008	1,062	1,169	1,097	1,378	16,896	18,525	19,551	19,248	24,097								
3						1,005	988	1,198	1,163	1,449	18,762	18,200	21,482	21,481	26,456								
2						303	318	336	386	1,074	5,950	5,966	6,505	7,207	18,733								
1						757	748	917	772	347	15,018	15,259	17,725	16,461	7,098								
Total Exams			1			6,142	6,358	6,901	6,939	7,252	104,598	112,285	119,411	125,304	133,090								
Mean Score			4.00			3.87	3.90	3.81	3.89	3.77	3.73	3.81	3.72	3.81	3.79								



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New Paltz Central High School (333355)

New Paltz Central High School (333355)

Calculus BC: AB Subscore

		New York					Global				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1	3,638	3,673	3,930	3,642	3,479	58,790	61,853	66,942	64,077	64,514
4		1,177	1,095	1,150	1,511	1,707	20,792	18,826	19,481	26,201	29,986
3		633	769	843	870	1,042	11,725	14,440	15,234	16,379	18,766
2		314	343	359	304	723	5,640	7,040	6,555	5,764	13,303
1		380	478	619	612	301	7,645	10,121	11,194	12,875	6,512
Total Exams	1	6,142	6,358	6,901	6,939	7,252	104,592	112,280	119,406	125,296	133,081
Mean Score	5.00	4.20	4.12	4.07	4.05	4.01	4.12	4.03	4.04	3.98	4.00

Chemistry

		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1	2,064	1,006	951	1,070	1,005	26,535	15,047	14,178	16,203	16,079
4	7	2,230	1,852	1,726	1,601	1,687	30,081	25,155	24,703	23,994	25,924
3	6	1,740	2,693	2,991	2,741	2,668	26,318	38,533	43,084	42,332	41,747
2	5	1,169	2,151	2,323	2,050	2,271	20,841	38,359	38,033	38,067	41,793
1	3	1,506	1,124	1,239	1,116	1,166	36,403	31,946	33,277	33,371	34,102
Total Exams	24	8,709	8,926	9,230	8,578	8,797	140,178	149,040	153,275	153,957	159,645
Mean Score	3.17	3.25	2.94	2.87	2.94	2.90	2.93	2.68	2.66	2.69	2.67

Comparative Government and Politics

		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	2	208	206	182	268	237	3,847	4,018	3,239	4,536	5,225
4	4	267	255	266	295	332	4,315	4,841	4,262	4,676	5,494
3	2	206	185	297	288	251	4,011	3,822	4,666	4,459	4,582
2	7	264	220	303	331	199	4,648	4,502	4,892	4,730	4,010
1	1	136	125	215	287	208	3,550	3,304	4,395	3,614	3,171
Total Exams	14	1,081	991	1,263	1,469	1,227	20,371	20,487	21,454	22,055	22,482
Mean Score	2.71	3.14	3.20	2.92	2.95	3.16	3.01	3.09	2.86	3.08	3.25



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 New Paltz Central High School (333355)

		New York										Global				
		New Paltz Central High School (333355)														
		Computer Science A														
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5				10	5	9	536	647	835	856	970	8,285	8,397	12,015	12,117	14,780
4			6	8	6	7	499	592	741	814	804	8,295	9,122	12,135	11,951	12,753
3			2	2	2	2	242	438	461	808	740	4,353	6,588	7,505	13,439	13,323
2						1	114	189	201	451	409	2,160	3,007	3,529	7,208	6,964
1			1				466	876	907	851	828	8,042	12,205	14,018	13,419	13,037
Total Exams			16	20	13	19	1,857	2,742	3,145	3,780	3,751	31,135	39,319	49,202	58,134	60,857
Mean Score			4.13	4.40	4.23	4.26	3.28	2.98	3.13	3.10	3.18	3.21	2.96	3.09	3.04	3.15
English Language and Composition																
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5		6	9	9	17	19	3,091	2,994	3,210	3,740	3,408	48,927	48,497	52,434	58,643	53,196
4		12	13	13	13	35	4,557	5,262	5,624	5,993	6,461	77,548	90,548	97,172	96,625	106,532
3		25	16	23	22	37	7,429	7,638	7,979	8,672	9,597	136,438	143,859	144,613	149,154	161,281
2		10	9	16	16	26	6,376	6,666	7,671	8,462	9,764	142,270	152,507	157,552	176,254	179,125
1		1	1	2	1	1	2,262	2,112	2,874	2,646	3,991	72,552	71,713	78,604	69,453	83,303
Total Exams		54	48	63	69	118	23,715	24,672	27,358	29,513	33,221	477,735	507,124	530,375	550,129	583,437
Mean Score		3.22	3.42	3.17	3.42	3.38	2.99	3.01	2.95	2.99	2.87	2.77	2.79	2.79	2.82	2.77
English Literature and Composition																
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5		1	1	3	2		1,911	2,044	1,995	1,879	1,584	29,387	30,531	30,460	30,224	27,622
4		15	9	12	13		4,857	4,654	4,651	4,561	3,915	72,663	70,802	73,125	72,400	65,347
3		18	23	26	22		8,093	7,681	8,140	7,958	7,792	121,601	118,081	122,631	119,608	120,715
2		4	17	19	24		7,923	8,463	8,669	8,860	8,931	122,374	131,572	131,534	135,861	137,886
1			1	1			2,379	2,520	2,389	2,667	3,191	40,506	47,745	45,004	48,942	54,970
Total Exams		38	51	61	61		25,163	25,362	25,844	25,935	25,413	386,531	398,731	402,754	407,035	406,540
Mean Score		3.34	2.84	2.95	2.89		2.84	2.81	2.81	2.77	2.68	2.81	2.76	2.78	2.75	2.69



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		New York										Global									
		New Paltz Central High School (333355)																			
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Environmental Science																					
5	3	3	2	2	2	5	601	669	626	652	858	9,456	10,883	10,771	11,381	15,155	27,715	30,922	33,717	34,722	39,328
4	9	5	8	9	9	6	1,620	1,882	1,980	2,012	2,154	21,715	20,079	21,001	22,065	24,715	19,934	20,079	21,001	22,065	24,715
3	4	4	5	9	9	5	1,169	1,141	1,190	1,243	1,315	30,016	33,383	35,374	38,580	39,224	30,016	33,383	35,374	38,580	39,224
2	4	6	8	9	9	5	1,581	1,823	1,873	2,062	2,083	31,362	35,563	38,583	42,873	41,978	31,362	35,563	38,583	42,873	41,978
1	2	3	4	6	6	3	1,293	1,760	1,870	2,180	2,551	118,483	130,830	139,446	149,621	160,400	118,483	130,830	139,446	149,621	160,400
Total Exams	22	21	27	35	35	24	6,264	7,275	7,539	8,149	8,961	2.61	2.60	2.59	2.55	2.67	2.61	2.60	2.59	2.55	2.67
Mean Score	3.32	2.95	2.85	2.77	2.77	3.21	2.79	2.71	2.68	2.62	2.63										
European History																					
5	5	5	1	3	3	5	920	786	868	679	706	11,439	9,557	11,177	8,090	9,943	20,678	18,661	18,770	17,562	19,873
4	18	8	8	5	5	10	1,552	1,396	1,438	1,320	1,307	38,307	37,602	38,484	32,016	29,850	38,307	37,602	38,484	32,016	29,850
3	32	25	24	17	17	19	2,699	2,794	2,776	2,333	2,101	12,116	13,011	11,535	38,575	33,855	12,116	13,011	11,535	38,575	33,855
2	8	8	4	31	31	12	859	892	794	2,627	2,292	27,564	31,877	28,363	13,505	12,892	27,564	31,877	28,363	13,505	12,892
1	11	9	13	4	4	3	1,785	2,207	1,710	715	670	110,104	110,708	106,329	109,748	106,413	110,104	110,708	106,329	109,748	106,413
Total Exams	74	55	50	60	60	49	7,815	8,075	7,566	7,674	7,076	2.78	2.85	2.75	2.71	2.81	2.78	2.85	2.75	2.71	2.81
Mean Score	2.97	2.85	2.60	2.53	2.53	3.04	2.87	2.71	2.86	2.82	2.87										
Human Geography																					
5	5	1	1	1	1	2	297	288	389	329	335	13,750	15,033	19,526	22,231	21,365	23,284	27,297	32,770	37,398	34,714
4	4	4	4	4	4	4	436	419	617	604	524	23,736	28,787	33,768	36,743	42,009	23,736	28,787	33,768	36,743	42,009
3	3	3	3	3	3	3	366	403	546	503	636	21,338	25,204	26,752	35,511	34,348	21,338	25,204	26,752	35,511	34,348
2	2	2	2	2	2	2	262	313	382	482	482	32,467	40,705	47,285	53,878	68,153	32,467	40,705	47,285	53,878	68,153
1	1	1	1	1	1	11	226	365	440	573	688	114,575	137,026	160,101	185,761	200,589	114,575	137,026	160,101	185,761	200,589
Total Exams	1	1	1	1	1	11	1,587	1,788	2,374	2,491	2,665	2.69	2.64	2.69	2.67	2.54	2.69	2.64	2.69	2.67	2.54
Mean Score	5.00	5.00	5.00	5.00	5.00	3.55	3.20	2.97	3.06	2.85	2.75										



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New Paltz Central High School (333355)

		New York										Global									
		New Paltz Central High School (333355)										New Paltz Central High School (333355)									
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Macroeconomics																					
5			1	1	2	1	1,317	1,646	1,336	1,796	1,639	15,878	18,908	19,390	23,694	24,765					
4	4	1	1	3	4	3	2,094	2,292	2,267	2,329	2,293	25,298	27,343	28,223	31,776	33,126					
3	2	1	1	6	3	5	1,421	1,807	1,745	1,652	1,654	18,072	21,758	21,685	21,841	24,006					
2	7	3	3	7	5	3	1,449	1,452	1,577	1,596	1,487	20,745	20,497	21,579	22,957	22,395					
1	7	3	3	6	5	4	1,241	1,315	1,657	1,651	1,696	28,919	29,036	36,195	35,182	37,833					
	Total Exams	20	9	23	19	16	7,522	8,512	8,582	9,024	8,769	108,912	117,542	127,072	135,450	142,125					
	Mean Score	2.15	2.33	2.39	2.63	2.63	3.11	3.18	3.01	3.11	3.08	2.80	2.89	2.79	2.90	2.89					
Microeconomics																					
5			2	1		2	705	644	847	783	921	12,268	11,847	15,129	14,692	20,711					
4	1	3	3	4	5	4	1,134	1,232	1,377	1,337	1,236	19,330	21,527	22,617	22,796	24,832					
3	3	1	1	8	3	5	787	937	956	990	779	13,524	15,404	15,282	18,204	15,836					
2	2	1	4	8	8	2	578	638	617	646	538	10,079	11,546	10,822	11,278	10,524					
1	5	3	3	5	5	3	615	660	702	717	658	12,457	14,168	15,048	15,700	16,339					
	Total Exams	11	13	26	21	16	3,819	4,111	4,499	4,473	4,132	67,658	74,492	78,898	82,670	88,242					
	Mean Score	2.27	2.77	2.54	2.38	3.00	3.19	3.14	3.23	3.18	3.30	3.13	3.07	3.15	3.11	3.26					
Physics 1																					
5																					
4	4			5	3	4			2,094	1,955	2,328			23,632	23,885	27,711					
3	3			7	12	5			3,157	2,907	2,621			35,691	36,033	34,767					
2	2			10	10	6			3,610	3,441	3,201			51,239	51,310	49,823					
1	1			2	3	2			2,010	2,115	1,731			53,337	51,296	49,920					
	Total Exams			24	28	17			11,590	11,026	10,619			172,518	170,313	171,521					
	Mean Score			2.63	2.54	2.65			2.65	2.59	2.73			2.32	2.33	2.40					



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		New York					Global				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Physics B *											
5	1	1,749	1,594				14,830	14,828			
4	2	2,200	2,069				17,781	17,363			
3	11	2,626	2,819				23,358	24,823			
2	3	1,309	1,510				14,524	15,917			
1	2	944	1,281				18,881	20,939			
Total Exams	19	8,828	9,273				89,374	93,870			
Mean Score	2.84	3.28	3.13				2.95	2.89			
Psychology											
5	2	2,383	2,072	2,564	2,394	2,506	50,833	48,766	56,123	56,174	57,974
4	5	2,916	2,969	3,208	3,393	3,150	63,606	69,937	73,009	76,757	76,239
3	2	2,056	2,212	2,233	2,399	2,455	46,778	51,953	55,148	56,210	60,630
2	2	1,324	1,542	1,503	1,820	1,819	31,026	35,206	36,423	41,698	44,380
1	1	1,893	2,209	2,184	2,539	2,362	47,277	54,608	57,657	63,881	64,408
Total Exams	12	10,572	11,004	11,692	12,545	12,292	239,520	260,470	278,360	294,720	303,631
Mean Score	3.42	3.24	3.10	3.21	3.10	3.13	3.17	3.09	3.12	3.07	3.06
Spanish Language and Culture *											
5	1	1,814	1,772	2,048	2,104	1,603	34,686	34,303	41,066	45,307	34,443
4	4	1,946	2,671	2,668	2,782	2,976	35,573	48,729	53,023	57,019	61,761
3	3	1,588	2,328	2,162	2,345	2,885	27,617	42,264	41,934	44,832	61,224
2	2	1,356	695	701	853	876	22,818	13,306	13,548	15,764	18,622
1	1	1,070	141	102	125	153	19,014	2,382	2,075	2,528	3,107
Total Exams	1	7,774	7,607	7,681	8,209	8,493	139,708	140,984	151,646	165,450	179,157
Mean Score	5.00	3.27	3.69	3.76	3.72	3.59	3.32	3.70	3.77	3.77	3.59

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New Paltz Central High School (333355)

New Paltz Central High School (333355)

Global

New York

Statistics

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	3	6	4	6	3	1,217	1,456	1,439	1,430	1,478	21,678	26,333	26,390	29,674	29,455
4	5	4	5	10	3	1,801	1,905	1,889	2,033	1,665	34,573	38,613	37,489	44,966	34,515
3	13	10	18	8	1	2,152	2,277	2,267	2,292	2,359	42,148	45,137	49,495	51,457	53,655
2	3	3	7	7	4	1,619	1,514	1,686	1,496	1,821	31,879	32,794	36,556	32,193	43,724
1	4	1	1	9	4	1,717	1,629	1,893	2,162	2,211	39,757	41,746	46,435	48,876	55,476
Total Exams	28	24	35	40	12	8,506	8,781	9,174	9,413	9,534	170,035	184,623	196,365	207,166	216,825
Mean Score	3.00	3.46	3.11	2.93	2.25	2.90	3.01	2.92	2.90	2.83	2.80	2.86	2.80	2.88	2.72

Studio Art: 2-D Design Portfolio

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1	2	3	2	4	311	296	350	327	466	3,411	3,795	4,892	4,542	6,447
4	3	2	3	2	1	603	645	563	715	623	7,931	8,055	8,177	10,412	10,363
3	3	4	4	4	4	553	623	524	666	600	8,757	9,646	9,200	11,109	11,573
2	1	2	2	2	2	292	268	277	238	237	4,553	5,039	5,077	4,952	4,430
1	5	4	6	8	5	50	71	96	40	42	893	969	1,385	796	717
Total Exams	3.80	4.50	4.50	3.75	4.80	1,809	1,903	1,810	1,986	1,968	25,545	27,504	26,731	31,811	33,530
Mean Score	3.80	4.50	4.50	3.75	4.80	3.46	3.43	3.44	3.53	3.63	3.33	3.32	3.35	3.41	3.52

Studio Art: Drawing Portfolio

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1	1	3	1	4	270	199	264	261	332	2,576	2,749	2,872	3,196	4,473
4	1	2	3	1	1	313	308	340	425	422	3,451	3,611	4,100	5,100	5,636
3	3	4	2	2	2	666	587	650	521	525	7,242	7,007	7,470	7,310	7,303
2	2	1	1	1	1	229	239	230	153	157	3,226	3,316	3,466	2,779	2,654
1	5	8	3	4	5	20	39	46	18	20	518	679	732	536	399
Total Exams	3.60	3.38	4.00	3.75	4.80	1,498	1,372	1,530	1,378	1,456	17,013	17,362	18,640	18,921	20,465
Mean Score	3.60	3.38	4.00	3.75	4.80	3.39	3.28	3.36	3.55	3.61	3.26	3.26	3.26	3.40	3.54



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New Paltz Central High School (333355)

New Paltz Central High School (333355)

United States Government and Politics

New York

Global

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1	2	1	3	1	1,660	1,778	1,516	1,907	1,721	28,845	32,336	27,546	36,539	35,693
4	3	1	1	4	5	2,221	2,043	2,144	2,189	2,158	36,550	33,898	38,345	40,193	39,911
3	4		7	6	5	4,072	4,220	3,969	4,214	4,615	66,864	71,829	70,019	74,014	82,501
2	6	5	7	6	1	3,747	3,692	3,853	3,974	4,432	63,612	67,126	70,847	71,302	78,991
1	2	2	6	1	5	2,565	2,579	2,999	3,021	3,443	60,346	66,996	76,566	74,976	83,886
Total Exams	16	10	22	20	17	14,265	14,312	14,481	15,305	16,369	256,217	272,185	283,323	297,024	320,982
Mean Score	2.69	2.60	2.27	3.10	2.76	2.77	2.77	2.68	2.74	2.65	2.65	2.62	2.54	2.64	2.58

United States History

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	7	5	9	4	6	5,074	5,164	4,299	5,354	4,964	47,306	50,976	44,897	59,029	54,967
4	15	15	17	9	10	9,268	9,629	8,230	7,973	8,282	95,758	98,927	85,806	88,709	90,214
3	20	19	22	16	19	8,396	8,183	10,079	9,831	10,005	96,020	93,548	112,701	111,449	113,683
2	28	32	15	26	19	8,531	9,766	8,971	8,826	9,735	120,095	130,143	118,045	114,930	119,554
1	4	7	6	13	8	3,728	4,175	6,111	5,881	7,338	85,449	91,384	115,077	120,395	130,555
Total Exams	74	78	69	68	62	34,997	36,917	37,690	37,865	40,324	444,628	464,978	476,526	494,512	508,973
Mean Score	2.91	2.73	3.12	2.49	2.79	3.10	3.05	2.88	2.95	2.85	2.77	2.76	2.64	2.70	2.65

* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.



AP® School Summary with Comparable Groups (2017)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

Data Updated Oct 4, 2017. Report Run Nov 21, 2017

New Paltz Central High School (333355)

School (333355)	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Comp Gov Pol	Euro Hist	Hum Geog	Macr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc AB	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Total Exams*
	5	4	19	1	5	2	1	2	5	5	6	6	9			2	5	5	72
	4	1	35	4	10	4	3	4	9	5	10	10	7	3	5	5	6	4	126
	3		37	6	19	3	5	5	8	5	19	9	2	1	14	6	5	5	149
	2		26	4	12	2	3	2	7	1	19	12	1	4	8	4	5	6	116
	1		1	2	3	4	4	3	5	5	8	8	1	4	4	3	2	2	40
Total Number of Exams	5	5	118	17	49	11	16	16	34	17	62	37	19	12	27	17	24	17	503
Mean Score	4.80	4.80	3.38	2.88	3.04	3.55	2.63	3.00	3.06	2.76	2.79	3.27	4.26	2.25	2.89	3.29	3.21	2.65	3.15
Standard Deviation	0.45	0.45	1.03	1.11	1.06	1.04	1.26	1.32	1.30	1.35	1.16	1.10	0.87	1.22	0.70	0.99	1.35	1.00	1.16
Total Schools	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	5	466	3,408	237	706	335	1,639	921	2,506	1,721	4,964	3,457	970	1,478	1,307	1,005	856	738	40,289
	4	623	4,461	332	1,307	524	2,293	1,236	3,150	2,158	8,282	3,646	804	1,665	4,387	1,687	2,154	2,328	62,438
	3	600	5,957	251	2,101	636	1,654	779	2,455	4,615	10,005	4,295	740	2,359	7,679	2,668	1,315	2,621	80,819
	2	237	157	9,764	199	2,292	482	1,487	538	1,819	4,432	4,307	409	1,821	4,885	2,271	2,083	3,201	71,015
New York	1	42	20	3,991	208	670	688	1,696	658	3,443	7,338	3,492	828	2,211	1,093	1,166	2,551	1,731	41,300
Total Number of Exams	1,968	1,456	33,221	1,227	7,076	2,665	8,769	4,132	12,292	16,369	40,324	19,197	3,751	9,534	19,351	8,797	8,961	10,619	295,861
Mean Score	3.63	3.61	2.87	3.16	2.87	2.75	3.08	3.30	3.13	2.65	2.85	2.96	3.18	2.83	3.00	2.90	2.63	2.73	2.96
Standard Deviation	1.04	1.00	1.17	1.36	1.13	1.36	1.40	1.37	1.40	1.24	1.28	1.36	1.49	1.37	0.99	1.19	1.36	1.17	1.25
Total Schools	243	229	792	69	301	96	242	203	399	494	1,013	830	267	424	759	475	393	411	1,439
	5	6,144	51,790	4,873	9,673	20,711	21,312	15,889	55,163	35,570	54,285	53,307	13,376	27,347	15,720	13,988	14,859	8,039	621,284
	4	10,024	5,403	104,620	5,173	19,472	33,976	30,304	21,272	74,099	89,451	54,476	11,825	32,493	51,770	23,589	38,643	25,422	938,858
United States	3	11,244	7,020	159,095	4,365	29,391	41,387	22,643	14,104	59,272	112,978	63,507	12,504	51,762	91,471	39,263	24,422	32,968	1,230,905
	2	4,365	2,592	177,220	3,817	33,484	34,006	21,387	9,632	43,574	78,838	67,285	6,488	42,381	69,141	40,286	38,817	48,221	1,156,619
	1	712	395	82,650	3,024	12,781	67,753	36,714	14,864	63,041	83,692	63,011	12,290	54,371	21,377	33,345	41,673	49,053	908,270
Total Number of Exams	32,489	19,643	575,375	21,252	104,801	197,833	132,360	75,771	295,149	320,266	505,675	303,586	56,483	208,354	249,479	150,471	158,414	163,703	4,856,936
Mean Score	3.51	3.53	2.77	3.24	2.81	2.52	2.83	3.18	3.05	2.58	2.64	2.91	3.13	2.69	2.89	2.63	2.66	2.36	2.84
Standard Deviation	1.01	1.03	1.17	1.36	1.15	1.38	1.45	1.41	1.41	1.30	1.32	1.40	1.46	1.35	1.03	1.24	1.34	1.20	1.29



AP® School Summary with Comparable Groups (2017)

This report compares the AP scores at your school to comparable groups, overall and by individual subject. Comparisons also include total number of exams, mean score, standard deviation, and number of schools per exam for each group.

Data Updated Oct 4, 2017. Report Run Nov 21, 2017

United States		Score	Stu Art 2D	Stu Art Draw	Eng Lang Comp	Comp Gov Pol	Euro Hist	Hum Geog	Marr Econ	Micr Econ	Psyc	US Gov Pol	US Hist	Calc Ab	Comp Sci A	Stat	Biol	Chem	Env Sci	Phys 1	Total Exams*
Total Schools			4,599	3,824	12,713	1,260	4,369	4,760	4,604	3,628	7,930	9,252	12,876	13,285	4,439	8,338	10,514	8,312	6,015	6,668	20,147
5			6,447	4,473	53,196	5,225	9,943	21,365	24,765	20,711	57,974	35,693	54,967	59,588	14,780	29,455	16,470	16,079	15,155	9,300	666,442
4			10,363	5,636	106,532	5,494	19,673	34,714	33,126	24,832	76,239	39,911	90,214	57,083	12,753	34,515	53,708	25,924	39,328	27,711	976,248
3			11,573	7,303	161,281	4,582	29,650	42,009	24,006	15,836	60,630	82,501	113,683	66,212	13,323	53,655	93,863	41,747	24,715	34,767	1,262,396
2			4,430	2,654	179,125	4,010	33,855	34,348	22,395	10,524	44,380	78,991	119,554	69,886	6,964	43,724	70,362	41,793	39,224	49,823	1,178,284
1			717	399	83,303	3,171	12,892	68,153	37,833	16,339	64,408	83,886	130,555	64,897	13,037	55,476	21,665	34,102	41,978	49,920	922,782
Total Number of Exams			33,530	20,465	583,437	22,482	106,413	200,589	142,125	88,242	303,631	320,982	508,973	317,666	60,857	216,825	256,088	159,645	150,400	171,521	5,006,152
Mean Score			3.52	3.54	2.77	3.25	2.81	2.54	2.89	3.26	3.06	2.58	2.65	2.93	3.15	2.72	2.89	2.67	2.67	2.40	2.86
Standard Deviation			1.01	1.03	1.17	1.36	1.15	1.38	1.46	1.42	1.42	1.30	1.32	1.40	1.46	1.36	1.03	1.26	1.34	1.21	1.30
Total Schools			4,806	4,003	13,377	1,458	4,612	5,070	5,316	4,396	8,640	9,397	13,278	14,428	5,034	8,949	11,327	9,182	6,331	7,373	22,049

* The scores, total number of exams, mean score, and standard deviation for each comparable group represent all exams taken by students in that group. Therefore, data for exam subjects not offered at your school may still be included in the Total Exams column. This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

Students by Education Level

Comparable Group	Total Schools	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
New Paltz Central High School	1	235	Unknown	1	89	90	54	1	
New York	1,439	167,096	2,572	50	65,361	63,294	33,512	2,229	78
United States	20,146	2,688,981	58,266	591	928,443	981,690	535,235	177,158	7,598
Global	22,048	2,762,168	60,069	2,378	961,244	1,007,945	544,524	178,318	7,690

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



AP[®] Equity and Excellence (2017)

Print / Download Options

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2017.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

✔ Data Updated Oct 4, 2017, Report Run Nov 21, 2017

New Paltz Central High School (333355)

Group	Percentage	How is this calculated?
Graduating Class Summary	39.5	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	32.0	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	34.0	
10th Grade	20.0	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.



High School English Department

Team Leader/Facilitator:

Lauren DePoala

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; and 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. Additionally, 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 2017, the exam was administered to all sophomores (and any juniors who still needed to take it).

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

- Students will be able to examine and analyze the actions and motivations of individuals in fiction and nonfiction to then reflect on own identity and development to foster empathy, respect, and action.
- Students will be able to present academic findings in a public forum.
- Students will be able to discuss complex issues and practice active listening.
- All 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 be able to write evidence-based arguments to support claims in an analysis of substantive topics or texts.
- All students will be able to read and comprehend a variety of vertically aligned complex texts, both fiction and non-fiction.

Results, as evidenced by evaluation and assessment data.

- 90% of students tested passed the Common Core English Regents exam that was administered in June 2017.
- 62% reached mastery on June 2017 exam.

Conclusions, recommendations, and priorities for future.

- We will continue to administer the Common Core Regents exam to sophomores.
- Continue to keep courses updated and relevant to the Common Core Curriculum and State Exams to ensure student readiness.
- Collaborate with (and across) grade-level teams on a regular basis to understand our students as learners.
- Review and revise the replacement courses – English Language 11/12 and English Literature 11/12.

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

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 be able to pick out pertinent information in word problems to help solve for a solution. The Regents exams for each science discipline will be used as data points to determine success.

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 scientific studies, it is important to be able to determine which information is important to a study and which is irrelevant. As such, students should be able to pick out information from scientific word problems to solve for a given variable most efficiently.

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

Each teacher will assign word problems throughout the year to help prepare students to successfully pick out important information from a given text, including labs, homework, and assessments.

Results, as evidenced by evaluation and assessment data.

Chemistry:

One item we focused on this past year was a student's ability to pull out key components in a word problem. The aptitude to focus on key components of a question and to be able to recognize and identify the words and phrases that will direct the individual towards the solution are of the uttermost importance in solving word problems. We have found that a student's greatest difficulty in solving word problems is sifting through the information given and recognizing what is relevant. Not pursuing the red herring is a skill set that must be learned. The first step we use is teaching students pertinent vocabulary. Students need thorough understanding of the language used with the content. Since much of the vocabulary used in a particular unit is often similar, helping students recognize similarities and differences in these

words and meanings is paramount. A second important factor is students' ability to associate units with given variables. This connection allows students to first understand which type of equation should be used and second to be able to check their final answer by checking units remaining. Next, we spend a lot of time modeling the identification of these terms and units in word problems, along with modeling the identification of the information that is not pertinent to the question. At this point, students are given practice on their own identifying these "flags," these key vocabulary words that will help to solve the word problems. Students are also asked to identify information that is not relevant to answering the question. Based on the scores from the NYS Regents, the students were successfully able to complete this task.

Physics:

Throughout the year, students completed labs as well as quizzes that tested their ability to pick out the relevant information of any given problem. One such lab is called "Shoot for Your Grade." In this lab, the students are required to determine, with both accuracy and precision, where a marble will land. At various points throughout this lab, students are confronted with opportunities to collect data that will not lead them to the solution they seek. For example, part of their set up is to place a ramp at an angle. The angle of the ramp, in this case, is not needed to calculate where the marble will land. As a result, they need to understand that this piece of data will not be useful and only focus on information that is useful.

Through summative assessments, such as quizzes, word problems often give you an extra piece of data, such as a mass or a final velocity. It is also very common to give information for the problem, without specifically mentioning it. The student must then determine what that information is, and if it is useful, in order to successfully complete the problems.

The NYS Regents exam uses the same format of questions as the summative assessments used throughout the year. As a result, the students were prepared for such a style of questioning and ready to make the discrepancy between relevant and irrelevant information. Upon review of the NYS Regents results, students were able to successfully point out the important information.

Biology:

In my first years as a teacher, I reused the same unit examination booklets from one section to another in an effort to cut down on the amount of paper consumed. I remember writing "Please, do not write in this exam booklet" on the top of the exams. I quickly realized the folly of this. Students wanted to be able to mark their exams to help them work through the questions. Last year in my Regents Biology classes, I tried to get students to mark their exam papers in a more meaningful way as they took assessments. I coached students, especially struggling students, to circle or underline key terms and phrases in questions as they worked through them. I took a look at the exam booklets for signs of meaningful notation. Doodles and cross/outs to eliminate choices on multiple-choice questions were disregarded. I compared the number of exams that were marked meaningfully in the beginning of the year to exams at the end of the year. A significant increase in meaningful marking was observed.

Earth Science:

Students in Earth Science were tasked with labs throughout the year that required them to pay attention to what they were doing as well as what they were reading. Labs completed by the students not only asked them to take measurements that will lead them to the correct conclusion, but also read scientific information to pinpoint exactly what was necessary for the problem. Students also pulled key terms and components from texts to learn their meanings so they can correctly apply them in the future. Success was measured from both formative and summative assessments throughout the year, as well as the Regents exam.

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, Sarah Potenza, 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 2015-2016, 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.

2015-2016 Regents Results

- Algebra 1 Common Core - 160 students: 87% passed, 11% mastery
- Geometry Common Core - 145 students: 86% passed, 23% mastery
- Algebra 2 Common Core - 117 students: 91% passed, 15% mastery

2015-2016 Non-Regents Results

- Introduction to Calculus Final Exam - 82 students: 85% passed, 59% mastery
- Computer Science 2 - 32 students: 91% passed, 41% mastery
- Algebra 2 - 62 students: 84% passed, 50% mastery
- Geometry A - 42 students: 71% passed, 24% mastery
- Algebra A - 10 students: 90% passed, 20% mastery

- AP Calculus - 39 students: 43.6% scored 5, 25.6% scored 4, 20.5% scored 3, 7.7% scored 2, 2.6% scored 1
- AP Statistics - 40 students: 15% scored 5, 25% scored 4, 20% scored 3, 17.5% scored 2, 22.5% scored 1
- AP Computer Science - 13 students: 39% scored 5, 46% scored 4, 15% scored 3, 0% scored 2, 0% scored 1

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

In 2016-2017, 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.

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

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, Karen Bryant, Albert Cook, Lynda Costello, Jessica Fredericks, James Gill, Kristen Kiley, Bonne Maseo, 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 & Geography Regents exam in June 2016: 186 students took the exam, 164 passed the exam (88%), and 97 achieved mastery (52%).
- On the NYS United States History Regents exam in June 2016, 186 students took the exam, 181 passed the exam (97%), and 115 achieved mastery (62%).

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

- Revise and implement Global 9 curriculum that reflects the Common Core Learning Standards.
- Revise and implement Global 10 curriculum to reflect and address the Common Core Learning Standards.
- Revise and implement U.S. History curriculum to reflect and address the Common Core Learning Standards.
- Review and revise elective curricula to ensure alignment with the Common Core Learning Standards.
- Maintain high success rates for general education students in Global History and U.S. History.

Results, as evidenced by evaluation and assessment data.

- On the NYS Global History & 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%).

Conclusions, recommendations, and priorities for future.

Conclusions:

- While the class of 2018 cohort passing rates improved, 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.

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 2017-2018 SMART goals.

High School World Languages

Team Leader/Facilitator:

Marc Knittel

Team Members:

Rodrigo Castro, Eliezer Espinosa, Souad Kurzban, Renee Salamone

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.):

- In the target language, write about the NYS required topics as appropriate to State checkpoints A, B, and C.
- 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 2016-2017 school year, students were given a baseline assessment.

- Spanish 1
- Spanish 2
- Spanish 3 students were given a writing assessment in which students showed a lack of knowledge of both present and past tenses.
- Spanish 4 students were given a writing assessment in which students showed a lack of knowledge of past tenses.
- 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 1 students were given a writing assessment at the beginning of the year to assess their control of grammar, vocabulary, structure, and fluidity. They showed improvement in their writing skills by the end of the year but also need to strengthen tense use, more complex vocabulary, and grammar as they continue past level 1.
- French 5 students were given a knowledge base verb assessment as well as a writing assignment at the beginning of the year to assess control of grammar, vocabulary, tense navigation, and fluidity in thought and process. They also had an oral presentation. Both writing and oral skills showed improvement by the end of the year, but showed a need to improve details and add further complexity.
- Arabic 2 students were given two types of assessments – oral conversation to measure their knowledge of basic greetings and be able to have short conversation with each other, and a written assessment to measure fluency in verb tenses and sentence structure.

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

- Sentences/structures were reviewed in class.
- Cross-curricular, common pre-assessment and post-assessment and a cross-language assignment/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 wrote 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, yet need for strengthening oral and written skills and focusing on tense transitioning and more complex structures.
- In Spanish, Level 1 student showed improvement in communication. Level 3 students improved in writing and reading skills with a total of 95% passing rate on 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.
- 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.
- Limit class sizes to provide more opportunities for speaking in the target language and individual teacher feedback.
- More time for department collaboration.

Grades 9-12 Physical Education

Team Leader/Facilitator:

Mike Vance

Team Members:

Tom Tegeler, Mike Vance, Nicole Vitale, and Brooke Frey

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)

This was our fourth year collecting data from the NYS PE Profile. Each student was assessed using the NYS PE Profile 1 unit per quarter of PE. We will be using a cognitive assessment in addition to the NYS PE Profile.

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

- Increase number of students who reach competency on the PE Profile.
- Add a literacy component.
- Continue to inform students of community activities and resources.

Results, as evidenced by evaluation and assessment data.

Using the NYS PE Profile, we found in 2016-2017 that 92% of our students scored a 70 or above on the cognitive assessment. We have witnessed a plateau with the skill-based assessment using the NYS PE Profile. Most years, we have about 90 percent of our students achieving competency measured by the NYS PE Profile.

Conclusions, recommendations, and priorities for future.

We will continue to monitor student learning through the use of our local assessment. In order to comply with the Common Core literacy component, we will include usage of websites and literature for student discussion and collaboration during class and in the community.

High School Art & Technology

Team Leader/Facilitator:

Todd Martin

Team Members:

Jen Cone, Alexis Mallory, Laurene Pountain, Todd Martin, and Krista Pachomski

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.

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.
- The department will work with guidance and administration to ensure continuity in course sequencing in art and technology courses.
- 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

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 Art Show, as well as exhibit or compete at/in the Elting Memorial Library, Gardiner Library, Woodstock Artists Association and Museum Darkroom Photo Show, Dimensions Extreme Redesign, Student Life Production, and the Scholastic Art Awards, The Ten Day Film Festival, 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 presentation on NPZ.

- Field studies occurred at Smithsonian National Museum of Design, the Paley Center of Radio and Television Archives, Museum of Moving Image, 3D Lab at SUNY New Paltz, The Metropolitan Museum of Art, Olana State Historic Site, Museum of Modern Art, Vassar College Art Gallery, R and F Paint, Town of New Paltz, Storm King Art Center, HV Materials Exchange, The New Museum, Hudson Valley Pottery, and The Brooklyn Museum. 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.
- There is a need for an increased staff to accommodate our enrollment.

High School Business and Family & Consumer Science

Team Leader/Facilitator:

Kieran Bell

Team Members:

Kieran Bell, Alicia Tuttle

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.

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)

- 100% of students failed the personal finance pre-test.
- 100% of students failed the accounting pre-assessment.
- 100% of students failed the fashion pre-assessment.
- 80% of students failed the food and nutrition pre-assessment.
- 90% of students failed the child development pre-assessment.
- 100% of students failed the gourmet 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.

- 90% of students passed the personal finance post-test and received national financial literacy certification.
- 100% of students passed the accounting final project.
- 16 students earned college credit through SUNY Ulster Collegian Program.
- 93% of students passed the fashion summative assessment.
- 95% of students passed the food and nutrition summative assessment.
- 100% of students passed the child development summative assessment.
- 90% of students passed the gourmet 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:

Kathryn Flanagan, Jessica Bradley, Stephanie Shoemaker, and Alex MacKinnon

Standard 2.0: Program Coherence

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

The New Paltz Central School District Counseling Department has enhanced the existing career development program. Approaches to reaching out to students and families who are economically disadvantaged have been improved, allowing them to be further connected to resources available to them that will help them attain post-secondary plans.

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:

- Enhancing awareness among students to help them become career ready.
- Further reducing barriers for students who are economically disadvantaged in order to improve academic achievement.
- Develop ways to increase awareness of and support students' emotional and social well-being.

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

- Update already existing and develop new programming for students that relates directly to career awareness.
- Implement clear procedures and ways for economically disadvantaged students and families to learn of opportunities available to them that will reduce barriers to academic achievement.
- Incorporate activities into the guidance program to help students develop and increase coping strategies.

Results, as evidenced by evaluation and assessment data.

Career awareness programming was updated and expanded. In addition to the Ulster Career Conference and classroom guidance workshops, additional activities included trips to post-secondary vocational/trade programs and local companies.

Field trips were planned to Central Hudson's Power Your Future Career Day and the Ulster County Job Fair. The Fall 2017 College Night was renamed Imagine Your Future: College and Career Night and expanded to include participants representing trades, service activities, study abroad, leadership, military, state police, and culinary arts.

Procedures were developed that improve our ability to reach out to economically disadvantaged students and families and to help them self-advocate so that they can learn about opportunities that are available to them. During Annual Reviews, counselors provided one-on-one information to families regarding opportunities to economically disadvantaged students. Further, we are reaching out to parents in new ways to help them communicate to counselors if they are interested in learning about programs, fee waivers, and other opportunities available to economically disadvantaged students via a questionnaire posted on the Guidance website, *NPHS Newsheet*, and other publications.

Counselors continue to support students' emotional and social well-being through individual and group sessions. As part of the classroom guidance presentations in the Life Prep classes, counselors discussed strategies and tools for success.

Conclusions, recommendations, and priorities for future.

Counselors will continue to identify and assess needs of students as appropriate in terms of helping all students to become empowered in terms of learning about career choices and options available to them.

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.

- 274 students enrolled in music courses for 2016-2017 school year.
- 37 students were selected to participate in the All-County ensembles.
- 53 students participated in Spring 2016 NYSSMA Solo Festival.
- 30 of the 53 participating NYSSMA soloists performed solos rated at the most advance Level VI.
- Two of these participating students were selected for the 2017 All-State NYSSMA Conference ensembles.

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 2016-2017 school year, approximately 274 students participated in music classes throughout the year. For next year (2017-2018), student music enrollment is anticipated to be about 275 students from our total High School enrollment of 818. This figure represents 34% of the High School enrollment. Individual and ensemble performances continue to be successful as defined by the following participation and achievement figures: 37 students were selected to participate in the All-County ensembles.

53 students participated in Spring NYSSMA Solo Festivals, with 30 of those students performing at the most advanced Level VI. Two of these students were selected to New York All-State Conference 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.

Grades 9-12 Health Education

Team Leader/Facilitator:

Antonia Woody – Director, Health, PE, Athletics, and School Health Services

Team Members:

Shannan Magnetico (High School)

Standard 2.0: Program Coherence

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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 2016-2017 Cumulative Pre-Assessment results for Health Education include:

- 72% of students failed the Health Education pre-assessment with a class average of 56%; 0% achieved Mastery Level (between an 85% and 100%).

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

In 2016-2017, 100% of the students will continue to demonstrate an increase of content knowledge, as measured by formal and informal methods of assessment.

In 2016-2017, 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:

- 95% of students passed the Health Education post-assessment with a class average of 84%; 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:

- 93% of students passed the Health Education post-assessment with a class average of 85%; 64% achieved Mastery Level

Cumulative assessment results for Health Education for the 2016-2017 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 students achieved Mastery Level (between an 85% and 100%) on the Pre-Assessment; 61% achieved Mastery Level on the Post-Assessment.
- 81% of students with disabilities passed the Final Summative Assessment, with 25% achieving Mastery Level.
- There was a 67% cumulative increase in passing scores when comparing pre- and post-assessment data for the Final Summative Assessment; 198 students total were tested.
- There was a 61% cumulative increase in students achieving Mastery Level (at or above an 85%) when assessing Final Summative Assessment data.

Conclusions, recommendations, and priorities for future.

- Goals established in September 2016 were met based on the assessment data analysis.
- 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.
- 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 will continue to take place aligned with NYS Education requirements.
- Mental Health Education Curriculum will be updated during the 2017-2018 school year.
- Various stress-reduction techniques will continue to be incorporated into curriculum based off of the summer “Mindfulness Training” attended in August 2017.

High School Library Media/Information Literacy

Team Leader/Facilitator:

Collaborative Process

Team Members:

Joanna Arkans, MaryAnn Lis-Simmons, and Joann Martin

Standard 2.0: Program Coherence

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

Inquiry based pre-, formative, and summative assessments that reflected the Common Core Learning Standards and the Information Fluency Continuum (IFC) were implemented.

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 library media specialists continue making connections between the Common Core Learning Standards and the Information Fluency Continuum to our staff.

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

The library media specialists continue to grow in our use of the IFC and its integration with the curriculum. We collaborated with teachers to integrate Information Literacy Standards as well as Common Core and ISTE standards (International Society for Technology in Education) into lessons/assignments/projects.

Results, as evidenced by evaluation and assessment data.

Our 9th grade 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 “fake news” this year as current events provided an opportunity for exploration of what makes a solid, credible news story. 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. Additionally, we piloted an “embedded librarianship” model with an AP Social Studies class in which students were required to meet one-on-one with the librarian in order to develop their research questions and find reputable sources.

Our first year with the online library sign-in system allowed 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 Common Core and IFC skills in the effort to strengthen students’ college and career readiness skills.
- The digital literacy program (formerly Internet Safety) has continued in 9th grade Life Prep classes, and I would like to expand some of the topics (social media posting, excessive cell phone usage) into other classes.
- In addition, I hope to continue and expand the “embedded librarianship” work with some more upper grade students.

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.

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; as well as to continue to meet the individual needs of students as determined by CSE.

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 articulation deficits require direct intervention in order to accurately produce age appropriate phonemes. These students' sound productions need to be continuously evaluated. Then, specific strategies must be taught, re-taught and practiced throughout the year in order to master target sounds. The speech and language department has acquired an updated articulation evaluation tool called the Goldman-Fristoe Test of Articulation-3 that will need to be integrated into the practice in order to gain formative and summative information about progress.

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

In 2016-2017 school year, 75% of the students in the identified population will demonstrate a decrease in the raw score (increase in accurate production of phonemes at the word level) of the Sounds-in-Words subtest of the Goldman Fristoe-2 Test of Articulation or decrease the number of articulatory errors on a paragraph-length reading sample.

Results, as evidenced by evaluation and assessment data.

**Please see the attached data that was completed by each speech and language therapist.

- 99% of students demonstrated an increase in the raw score on the Goldman-Fristoe Test of Articulation-3. This suggests that these students acquired speech sounds that they did not know how to produce during the fall baseline assessment. One student at the K-2 level did not acquire any sounds. This student had one error sound (/r/) that is counted as 20 errors in the assessment. This student is stimulable for production of /r/ in isolation and syllables, but not at the word level yet.
- These students require direct teaching, a therapist model, verbal reminders, and often structured generalization practice to improve their ability to use age appropriate phonemes during the production of words, phrases, sentences, and conversational speech.

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 phoneme development.
- We realized that as the process unfolded, we need to continue to provide structured speech articulation practice for teachers and/or parents to support the carryover of the learned skills.
- Our priorities for the future will be to continue both special education and general education support for individual students who need to develop age appropriate speech sounds.

K-12 English as a New Language

Team Leader/Facilitator:

Shawn Doyle

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 demonstrate independence by applying reading strategies practiced during instruction.
- The ENL team will continue in our efforts to improve home-school connection through parent phone calls, parent meetings and events, and translated forms and school to home communications.
- Parents will be invited to participate in the "English for Parents" classes through the Ulster Literacy Association.
- 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 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?

I believe we made significant progress in developing our program to better meet the requirement 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.

- Teachers will keep families informed and involved using various modes of communication.
- Teachers will attend professional development in ENL instruction and implementing Part 154.
- Teachers will present at a staff development workshop about the ENL co-teaching model.

Results, as evidenced by evaluation and assessment data.

- Students demonstrated independence by applying reading strategies in one-on-one reading conferencing and written responses on summative exams. The use of Cs and Qs as a protocol across disciplines seemed to be an effective way of synthesizing information, framing thinking, and developing inferencing and connections.
- We continued to improve our efforts in connecting with parents by making home visits when necessary, holding parent conferences where necessary, and keeping regular contact with parents. Positive parent feedback about the home-school connection expressed to teachers, guidance, and administrators was taken as evidence of achievement.
- We had good participation in the English for Parents classes so much so that it will run again this year.
- The ENL Parent Night was well attended for the first time by secondary students. Five ENL high school students attended. There was also a lot of support by the high school World Language Club in running the night.
- We had seven monthly ENL team meetings in the district office. Here we examined our implementation of the Part 154. We worked on translations of the website and documents provided.

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.
- We intend to examine our ENL IEP students and review the interventions for struggling students and the process of CSE referral and evaluation.
- There are some recommendations for holding staff training at the Middle School, similar to the one that was done at the High School, as professional development in the ENL co-teaching model.

K-12 Social Workers/Psychologists

Team Leader/Facilitator:

Rheam Deans

Team Members:

Mary Kay Fiore, Lisa Watkins, David Rosenfeld, Kate Hughes, 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 survey will be developed for students and staff and will report and improvement in well being based on a scale to be determined.
- Comprehensive reviews of various school-based mindfulness programs will be developed.
- A working definition of mindfulness will be constructed.

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)

- 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.

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

- Explore the research on the benefits of mindfulness programs in school settings.
- Visit two school districts that employ school wide mindfulness programs
- Collate information and analyze its value to NPCSD.
- Research and create a survey to assess student and staff well being to be implemented pre and post potential roll out of chosen mindfulness program.
- Finalize recommendations and present findings to administration and BOE

Results, as evidenced by evaluation and assessment data.

- The benefits of mindfulness programs were researched
- Articles were collected, read and summarized
- A working definition of mindfulness in schools was developed

Conclusions, recommendations, and priorities for future.

- Through this process we were able to recognize the breadth of information that is out there and the challenges to finding a program that would be useful to the needs of our district.
- A lot more time, training, and education about programs that are actually being implemented in schools is needed.
- Access to expert/professional advice and guidance on implementing a mindfulness program in schools would be extremely helpful.

SYSOPs

Team Leader/Facilitator:

Janice Pallus

Team Members:

Sue Bowers (Lenape), Karen Heaning (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. Sysop's 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. Sysop's helped to implement the Technology Committee. Coding was introduced to all elementary students.

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.

Section Three

Non-Academic Indicators of Success



**PROGRESS TOWARD THE
DISTRICT GOALS**

2016-2017

**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.

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.

Non-Academic Indicators of Success for Duzine ES

Team Leader/Facilitator:

Principal Debra Hogencamp

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.
- All classes participate in activities designed by teacher representatives on the building-level Diversity Cadre.
- Staff members implement consistent strategies that promote inclusion and kindness among all students.
- 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)

- The Duzine 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 2017:

- Activities developed in conjunction with the Duzine Diversity Cadre will be presented through existing curriculum.
- Duzine and Lenape Elementary Schools will connect around the theme of diversity via the mutual sharing of school-wide art projects.
- Teachers will analyze diversity assessment data to measure the impact of the lessons created by the Diversity Cadre.

Results, as evidenced by evaluation and assessment data.

- All Duzine students created posters around the theme of being kind and fair with the help of their families and teachers.
- All Duzine students participated in the creation of a mural that was given as a gift and displayed at the Lenape School (A garden of flowers made up of hands representing each child with the message, “May we all be different but grow together.”).
- Two Grade 2 classrooms collaborated in order to create posters with messages to help students feel positive about themselves and encourage each other to be supportive and kind (e.g. “Treat people like it’s their birthday.”; “Be a friend.”; “Make kindness contagious.”). These posters were displayed around the school building in the halls.
- All teachers read the same story (e.g. *The Bucket Book*), which reinforces the theme of building positive relationships. Multiple other stories that were centered on the same theme were read grade-level wide (e.g. *We are all like*, *We are All Different*; *Those Shoes*).
- Assessment data was collected and analyzed.

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.
- Adapt and adjust practices relevant to the Racial Equity professional development.
- Develop a “response to a prompt” to better analyze the impact of the art-exchange project.

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.
- Emphasis is modeled on these strategies via monthly school-wide meetings.

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 utilize Responsive Classroom strategies to promote a sense of community within the classroom. The Responsive Classroom program is research-based and, over time, has proved to be effective in reducing behavioral issues in the classroom.

The strategies help to promote an understanding of the importance of kindness and compassion for fellow classmates. As yet, these strategies have not been generalized to the larger school community.

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

By June 2017

- Monthly school-wide Responsive Classroom meetings will be established.

Results, as evidenced by evaluation and assessment data.

- Meetings occurred approximately every other month.
- 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.
- The parts of the meeting included:
 - Morning Message is shared in each classroom prior to the meeting as a whole school. Then the following three components are completed in the gym with the entire student body.

- Greeting – Various greetings were utilized so that each class was welcomed by each other. It modeled greetings that are typically conducted in the classroom throughout the year.
 - Share – One example was a classroom sharing of a special event occurring in the school that may require greater participation and assistance, such as Box Tops.
 - Activity – Unlike in the classroom where activities could be more curriculum and grade-level based, school-wide activities were more focused on social skills and community building.
- Teachers and students participated in this practice throughout the year with enthusiasm.
 - Part of the success was a result of the committee planning team growing over the course of the year, which demonstrated the eagerness and support for this practice to grow and develop.

Conclusions, recommendations, and priorities for future.

- Design a second year of school-wide meetings.
- Expand teacher involvement of meeting plan development.
- Design survey or exit tickets to gather data from students.

Non-Academic Indicators of Success for New Paltz Middle School

Team Leader/Facilitator:

Principal Richard Wiesenthal

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 be versed in educating students in appropriate social media usage and the prevention of cyber-bullying.
- Students are competent in their ability to appropriately use social media as well as recognize and combat cyber-bullying.

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)

With the rise of social media there is an increase in the incidents of cyber-bullying. Staff and students need to be educated in the prevention of and identification of cyber-bullying.

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

By June 2017:

- All staff will have participated in school-wide brainstorming and planning session for the school-wide goal related to cyber-bullying.
- Specific understandings related to cyber-bullying will be collectively decided upon.
- Priorities for professional development and assemblies will be established.

Results, as evidenced by evaluation and assessment data.

- 100% of staff participated in a school-wide meeting when cyber-bullying was identified as a school-wide, non-academic goal.

The following concepts were discussed:

- Self-Image
- Peer Leadership Interactions
- Selfie Project
- Interpersonal Relationships
- What Social Media Says About You

Priorities for Action Planning include:

- Self-Discovery of Social Media Issues
- Decoding the Images
- Kindness Challenge
- Extended Home Room for Group Discussion
- Schedule includes dedicated morning time to engage students/teachers in common discussion around appropriate use of social media.

Conclusions, recommendations, and priorities for future.

- Design a second school-wide staff assembly with the goal of reflecting on progress and making changes to the action plan as necessary.
- Use services of consultant(s) to further social media dialogue.
- Create a timeline for 2017-2018 and 2018-2019 articulating student assemblies and professional development.
- Gather data related to reports and responses to cyber-bullying and the appropriate use of social media.

By June 2018:

- All staff will have participated in cyber-bullying professional development.
- A second school-wide meeting will be held to determine the nature of student assemblies.
- At least one student assembly to take place in the 2017-2018 school year.

By June 2019:

- Related to cyber-bullying, 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)

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.

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

By June 2017:

- All staff will be informed of the increased number of students with mental health issues and the services currently offered to students and families.
- 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.
- 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.
- 100% of staff members are aware of the services available to students and families.
- 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:
 - Peer Education/Peer Leadership: 20-25 students organized and assisted in providing workshops on teen dating violence prevention, substance abuse and youth mental health issues, and first aid. *Love Don't Shove* specifically addresses the issue of teen dating violence. They also sponsored educational programs including Red Ribbon Week and Suicide Prevention.
 - Girls, Inc.: 17 students in a 20-week leadership and community action program for girls in Grades 10 through 12 in collaboration with the YMCA of Ulster. They discuss how to withstand stereotyping and sexism, and how to be allies. They also discuss leadership and the many ways girls can be leaders.
 - LBGT/Gay Straight Alliance provides information and support for members of the LBGT community.
 - Student Government represents all students. Officers regularly communicate with administration and bring ideas and concerns to the administration and the Board of Education. The Student Government selects student representatives for the Board of Education, Health Advisory Committee (HAC), and other committees. Student Government also sponsors several community building events throughout the school year.
 - Honor Society: an organization designed to provide service to the entire school community, including but not limited to academic programs.
 - Interact: a Rotary-sponsored service organization open to all students to help members of the community in whatever ways deemed necessary and/or appropriate. Currently, there are 27 students.
 - Youth for Unity provides multiple opportunities to celebrate and address issues of diversity. Programs include topics related to Hispanic Heritage Celebration, Women in History, and Black History. Current issues are frequently discussed after school.
 - National Alliance on Mental Illness (NAMI) (invited by Peer Leadership) provides students and teachers with information on suicide prevention and to help break the stigma of mental illness.
 - The Awareness Program provides peer support and leadership to address multiple wellness issues, particularly in the area of substance abuse. Ten students are involved.

- Astor Satellite Clinic (an on site counseling clinic): 25 students and their parents have participated.
- Stress Busters: a program of physical activity designed to reduce stress. 30-40 students took part.
- Student artwork is displayed about town and in the school.
- The library collection includes selective material of high interest to adolescents.
- The Technology Club is an open studio for all students. Also, 15-20 students meet and “build” during a Mind-Craft workshop.
- Piglets provides opportunities for all students to participate in community service projects designed to address needs of all people in the greater New Paltz community. This is comprised of 25 students.
- “The Living Classroom” is a “living stress buster.” The Courtyard provides opportunities to enjoy/relax and study in an open-air environment. Between 20 to 50 students frequently visit and maintain the garden. Special events are scheduled throughout the year.
- 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.
- Individual events:
 - ENL Family Night was a major success and supported by the World Language Club. Participation includes 30 students.
 - Wellness Fair: emphasized healthy habits (the entire school community participated).

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 and 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, Ulster County Community College, 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.
- Data from student surveys will be used to evaluate the effectiveness of existing extra and co-curricular programs and will be used to modify and adjust program in the future.

Section Three

Racial Equity Initiative



**PROGRESS TOWARD THE
DISTRICT GOALS**

2016-2017

**SUBMITTED BY:
MARIA C. RICE, SUPERINTENDENT**

Equity Report Card

The New Paltz Central School District is preparing an Equity Report Card. Information in this report will assist in identifying priorities in regard to ensuring equity for all students in the areas of academic and non-academic success.

A Word about the Upcoming Data Analysis

Data analysis can target areas of greatest need and highlight areas of relative success. As this will be the first set of data collected and reported out, these data are the baseline by which we can measure progress toward our goal and educational equity.

Types of data that might be included are:

- Student Academic Performance
- Student Course Selection
- ENL Students
- School Enrollment (High School)
- Graduation Rate
- GED Program
- Dropouts
- Post-graduation Plans (college, work, military, other)
- Discipline
- Attendance (tardiness, class cuts, absences)
- Extracurricular Activities
- Athletics
- Special Education Data
- Student Services

The first Equity Report Card will be published as an addendum to this State of the District Report. It will be available sometime in the month of December 2017 or early in January 2018. Thereafter, the Equity Report Card will be published as a section of the annual State of the District Report.

Section Four



DISTRICT LEVEL ACTIVITIES TOWARD
MEETING DISTRICT GOALS

Section Four

Pupil Personnel Services



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2016-2017

SUBMITTED BY:
MEGHAN FEBBIE,
DIRECTOR OF PUPIL PERSONNEL SERVICES
AND
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 this data.

Despite all of the changes and challenges at the state and federal levels, 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. Surely the advent of new tools, service providers, and customized technology packages can help on this front. 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 2016-2017 school year.

Special Education Action Plans

Implementation Plan:

Including: Integrated Co-Teacher Training, Progress Monitoring Training, IEP Goal Writing Training, Transition Planning Training, FBA/BIP Training, Continuum of Services Training, IEP Direct Training, Multi-Sensory Reading Training, Mental Health Training, Overview of Autism Training, Therapeutic Crisis Intervention Training, and Section 504 Plan Training

Integrated Co-Teaching

- Provided opportunity for professional development at the elementary level for all teams of co-teachers.
- Provided professional development opportunity for all secondary co-teach teams within the District to plan together.

Progress Monitoring Training

- Provided professional development at the secondary level through Dutchess BOCES.
- Followed-up with elementary special education staff during department meetings regarding the training they received last year.

Individualized Education Plan Goal Writing

- Provided professional development at the elementary and secondary level through Dutchess BOCES to demonstrate how to write goals to support progress monitoring.

Transition Planning Training

- Provided professional development at the secondary level through Berkshire Union Free School District, Access VR and Kathy Coughlin, Secondary CSE Chairperson Superintendent's Conference Day training.

Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP) Training

- Social workers provided professional development on the process and forms to general education staff. All forms were placed online for staff to access.
- 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 teachers.

Overview of Autism Training

- Provided professional development to staff through Anderson School.

Mental Health Training

- Secondary social workers provided professional development to secondary staff to identify signs of students at risk.
- Elementary social workers provided professional development to elementary staff to identify anxiety and other disorders in students.

Therapeutic Crisis Intervention Training

- Trained specific staff members in targeted techniques to de-escalate crisis situations.

504 Training

- Annual training provided by Shaw, Perelson, May & Lambert to coordinators of special education, district administration, and school psychologists.

Coaching of Chairpersons by the Coordinators of Special Education

- Clerical training of building level clerical staff provided by special education clerical staff, MHRIC, and the Centris Group.

Special Education Placement/Services

- Reviewed out-of-district placements for consideration of in-district programming.
- Reviewed in-district programs focused on least restrictive environment for students based on strengths per state mandates.
- Utilization of Continuum of Service document to guide discussions for appropriate placement recommendation discussions with 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).

Related Services Action Plans

Occupational Therapy/Physical Therapy

- Developed instructional video clips for teachers' website to demonstrate use of pencil grips, formation of upper and lower case manuscript letters, and yoga.
- Updated data collection rubrics to determine exit eligibility.

Psychologists/Social Workers

- Development of Resource Guide for faculty and staff to use in the event of a critical incident in the school community.

Speech Language Therapists

- Continued integration with grade level regular education teachers to address Common Core Learning Standards in ELA as it relates to children and the use of grammar when writing and speaking.
- Provided structured opportunities to rehearse the use of accurate grammatical forms with fading support.
- Provided opportunities for students to build higher-level grammar skills in a hierarchal order.

Special Education Teachers

- Integrated with grade level general education teachers for training.
- Training in the administration of the New York State Alternate Assessment.

Parent Training

- Parent Workshop “Special Education High School Programming for the 2017/2018 School Year.”
- Parent Workshop “Parents as Partners: Effective Communication within Special Education.”
- Parent Workshop “Understanding School Services that Support Student Progress.”
- Parent Workshop “Preparing for an Annual Review Meeting.”
- Parent Workshop “High School Special Education Service Models” (scheduled three times).
- Parent specific training for special education students.

Teacher Aide Training

- Reviewed Individual Education Plans and Supporting Student Instruction.
- Targeted training on identified assistive technology the students utilize.
- Targeted training on how to de-escalate students and behavior management techniques for identified students requiring the support.
- CPR.

State Performance Plan (SPP) (Based on 2015–2016 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 2016-2017 school year, the District was not required to report on any compliance indicators.

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=2016&instid=800000036174>

It is for the 2015-2016 school year, the most current year available. New Paltz is meeting the performance targets in all areas with the exception of two Indicators; Indicator 3 “Participation in State Assessments for Students Grades 3-8 ELA and Math and Indicator 13: Secondary Transition Plans.

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 29% for Math. These data also reflect that 21.7% 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 16%, and 24.6% of students with disabilities that participated in the Math assessment achieved a Level 3 or higher, exceeding the state performance target 16%.

Indicator 13: Secondary Transition Plans requires that all students aged 14 and older have transition plans to support post-secondary goals. The internal review reflects that out of a sample 30 IEPs reviewed, 83.3% included information necessary to support transition. The district is working to ensure appropriate staff training to correct this deficiency. We are also working with the Resource Center for Accessible Living to support transition needs of our students.

The report also reveals that 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 2015-2016 school year, New Paltz had 354 students classified as of October 2015 out of a total enrollment (public and non-public school age students) of 2,426. These figures represent a special education classification rate of 14.6%. In addition, the report reflects that the District was providing services for 29 classified preschool students. These data are consistent with the data available from the 2014-2015 year.

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 2016, no students in New Paltz had to be reviewed by the superintendent to determine graduation eligibility.

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

The 2016-2017 school year brought about many changes in the area of special education. It seems as if the state and federal government are enacting change faster than they can create regulations and guidance to inform the field. Special education changes have been driven in the past by IDEA reauthorization, but more recently are reflective of the need to comply with federal demands via the audit that led to the State Performance Plan, Every Student Succeeds Act, and cost containment.

Additionally, the changes in education (Common Core Learning Standards, teacher evaluations, and assessment changes) will also impact special education services. New reporting requirements, as well as new mandates, will demand increased staff time and energy as we provide professional development and create systems and protocols. At the same time, addressing our students' learning needs will continue to be the primary focus of the 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 performance of students with disabilities in the District.

Graduation Information – Ethnicity

As of June 2017, 30 students with disabilities received the following diplomas:

# Students	Diploma type	Ethnicity
18	Local Diploma	14 White, 4 Black
9	Regents Diploma	9 White
3	Advanced Regents Diploma	3 White
0	Test Assessing Secondary Completion (TASC)	

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.

No students earned the following credentials:

# Students	Credential type	Ethnicity
0	Skills Achievement Commencement Credential	
0	Career Development Occupational Studies	

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 2012	June 2013	June 2014	June 2015	June 2016	June 2017
Regents Diploma	19	12	11	15	11	9
Advanced Regents				3	2	3
Local Diploma	10	12	4	10	8	18
Skills Achievement Commencement Credential	1	1	2	3	3	0
Reached Max Age*	0	1	1	0	1	0
Test Assessing Secondary Completion (TASC)	0	0	1	4	1	0
Career Development and Occupational Studies Commencement Credential				0	1	0

*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. The majority of seniors during the 2016-2017 school year graduated with a local diploma or higher. New York State only allows one percent of students to earn a Skills Achievement Commencement Credential. The District takes this seriously and believes all students can learn and achieve. Homeschooling is a popular option in the District. Students who are home schooled cannot earn a Regents diploma but can achieve a TASC as their exiting diploma. The TASC is a typical exiting credential for students who graduate in New Paltz on home schooling.

Dropouts

Three students have been identified as dropouts during the 2016-2017 school year. This is a decrease of one student when compared to the numbers that dropped out during the 2015-2016 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 2016-2017 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.

For the 2016-2017 school year, the number of students declassified increased from the prior year. During the 2015-2016 school year, there was discussion regarding continued eligibility and an awareness that the goal of special education is to provide supports and skills so a student can become independent. In reviewing the specifics, eight students were declassified at the elementary level (K to 5th grade), 13 students were declassified at the middle school level (grades 6 through 8), and eight 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

Referrals to Committee on Special Education

During the 2016-2017 school year, 80 students were referred to the CSE to determine eligibility. This is an overall decrease of 19 students as compared to the previous school year. Five of the students had existing Section 504 Plans and were referred from Section 504. Building level Instructional Support Teams referred 29 students and the remaining 46 students were referred by parents. The Instructional Support Teams have doubled their referral rate to the CSE. 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.

Reference: Firth, S. (2014, March 17). Study: Mental Health Hospitalizations Increasing in Children. US News World Report on Web. Retrieved September 1, 2016 from <http://www.usnews.com/news/articles/2014/03/17/study-mental-health-hospitalizations-increasing-in-children>

Below is a breakdown of the 80 school-age students referred for evaluation during the 2016-2017 school year:

17	Pending Referral
28	Ineligible
2	Withdrawn Referral
11	Learning Disabled
1	Moved
9	Emotional Disturbance
7	Speech/Language
4	Other Health Impaired
0	Intellectually Disabled
0	Visually Impaired
0	Deafness
1	Autism
0	Traumatic Brain Injury

Out of the 80 students referred, at least 28 of them were not classified by CSE. Another 17 students are still pending in the process and a decision regarding eligibility has not been made. Until the process is fully completed for those 17 students, it is difficult to make conclusions regarding the referrals.

Referrals to the Committee on Special Education (School Age Students)

- 11/12 = 93 referrals
- 12/13 = 82 referrals
- 13/14 = 69 referrals
- 14/15 = 60 referrals
- 15/16 = 83 referrals
- 16-17 = 80 referrals

Referrals by Grade Level (July 1, 2016 – June 30, 2017)

Grade	#	Ethnicity	Eligibility/Classification
K	9	3W, 1B, 3H, 2A	4 SLI, 1 ED, 1 ineligible, 1 withdrawn, 2 pending
1	5	5W	1 SLI, 1 OHI, 2 ineligible, 1 pending
2	13	12W, 1B	2 SLI, 1 OHI, 1 ED, 1 LD, 4 ineligible, 4 pending
3	8	5W, 2B, 1H	2 LD, 3 ineligible, 3 pending
4	6	4W, 1B, 1H	1 LD, 3 ineligible, 2 pending
5	9	6W, 1B, 1H, 1A	2 LD, 6 ineligible, 1 pending
6	3	3W	1 LD, 1 withdrawn, 1 pending
7	4	4W	1 LD, 1 ED, 1 OHI, 1 ineligible
8	4	4W	1 OHI, 1 ED, 1 ineligible, 1 pending
9	8	5W, 2B, 1H	1 A, 3 ED, 2 ineligible, 1 withdraw, 1 pending
10	9	6W, 2H, 1M	1 LD, 2 ED, 5 ineligible, 1 pending
11	1	1W	1 LD
12	1	1B	1 LD
Total	80		

KEY:

Ethnicity: W – White, H – Hispanic, B – Black, M – Multi-Racial, A- Asian

Classification: LD=Learning Disability, OHI=Other Health Impaired, ED=Emotional Disturbance, MD=Multiple Disabilities, SLI-Speech-Language Impairment, A=Autism, V=Visually Impaired, ID=Intellectually Disabled, TBI- traumatic brain injury

Students Transferring into the District

During the 2016-2017 school year, 27 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. This is two fewer students than the previous school year. It is difficult to account and plan for these students as we do not know what to expect. We try to use previous data and account for additions when we plan for the next year.

Short Term Psychiatric Admission

The number of students with emotional issues and/or mental illness is increasing and becoming more prevalent in the younger-aged students. Twenty two students required in-patient services to address psychiatric issues during the school year. Of these students, three had multiple admissions during the 2016-2017 school year. Three more students were hospitalized this year for mental health concerns.

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” and they frequently require continuous psychiatric clinical oversight, as well as an intensive daily therapeutic program 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 supports to students.

Due to the increase in mental health issues reported within the District, efforts in professional development have focused on mental health concerns. Staff members have attended workshops to turnkey the information, outside professionals have come in to work with staff, and district-employed service providers have led trainings on topics pertaining to mental health.

The New Paltz School District has also partnered with the Astor Clinic to provide an on-site office in the New Paltz High School.

Classification and Ethnicity

The following information was extracted from the 2016 Annual PD Data System Report Student Snapshot filed on October 5, 2016. The information presented reflects “School Age Students by Disability and Race/Ethnicity Receiving Special Education Services as of October 5, 2016.

Ethnicity/Disability

Disability Classification	Hispanic	American Indian/ Alaska Native	Asian	Black	Hawaiian/ Pacific Islander	White	Multi-Racial	Total
Autism	5	0	0	5	0	33	1	44
Emotional Disturbance	7	0	0	2	0	17	0	26
Learning Disability	28	0	1	10	0	96	1	136
Intellectual Disability	0	0	0	0	0	3	0	3
Deafness	1	0	0	0	0	0	0	1
Hearing Impairment	1	0	0	0	0	2	0	3
Speech/Lang Impairment	12	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	9	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 (2016)	63	0	3	26	0	273	10	375
The PD System also provides 2015 totals as a Reasonability check, they are as follows:								
Totals (2015)*	52	1	4	25	0	265	7	354
Totals (2014)	48	0	8	27	1	280	9	373

*Discrepancies of plus or minus 10 students and 10 percent between October 5, 2016 and October 7, 2015 data are identified with an asterisk in the Reasonability Check row.

Ethnicity Classification Trends – Power School BEDS Day (October 5, 2016), PD VR3

ETHNICITY	2012			2013			2014			2015			2016			2017		
	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage	Students	Classified	Percentage
American Indian or Alaskan Native	7	0	0%	7	0	0%	6	0	0%	6	0	0%	8	1	13%	7	0	0%
Asian or Pacific Islander	81	9	11%	77	9	12%	74	9	12%	81	9	11%	82	4	5%	76	3	4%
African American (not of Hispanic Origin)	146	31	21%	129	30	23%	124	30	24%	102	27	26%	99	25	25%	103	26	25%
Hispanic	210	36	17%	213	40	19%	228	54	24%	227	48	21%	226	52	23%	248	63	25%
White (not of Hispanic Origin)	1870	223	12%	1829	222	12%	1869	260	14%	1843	280	15%	1783	265	15%	1753	273	16%
Multiracial (Not of Hispanic Origin)	38	1	0.03%	49	1	2%	63	7	11%	61	9	15%	77	7	9%	88	10	11%

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 ESL 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.

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 2016, we had 35 classified preschool students with disabilities who received services. Of them, 21 received related services only, and 14 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 2016-2017 school year, we reported that the District served 60 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. We are 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	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Hispanic	2	2	6	0	0	2	1	3	5
Multiracial	0	1	0	0	0	0	2	0	0
White	35	27	25	16	14	29	10	23	27
Black	0	0	3	3	4	4	0	1	0
Asian	0	0	0	2	0	1	0	0	1
Total	37	30	34	21	18	36	13	27	33

Profile of Preschool Age Students Receiving Services by Ethnicity (as of October 2016)

Ethnicity Category	08/09 # of Students	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
Hispanic	3	4	2	6	2	2	4	3	5
White	36	42	36	19	16	47	27	24	28
Black	0	0	0	3	3	3	2	0	1
Multiracial	0	0	0	1	1	7	2	2	1
Asian	0	0	2	0	1	1	0	0	0

The very small numbers of Hispanic/Black 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 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 (IEPS) {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, the Bruderhof Woodcrest K-6 program, and the Montessori of New Paltz K-5 program.

During the 2016-2017 school year, the District provided services for three New Paltz students and two 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 15 students attending Poughkeepsie Day School, Hudson Valley Sudbury, Hawk Meadow School, Maplebrook School, Oakwood Friends School, Our Lady of Lourdes, The Birch School, High Meadow School, Ulster BOCES Pathways Academy, and Grand River Academy.

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 2016-2017 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: Meghan Febbie, director of PPS; and Kathleen Coughlin and Kathleen Clark, special education coordinators, 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.

Year	Total Staff		Duzine		Lenape		MS		HS	
	15/16	16/17	15/16	16/17	15/16	16/17	15/16	16/17	15/16	16/17
Special Ed. Teachers	33	33	5	4	11	9	9.4	12	7.6	8
S/L Therapists	3.4	3.7	1	1	1.2	1	1	.7	.2	1
Teacher of Deaf	.7	.3	.2	0	.2	0	.2	.3	.1	0
Social Workers	4	4	1	1	1	1	1	1	1	1
School Psychologists	3	3	District Wide							
Teacher Aides	42 2 part-time	38 1 part-time	11	9	12 1 part-time	13	11	12	8 1 part-time	4 1 part-time
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							

*LPN/TA –

All teachers and related service providers are appropriately certified. All staff are observed and evaluated as per the New Paltz United Teachers’ contract.

Building Program Profiles (Figures for 16/17 based on IEP Direct Data as of June 30, 2017)

Duzine Elementary	11/12	12/13	13/14	14/15	15/16	16/17
Total Classified Students/Total Students	66/474 = 14%	54/451 = 12%	58/471 = 12%	44/426 = 10%	46/433 = 11%	40/406 = 10%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Non-Integrated Special Class 12:1:1 (Grades K-2)
- 4 Transfer Students

Lenape Elementary	11/12	12/13	13/14	14/15	15/16	16/17
Total Classified Students/Total Students	85/515 = 17%	77/516 = 15%	99/503 = 20%	86/479 = 18%	88/502 = 18%	82/493 = 17%

- Integrated Co-Teaching Model
- Multi-Sensory Reading Embedded in the Integrated Co-Teaching Model
- Related Services
- Special Class 8:1:1 (NYSAA)
- Special Class 12:1:1 (Grade 3-4)
- Special Class 15:1 (Grades 4-5)
- 7 Transfer Students

Middle School	11/12	12/13	13/14	14/15	15/16	16/17
Total Classified Students/Total Students	77/542 = 14%	81/526 = 15%	92/535 = 17%	93/556 = 17%	92/565 = 16%	86/524 = 16%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Multi-Sensory 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
- 7 Transfer Students

High School	11/12	12/13	13/14	14/15	15/16	16/17
Total Classified Students/ Total Students	81/729 = 11%	70/717 = 10%	111/738 = 15%	84/764 = 11%	114/780 = 15%	82/760 = 11%

- Integrated Co-Teaching Model
- Related Services
- Resource Room
- Special Class (12:1:1)- Pre- Algebra (elective), Global 10, English 10, General Science
 - All credit bearing
 - Two ending in a Regents exam
- Special Class (15:1) Algebra A
 - Credit bearing, take second year of Algebra to sit for Regents
- Life Skills Program 12:1:1
- 11 Transfer Students

Students Placed Out of District:	11/12	12/13	13/14	14/15	15/16	16/17
BOCES Special Education Programs*	21	26	25	24	25	21
BOCES Alternative Education Programs	5	2	2	3	0	0
“Other Public School” Program**	1	1	2	1	2	0
Approved Private Day Schools***	17	12	18	12	8	12
Approved Residential Private Schools ****	3	2	4	5	4	3
Total Placed Out of the District	47	43	51	45	39	36

* BOCES Programs: Ulster County, Orange-Ulster County, and Dutchess County

**Other Public School Programs: Rondout Valley Central School District

***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, Summit, and Greenburgh- North Castle (Kaplan School)

**** NYS Approved Residential Schools in and out of state: Batavia, Mt. Pleasant Cottage School, and Center for Discovery, Crotched Mountain

Classified Students

Placed by Parent in Private Schools	11/12	12/13	13/14	14/15	15/16	16/17
	14	19	12	20	21	18

Parents can place their child in a private or parochial school. During the 2016-2017 school year, New Paltz parents placed their classified children in the following schools: Mountain Laurel, Poughkeepsie Day School, Hawk Meadow, Hudson Valley Sudbury School, Our Lady of Lourdes, Oakwood Friends, High Meadow, The Birch School, and Grand River Academy.

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 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 27 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 NYS Education Department, BOCES, etc. This year we provided training to support integrated co-teaching, NYS Alternate Assessments, multi-sensory reading, mental health, autism, 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 2016-2017 school year, 144 students were identified as having a disability that required accommodation under Section 504. This is 25 more 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 72 referrals to determine Section 504 eligibility; not all referrals were found eligible. Most referrals were made by parents and some originated from IST committees or the CSE referral process. There was a marked increase in referrals during the 2016-2017 academic year and the majority of referrals related to social-emotional functionality at the high school level. Duzine had seven parental referrals, Lenape had eleven parent referrals, the Middle School had nine parent referrals, and the High School had 22 parent referrals.

The 2016-2017 school year marked the 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 47 certified teacher tutors approved by the Board. This was the same number we had the previous year.

Our records indicate that for the 2016-2017 school year, tutoring was provided to 61 students. This was 20 students less than the previous year. Below is a breakdown of the specific tutoring needs.

As of the end of the 2016-2017 school year, tutoring was provided to 61 students as follows:

- 17 students – Grade 6-12 (Medical: 5 Mental Health, 12 Medical)
- 13 students – Grade 6-12 (Students awaiting CSE Placements)
- 30 students – Grades 6-12 (Out-of-School Suspension)
- 1 student – Miscellaneous
- 61 Total – All categories

Homeless Children and Youth Program

During the 2016-2017 school year, services were provided for 22 students (there were 17 students during 2015-2016). We are required to provide transportation, free/reduced lunch, and materials/supplies. All services are required under the McKinney-Vento Act and are grant funded through required funding set aside within Title I. Monthly paperwork is filed to Ulster BOCES regarding this information.

In order to 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 47 children during the 2016-2017 school year. We had a decrease of six students being home schooled. 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.

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	2	3	7	3	5	2	5	10	2	6	0	2

Title IX Concerns

During the school year, two concerns were addressed. The concerns were staff-to-staff and student-to-staff. The District policy was adhered to and written reports were provided to the superintendent of schools.

Harassment Officer Activity

Last year, one complaint was reported. One student-to-student report was made. Thorough investigations were conducted. One student-to-student complaint resulted in a written report provided to the superintendent of schools. The student-to-student report resulted with a referral back to the building for Dignity for All Students Act (DASA) reporting. The District policy was adhered to, including timelines to address the issues.

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.
- Consistent internal flow of information between building offices and registrar.
- Updated residency documentation.
 - Central Registration packets were updated to include the New Code of Conduct Summary for 2016-2017.

The following data reflect the registration information for the period of July 2016 through June 30, 2017:

	Regular Ed. Students	Special Ed. Students
Grade K	5	1
Grade 1	11	0
Grade 2	11	7
Grade 3	8	3
Grade 4	9	3
Grade 5	10	2
Grade 6	13	3
Grade 7	9	2
Grade 8	13	1
Grade 9	24	2
Grade 10	9	4
Grade 11	5	1
Grade 12	4	2
TOTAL	131	30

Three administrative assistants in the PPS Office are trained in registration processes to ensure personnel coverage during business hours.

During the school year, 161 students were registered with the District. This reflects 12 students less 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 amount of registrations required collaboration and sharing of work assignments within the PPS Office.

Section Four

Department of Educational Programs



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2016-2017

SUBMITTED BY:

**MICHELLE MARTONI,
ASSISTANT SUPERINTENDENT FOR
EDUCATIONAL SERVICES & PERSONNEL**

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 2016-2017 school year, an online collaborative document was developed and circulated to the District Professional Development team. Additionally, evaluations related to each professional development activity are 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 2016 -2017 school year, the New Paltz Central School District continued to support the Hudson Valley Writing Project.

The 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 school year. 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 2016-2017 school year, many teachers and administrators engaged in professional development around unpacking the Next Generation Science Standards. This work, along with the unpacking of all of the Next Generation Standards, will continue into the 2017-2018 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: 2016 - 2017

The goal of this department is to provide leadership to the educational program and to ensure that the instructional staff has the knowledge and resources it needs to optimize student learning. During the 2016-2017 school year, this department focused on several important initiatives.

These initiatives included but are not limited to:

- Implementation of the New Paltz Central School District 3012.D Annual Professional Performance Review (APPR);
- Supporting the District’s Racial Equity Initiative;
- 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;
- Providing professional development in multi-sensory reading instruction, in response to growing student learning needs;
- Collaborating with the teachers of English as a New Language (ENL) to continue to address the New Part 154 Regulations and to continue to expand the New Paltz Central School District ENL Program;
- Providing explicit professional development to teachers in Data Inquiry Protocols with the goal of expanding the practice to grade levels in 2017-2018;

- Revising 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.

Annual Professional Performance Review

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 will be suppressed. All scores were reported accurately and in accordance with SED deadlines.

The 2016-2017 school year was the first year of implementation of the 3012.D APPR Plan.

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.

Action Steps: 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.

Next Steps:

- Continue professional development for pilot group of teachers, staff, and administrators.
- Develop Action Plan.
- Adapt plan based on feedback and data.
- Explore options for curriculum development.
- Address micro-aggressions promulgated by students and staff.

Comprehensive Professional Development Plan

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.

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.

Nest Steps:

- Continue to update the plan every year as per SED regulations

Multi-Sensory Reading Instruction and Professional Development

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 Gray Diagnostic Reading Test (GRDT) subtests, a determination is made related to a 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.

The Gray Diagnostic Reading Test — Second Edition (GDRT-2) is a test of oral reading ability. The GDRT-2 has four core subtests, which measure different aspects of reading.

The results of the core subtests are combined to create three composites: decoding and comprehension, as well as general reading ability.

There are also three supplemental subtests: listening vocabulary, rapid naming, and phonological awareness.

The implementation of 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 1 st Grade	September of 3 rd Grade
Student 2	April of 1 st Grade	End of 2 nd Grade
Student 3	Feb/March of 1 st Grade	September of 3 rd Grade
Student 4	June of 1 st Grade	Nov/Dec. of 3 rd Grade
Student 5	September of 1 st Grade	Mid 3 rd Grade
Student 6*	End of 1 st Grade	Beginning of 3 rd 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 increased and the skills of the teachers who had received the first level of training were 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	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th
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

Also during the 2016-2017 school year, multi-sensory teachers and psychologists researched both entrance and exit screening tools for multi-sensory reading. A new screening tool was secured: Feifer Assessment of Reading (FAR). This tool will provide teachers and service providers with detailed information about a student's reading competencies specific to phonemic awareness, comprehension, and vocabulary. Should the screener indicate that a student should be evaluated, the companion test to the FAR would provide further information about a student's abilities in decoding, fluency, accuracy, silent and oral reading comprehension.

In this way teachers will be more adept at accurately identifying students for the multi-sensory program. Additionally, when the screening does not demonstrate a need for multi-sensory reading instruction, teachers will have other data (from the screener) to be able to point to the discreet reading need. In this endeavor, the multi-sensory reading teacher and the Academic Interventions Reading teacher have collaborated to enhance the Response to Intervention for students.

Next Steps:

- Continue to support collaboration between MSR and AIS reading teachers.
- Monitor the data gleaned from the new screening tool.

English as a New Language (ENL) Teachers Team and the Part 154 Regulations

In the 2016-2017 school year the ENL teachers continued to meet with administrators to address the challenges of the new Part 154 Regulations.

Accomplishments during the 2016-2017 school year include:

ELL Family Night

The New Paltz Central School District hosted an ELL family night in the spring of 2016. 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., manipulatives that will help children learn math concepts.

Noteworthy was the degree of familiarity our ENL families now enjoy with the school—teachers and administrators. In 2016-2017, families of our High School students were a welcome addition to this event.

Adult Literacy

In 2016-2017, through a partnership with Ulster Literacy and the New Paltz Central School District, English language classes for the parents of our ELL students were established. 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.

Next Steps:

- Continue partnership in the 2017-2018 school year.

- Explore individual tutorships for parents so that meetings can take place at a flexible time and space.
- Based on the work completed during the 2015-2016 school year, this program is up and running for the 2016-2017 school year.

High School Summer School

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 2016-2017 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 cost for opening day packets and critical information documents were secured. 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 2016-2017 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 continues to meet as they encounter and resolve the challenges surfacing as a result of the implementation of Part 154 this year.

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.

Next Steps:

- In the 2017-2018 school year a fall and spring ELL family night will be implemented.
- Monitor attendance and outcomes of Ulster Literacy partnership.
- Reflect on Summer Academies and plan curriculum for summer of 2017.
- 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.

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 Common Core Standards, common ongoing formative assessments, a method to record these assessments in Power School, and report findings 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 concept 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 effect 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. These included: portfolios, checklists, anecdotal data, collaborative behavior reflective rubric, and artifacts of student work.

Next Steps:

- Continue to refine the process for recording, monitoring, and analyzing the results of the assessments enumerated.

Review of Special Education Program

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 committee members became adept at the IST process. 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 IST team—expanding membership to include a general education and a special education teacher. The Middle School IST 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.

Next Steps:

- The assistant superintendent for educational programs will continue to monitor the Instructional Study Teams in all buildings as a participant observer.

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

Business Office



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2016-2017

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 2016-2017 school year were:

- Minimize program (and staff) reductions while keeping the unappropriated fund balance to 3.5%.
- Continue repayment of refinanced Bonds and NYPA 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 fifth 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:
 - Put up a budget that included a tax levy above the calculated limit. This required at least 60% voter approval to pass.
 - 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 2017-2018 budget, the District tax levy limit was 1.2%.

An educationally sound budget was developed for 2017-2018 with a 2.3% tax levy increase. Since this was over the limit of 1.2%, the budget required a 60% approval. This budget did not require any staffing reductions. The separate bus proposition was deferred for one year, but will need to be included in vote for the 2018-2019 budget.

Both the budget and bus proposition were presented to the voters on May 16, 2017, and passed with 70% (budget) approval.

Development of a Capital Project/Bond Proposition

- A financing plan for phasing in borrowing for the \$52.9 million Capital Project was developed in 2015-2016. We continued to monitor and update the plan as actual debt payments are made.

Update on Contract Negotiations

- There are no outstanding contract negotiations. All eleven bargaining units have settled contracts.
- Seven new contracts were signed in the 2016-2017. They were
 - PPS Admin Association
 - NPUT
 - Bus Drivers
 - Directors Association
 - Bus Attendants
 - DO Support Staff & Technology
 - Secretaries (Building)
- The following contracts expire on June 30, 2019. Negotiations for these contracts should start in 2018-2019 (or earlier).
 - NPUT (Teachers, Nurses, Teaching Assistants)
 - NPAA (Building Administrators)
 - CWA (Cafeteria)
 - CWA (Custodial, Maintenance, Mechanics)
 - NPESS (Aides, Monitors, Library Clerks)
 - PPS Admin 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.
- The budget under the tax levy limit was very tight and the District made a decision to present the voters with an educationally sound budget that did not cut programs, even though this required exceeding the tax levy limit.
- The final budget was adopted by the Board and presented to the public. The public supported this budget with an affirmative vote of 70% (over the 60% required for a budget that exceeded the tax levy limit).

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

2016-2017

SUBMITTED BY:
ANTONIA WOODY, DIRECTOR

Department of Health, Physical Education, and Athletics

The Department of Health, Physical Education, and Athletics continues to concentrate on the improvement of students' physical, social, and emotional growth. High School and Middle School Physical Education teachers and the Middle School Health teacher continued to combine their efforts to give instruction in the mandated "Hands Only" CPR and AED use. All Middle and High School students received this training.

As a result of data that showed students need more instruction and practice in ball skills, Lenape Physical Education teachers continued to concentrate on visual tracking and ball reception readiness. Middle School Physical Education teachers continue to acknowledge the developmental differences in their students and worked to refine the Middle School performance assessment rubrics.

Duzine Physical Education teachers focused on age-appropriate motor and manipulative (object control) abilities as well as social skills while involved in activity. The entire Physical Education staff has once again been recertified in Concussion Management.

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 2016-2017, 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 2016-2017, 100% of HS students will continue to demonstrate an increase of content knowledge as measured by formal and informal methods of assessment.
- In 2016-2017 100% of HS students enrolled in Health Education will participate in a pre- and post-assessment. Results will be analyzed and data will be 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.
- 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:

- Kindergarten students demonstrated steady improvement in motor skills evidenced by their performance on a skills checklist. In first and second grade, 82% of all students assessed met the benchmark in motor and object control/manipulative skills.
- 100% of students in Grades K-2 demonstrated growth in social skills as evidenced by teacher observation.

Lenape:

- 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), readiness (Grade 4), and overhand throw (Grade 5). Students demonstrate an increasing level of sportsmanship over time.

Middle School:

- As a staff, 100% of our total population scored at least a 70% on the PE game play rubric in the 2016-2017 school year. 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%.

High School:

- 92% of our students scored a 70% or higher on the cognitive assessment and 92.7% of students scored at least 75% on the psychomotor assessment.

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:

- 95% of students passed the Health Education post-assessment with a class average of 84%; 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:

- 93% of students passed the Health Education post-assessment with a class average of 85%; 64% achieved Mastery Level

Cumulative Assessment Results for Health Education for the 2016-2017 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 students achieved Mastery Level (between an 85% and 100%) on the pre-assessment; 61% achieved Mastery Level on the post-assessment.
- 81% of students with disabilities passed the Final Summative Assessment with 25% achieving Mastery Level on the Final Summative Assessment.
- There was a 67% cumulative increase in passing scores when comparing pre- and post-assessment data for the Final Summative Assessment; 198 students total were tested.
- There was a 61% cumulative increase in students achieving Mastery Level (at or above an 85%) when assessing Final Summative Assessment data.

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).
- 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 2016-2017 school year, New Paltz Athletics had 62 coaches and more than 900 participants in Grades 7-12. Less than 1% of these athletes became academically or behaviorally ineligible.

Team Leader/Facilitator:

Antonia Woody, Director Health, Physical Education, Athletics, and School Health Services

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 3% of the current coaches will need to refresh their concussion management certificate before the start of the 2016-17 school year.
- Parents/players are in need of a more data-driven idea 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, through parent meetings and rubric handouts.

- Continue to interface with the NYSED Associate for Physical Education and colleagues about the Athletic Placement Process to alleviate issues with performance standard interpretation.

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 try-outs. Personal scores are individually shared with the athlete so the player can clearly see how they did during try-outs. 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.

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
 - New York State Association for Health, Physical Education, Recreation, Dance
 - SPARK Physical Education webinars and trainings
 - Nursing Conferences: Nursing Association, Ulster & Orange Dept. of Health
 - NYS Association for Health, Physical Education, Recreation & Dance Conference
 - NYS Association for Health, Physical Education, Recreation & Dance Council of Administrators
 - NYS Athletic Administrators Association Conference
- Serve as Section 9 Athletic Chairpersons
- Serve as executive council member of Mid-Hudson Athletic League and Section 9
- 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
- Compliance work with the National Incident Management Systems (NIMS)

- Member of Town/Village Emergency Planning Committee
- Responsible for Proximity Cards for coaches and serve as backup system administrator
- Part of District Safety/Security projects: District Safety Co-Officer
- Create and revise both the NP Athletic Handbook for students and the NP Coaches Handbook
- Coordinate the CPR/AED instruction for faculty and staff, AED maintenance
- Provide training for faculty and staff in CPR/AED, EpiPen and glucagon administration, and recognition of the signs and symptoms of the myriad of chronic illnesses students have
- Coordinate District-wide Blood Borne Pathogen and Right to Know Training
- District-wide Hepatitis B shots and infectious disease control
- Responsible for student and athletic physicals and collaboration with the District medical officer
- Responsible for student immunization compliance and reporting
- Coordinates information for publication of the District-wide calendar in conjunction with Ulster BOCES
- Creates packets for Annual Notice to Employees
- 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 is an integral part of building and District-wide efforts to improve the quality of instruction, health, and safety of our students. 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.

Annual Report for Health Services

Team Leader/Facilitator:

Antonia Woody, Director Health, Physical Education, Athletics, and School Health Services

Team Members:

Sandy Hekking R.N., Erin Bush R.N., Maria Meoli R.N., Joy Van Vlack Weis R.N.

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):

- Nurses will be able to document screenings, physicals, immunizations, and confidential health information in Power School with district-provided laptops and/or portable electronic devices.
- Offer District information on a software program that will interface with Power School where both routine and non-routine visits can be documented to create a multifaceted profile of the student.
- New software program will provide increased productivity by decreasing the need for double documentation and have student data readily accessible to improve and promote student learning.
- Nurses will have educational materials to improve practice available to them.

Needs Statement (Where we are right now)

- Nurses are documenting immunizations, physicals, and screenings both in Power School and on a paper copy in the student cumulative record without ability to use portable electronic devices.
- Nurses are documenting routine and non-routine information in paper format, making it difficult to obtain data to improve and promote student learning.
- Educational and conference time is limited due to availability of substitute nurses and budget constraints.

Strategies/Activities To Attain Goal

- Work with District nurses and technology to ensure documentation is entered in a consistent and concise manner.
- Investigate options for documentation that are deemed to be acceptable within the District.
- Nurses communicate pertinent education programs to Pupil Personnel and respective principals.

Evidence of Effectiveness (What will be in place when the activity is complete and how will you measure it?).

- 80% of physicals and screenings will be documented in Power School.
- Choice of two to three options of documentation programs provided to District.
- Education and conference time will be scheduled, with substitute coverage, for each nurse.

In 2016-2017, the nurses saw more than 38,000 patients. More than 16,000 phone calls to parents were made, and more than 2,400 student screenings were done. As is evidenced by the chart below, the New Paltz nurses are not only responsible for medications, they are also an integral part of educational healthcare planning, are entry-level respondents for mental health as well as physical crises, perform mandated screenings, and work with both students and the District physicians to attend to the needs of our students. Nurses are also mandated to report to NYS immunization compliance and health statistics of students.

School	# Visits to the Health Office	# Phone Calls Home Re: Student Medical *	# Health/Emergency Care Plans	# Medications Given	# Mandated Screenings/Concussion Management
High School	8838	3314	29	306	678/11
Middle School	5988	5610	45	584	382/5
Lenape	10653	1150	80	860	944/4
Duzine	12900	6000	34	432	461/0
TOTAL	38379	16074	188	2182	2465//20

*Phone call numbers do not include calls to student and/or District physicians for medical forms that are incomplete, etc.

Conclusions, recommendations, and priorities for future.

- Continue CPR and EpiPen training to include cafeteria workers, aides, and monitors in each school.
- Continue to improve Power School health screens for more user-friendly medical record keeping. Investigate/identify a stand-alone medical software, which is designed specifically for recordkeeping purposes.
- Continue pursuit of nursing-specific continuing education for conference days.

Section Five



AUXILIARY SUPPORT SERVICES

Section Five

Department of Food Service



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2016-2017

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. Three 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:
 - Recruits, interviews, and selects new hires in all areas of the department.
 - Conducts performance appraisals of all department staff.
 - Administers disciplinary actions.
 - Implements all of the principles and practices of large quantity food preparation, menu planning, equipment care, sanitary food handling, and storage.
 - Plans and prepares menu items with due regard for nutritional values, acceptability, and budgetary limitations.
 - Continually conducts research for foods and recipes for implementation into the food program in compliance with federal mandates.
 - Maintains records and prepares narrative and statistical reports of a written and verbal nature.

A major focus this past year has been implementation of another phase of the new federal National School Meal regulations. The newest regulation was a requirement for Professional Standards and Development (additional training of staff).

For the 2016-2017 school year Food Service workers and cashiers were required to complete six hours of specialized training, Cook managers were required to complete ten hours, and the director was required to complete 12 hours.

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 (which has just finished) 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 a four-hour training session 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 supervisors were also trained in CPR, AED, and the use of fire extinguishers. 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 a major area of focus.

The Middle School Capital Project is progressing and the plans/drawings for the renovation and expansion of the District Central Kitchen. 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.

The staff and students at Lenape are continuing to explore waste reduction. I will be researching the regulations regarding the feasibility of utilizing excess student food and assisting in exploring methods to do so as this project progresses.

One proposal is to investigate the possibility of donating excess food to Family of New Paltz or other organizations that assist families in need.

Overview

During the 2016-2017 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	Vegetable selections expanded	The selection of vegetables was expanded to introduce sweet potato fries, garbanzo salad, and couscous salad.
2	New home-style entree selections were introduced	We introduced several new home-style entrees such as Chicken Pot Pie, Shepard's Pie, and Pierogies.
Area of Focus: Efficiency and Fiscal Results		
1	Participated in a pilot program for Free and Reduced meal eligibility	We participated in a new program that expanded how families qualify for meal benefits without needing to apply.
2	Staff hours reduction	Several of the employee's hours were adjusted to more efficiently meet the needs of the operations.
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 and Operational Procedures. The Senior Sanitation Inspector from the Ulster County Board of Health conducted several hours of food safety and sanitation training. The Supervisors were also trained in CRP, AED, and fire extinguisher use.
2	Hired and trained new Head Cook	Hired and trained a new Head Cook on the National School Meal programs and our Central Kitchen satellite systems.

Statistical Data on the District's Food Service Department

The District's Free and Reduced Meals rate as of June 2017 was 22.9%.

The rate in June 2016 was 23.8%.

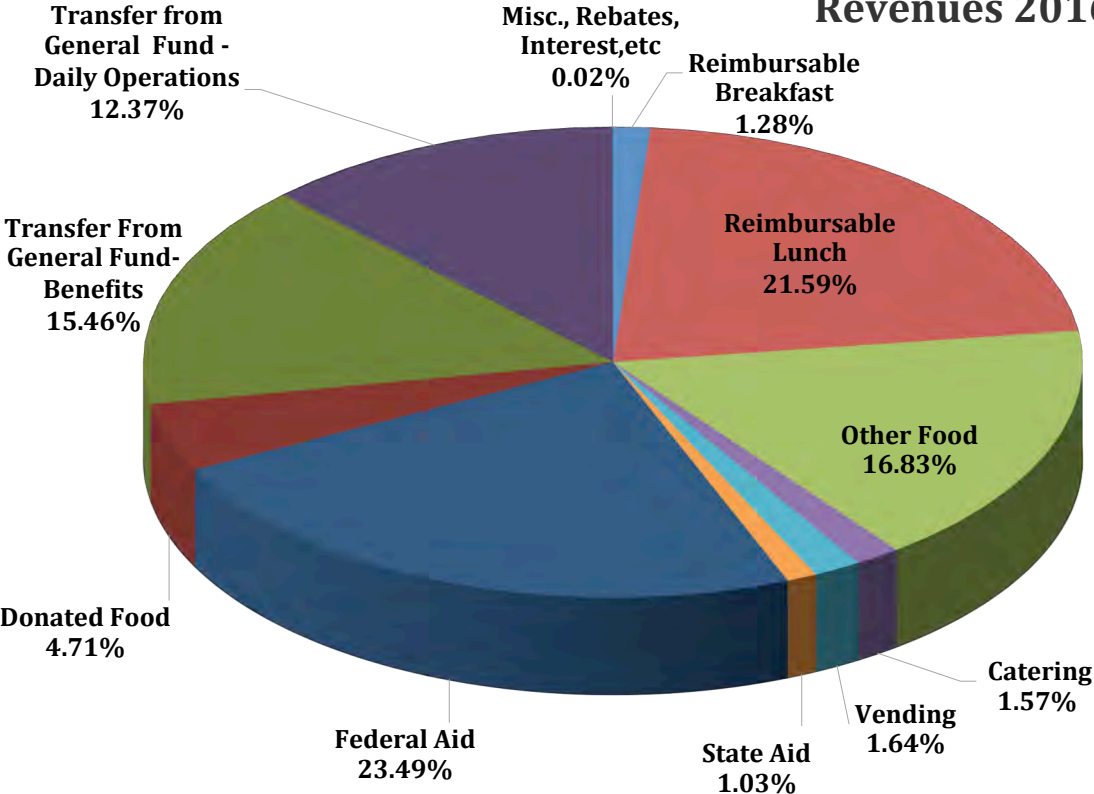
	For Breakfast (Number of Meals Served)	For Lunch (Number of Meals Served)
Free	10,138	49,678
Reduced	586	6,658
Paid	7,580	76,822
Total	18,304	133,158

Personnel

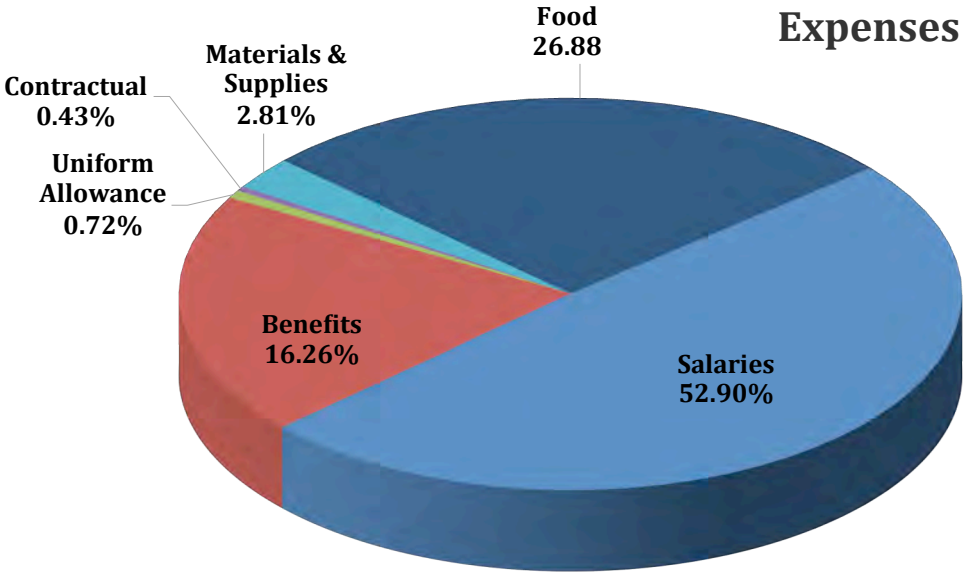
Below is a listing of all of the titles included in this department.

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 2016-2017



Expenses 2016-2017



Food Service 2016-2017 Financial Overview

Revenue

Reimbursable Breakfast	\$12,392.00
Reimbursable Lunch	\$209,408.87
Other Food	\$163,235.02
Catering	\$15,186.51
Vending	\$15,899.83
State Aid	\$10,034.00
Federal Aid	\$227,832.00
Donated Food	\$45,731.43
Transfer from General Fund – Benefits	\$150,000.00
Transfer from General Fund – Daily Operations	\$120,000.00
Misc., Rebates, Interest, etc.	\$226.11.02
TOTAL REVENUES	\$969,945.77

Expenses

Salaries	\$496,477.10
Benefits	\$152,637.79
Uniform Allowance	\$6,720.00
Contractual	\$4,002.17
Materials & Supplies	\$26,395.30
Equipment	\$0.00
Food	\$252,225.79
TOTAL EXPENSES	\$938,458.15

NET	\$31,487.62
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FUND BALANCE

Reserved for Inventories	\$ 36,736.72
Unreserved Fund Balance	\$ 81,768.35
TOTAL FUND BALANCE	\$118,505.07

Section Five

Department of Transportation



DEPARTMENT PROGRESS TOWARD
THE DISTRICT GOALS

2016-2017

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. Training and testing is provided by New Paltz Transportation Department staff, who are certified by the New York State Education Department (NYSED) and New York State Department of Motor Vehicles (NYS DMV). 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. Emphasis this past year has been on improving the bus safety positive reinforcement programs at Duzine and Lenape Elementary Schools. This program is modeled after the Peaceful Bus Program. Additionally, focus was also afforded to enhancing the cost-effectiveness and efficiency of operational systems.

Annual Report for Transportation

Team Leader/Facilitator:

Maureen Ryan

Team Members:

Maureen Ryan, Colin Little, Debra Hogencamp, Renee Reynolds, Audrey Wood, 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 at 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 the assignments.

Results, as evidenced by evaluation and assessment data

- Bus drivers commented that the students appreciate the opportunity to be a part of this process by allowing students 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 participated in this process.

Conclusions, recommendations, and priorities for future

For the fifth 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. This was reinforced by adding assigned seating in 2016-2017.

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 operation, including cooperative fuel bidding, reduce travel time for students, video cameras on buses, among other yet-to-be determined efficiencies.

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.
- Install video cameras on all new buses.
- Explore educational broadband installation on buses.

Results, as evidenced by evaluation and assessment data

General results and assessment data with details include:

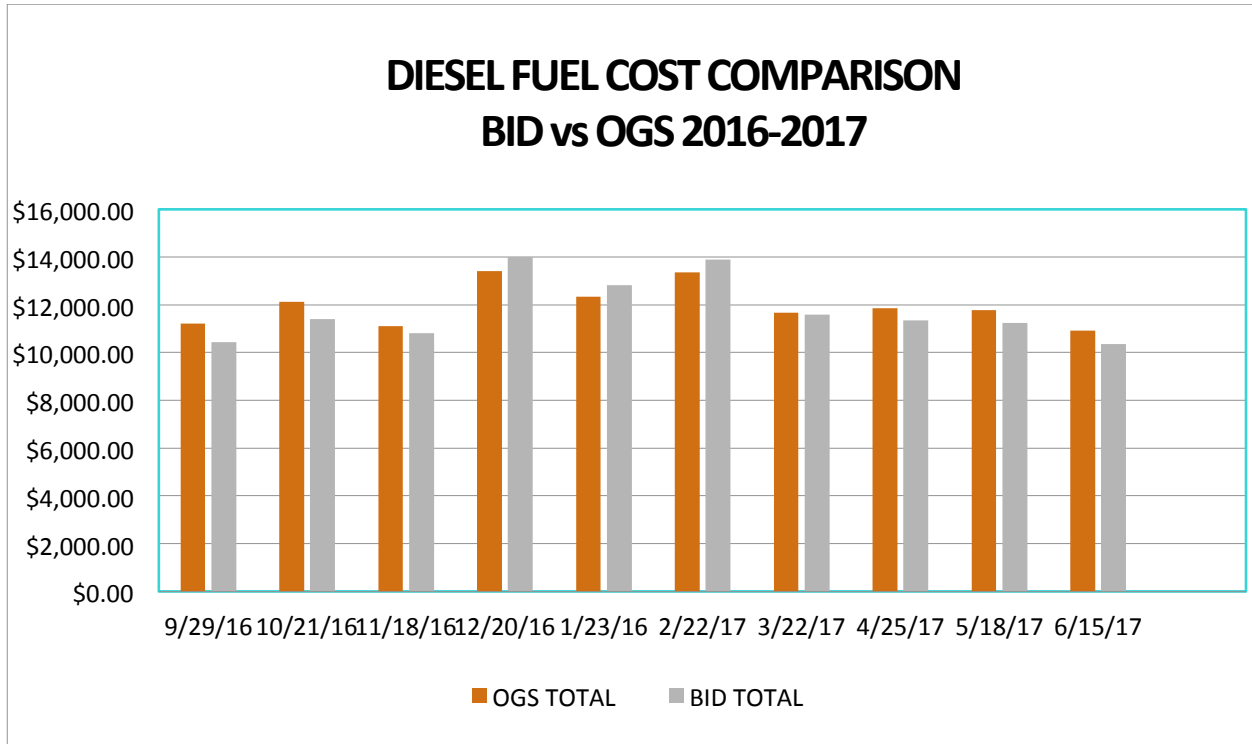
- Continue to participate in the Cooperative Fuel Bid. For the past nine years, participation has netted the District an annual average savings of approximately \$5,083. (See chart below for this year's savings.)
- Cost savings were realized by continuing the out-of-district cooperative bus run for special needs students.
- Maintain an updated bus replacement plan when feasible (see below).

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.



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

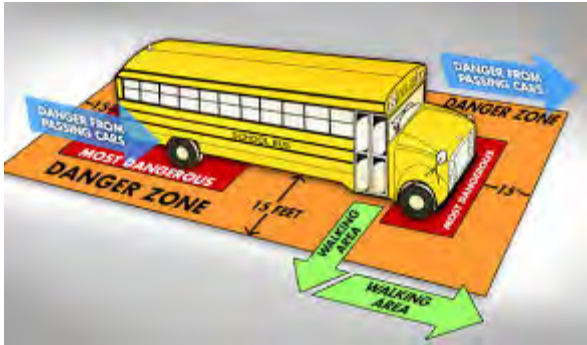
School Yr	14/15	15/16	16/17	Proj. 17/18	Proj. 18/19	Proj. 19/20	Proj. 20/21	Proj. 21/22	Proj. 22/23	Proj. 23/24	Proj. 24/25	Proj. 25/26	TOTAL
Large/Mid	3	3	4	0	3	4	4	4	4	3	3	4	39
Small	3	2	0	0	3	0	2	2	1	3	3	0	19
W/C	0	0	0	0	0	1	0	0	0	1	0	1	3
Truck/ Car	0	1	1	0	0	1	1	0	2	0	1	1	8



Additional Noteworthy Activities

During the 2016-2017 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	<p>Students receive in-depth training on safe ridership, with emphasis on safe loading and unloading procedures.</p> <p>In addition to the daily reminders to students as outlined above, bus evacuation drills are conducted three times a year at each school building.</p>
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 the shared service with both Highland Central School and Saugerties Central School Districts, sharing bus runs and resulting in a savings for the taxpayers in both districts.
Area of Focus: Community Outreach		
1	Touch a Truck Day	The department participated 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	48
		Automotive Mechanic	3
Total Administration	2	Total Support Staff	66

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 946,332 miles for the 2016-2017 school year. This includes all athletic events, field trips, and late runs.

Bus Runs

In District*	Runs	Comment
High/Middle Schools	67	Includes AM and PM
Lenape School	36	Includes AM and PM
Duzine School	34	Includes AM and PM
Total Runs	137	
*The above number of runs includes all Regular and Special Education, Shuttles, and Late Runs.		

Out of District*	Runs	Comment
Ulster County	14	Includes AM and PM
Dutchess County	14	Includes AM and PM
Orange County	5	Includes AM and PM
Sullivan County	2	Includes AM and PM
Other	4	
Total Runs	39	
*The above number of runs includes all Regular and Special Education Runs and Shuttles.		

Athletic and Field Trips

Trip Type	# of Trips	Comment
Athletic	325	Includes Varsity, Junior Varsity, and Modified
High School Field	91	
Middle School Field	36	
Lenape Field	109	
Duzine Field	70	
Total Trips	631	

Transportation to Out of District Schools

School Location	Special Education	Private/Parochial	Total # of Schools
Ulster County	4	6	10
Dutchess County	7	5	12
Orange County	3	1	4
Sullivan County	1	0	1
Other	2	0	2
Total	17	12	29

Section Five

Facilities and Operations Department



DEPARTMENT PROGRESS TOWARD THE DISTRICT GOALS

2016-2017

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, and 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)

- Capital Project was passed by District voters in March of 2015; worked with architects and engineers to bid, award bids, schedule and start awarded work for Capital Project in summer of 2016.

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

- Incorporate a major portion of findings from building condition survey (BCS) into the Capital Project

Results, as evidenced by evaluation and assessment data

- Completed construction on three District Capital Projects—Duzine Roof, Middle School Roof, and the High School Roof Projects. Submitted Capital Project construction plans to SED for the Middle School and the High School Additions for review and approval.

Conclusions, recommendations, and priorities.

- Complete construction of the District's current Capital Project at the High School. Continue to work with architects and engineers on the Capital Project at the Middle School, while continuing the ongoing work there which will take place over the next 2.5 years. Work with architects and engineers to design, bid, award bids, schedule and start awarded work for Transportation Addition.

Additional Noteworthy Activities:

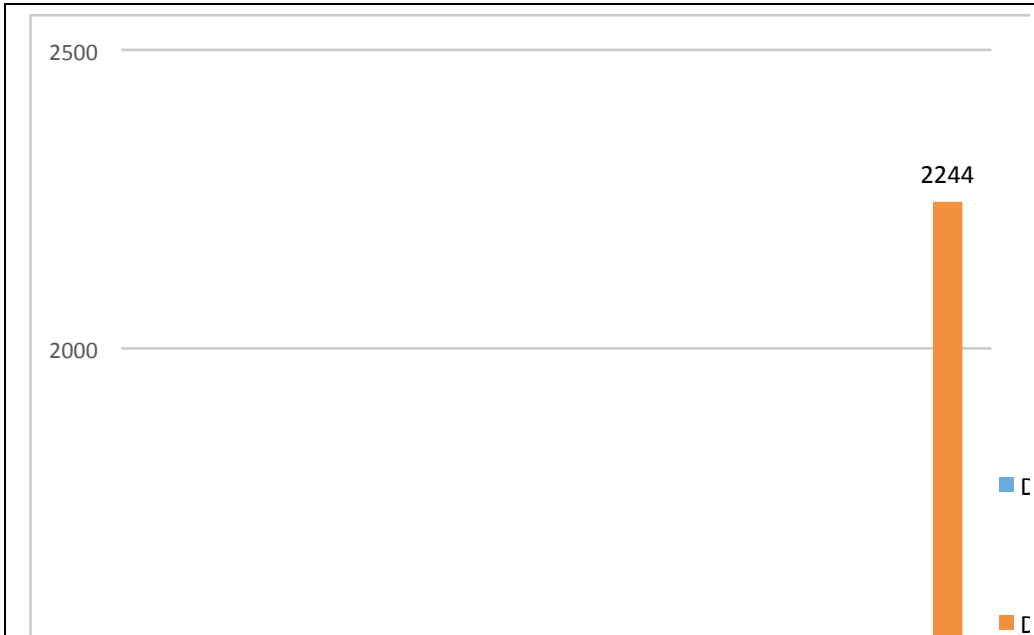
During the 2016-2017 school year, the Facilities and Operations Department achieved the following milestones in the key areas of conservation, efficiency, and safety. This chart provides a brief overview of some of these accomplishments.

Area of Focus: Security, Safety, and Compliance		
1	Personnel Training and Testing	Conduct ongoing training on Chemical Hygiene, Electrical Lockout-Tagout Procedure, Partition Door Operation, Playground Equipment Safety Inspection, and Building Procedures
2	District	Installed new Wireless Communicators on all Fire Alarms and Burglar Alarms District wide
3	Duzine	Replaced all aged/worn Swing Hardware and Chains on Playground Equipment
Area of Focus: Repair and Renovations		
1	Lenape	Rebuild 2 Catch Basins in Lenape Parking Lot Roadway
2	Middle School	Converted Middle School Domestic Hot Water Boiler from Oil to Natural Gas so the Fuel Oil Tank could be removed for the Capital Project
3	Bus Garage	Built New Storage Shed Addition to house 2 new oil tanks and relocate air compressor to prepare for upcoming Capital Project addition
4	Duzine Lenape	Removed all Base Cabinets and Shelving in Duzine and Lenape to allow for Construction of New Computer Hub Rooms done in the Capital Project
5	High School	Built and Installed New Gate on Construction Access Road to prevent unauthorized vehicle entry
6	Processed 1,487 Work Orders	9 – Emergency 0 – Safety 0 – Low 1,429 – Medium Priority 40 – High Priority 451 – Scheduled (Safety Inspections and Preventative Maintenance)

Area of Focus: Facility Usage by School and Outside Groups

1 Processed 414 requests, which equaled 2,244 events.

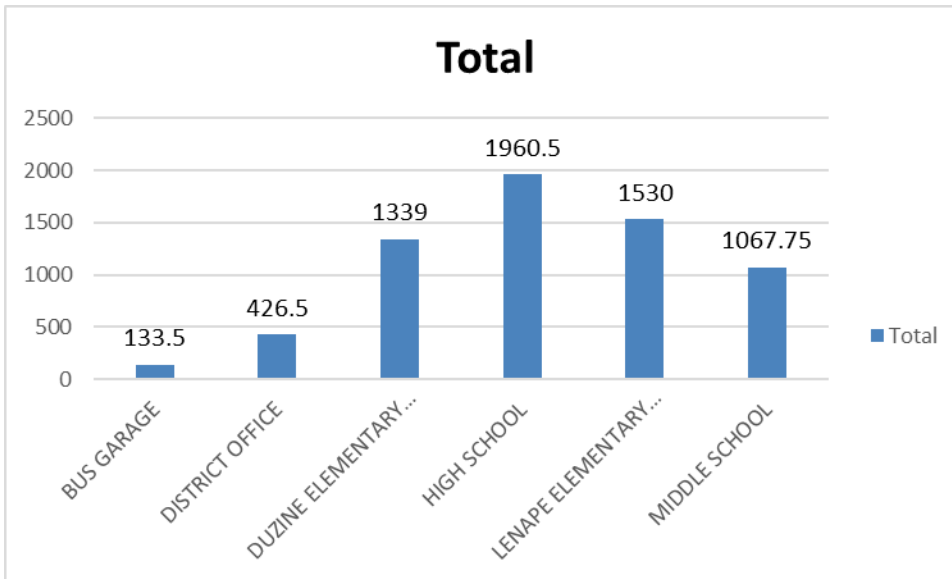
Facility Usage Requests



30 Bus Garage
 24 District Office
 46 Duzine School
 177 High School
 56 Lenape
 81 Middle School

2 Total hours buildings were in use for requests:

2,244 events equalled 6,457.25 hours



133.5 Bus Garage
 426.5 District Office
 1,339 Duzine
 1,960.5 High School
 1,530 Lenape
 1,067.75 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 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 & LEN)
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 CO
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	15.0
Administrative	1.0	Maintenance & Custodial Staff	29.0



New Paltz
Central School District

196 Main Street
New Paltz, New York 12561

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www.newpaltz.k12.ny.us