

Amy V. Goodell, Superintendent

**Update of 2016-17 Goal Attainment
May 19, 2017**

GOAL I. Reading

- Implemented Lucy Calkins Reading Units of Study in Grades 1-6
- Implemented phonics program, Foundations, in Kindergarten
- Fall benchmark assessments for all students K-6. Provided additional instructional support to students reading below grade level.
- Continued professional development on new curricula (Foundations and Reading Units of Study).
- Questar Literacy Specialist continued working with teachers in grades 1-6 on Reading Units of Study (modeled lessons, assisted with grade level curriculum and lesson planning, provided support and professional development, consulted with individual teachers for specific needs, worked with fifth grade teachers on their groupings and co-teaching model).
- Wilson training specialists observed, modeled and provided feedback to Kindergarten teachers on Foundations program. Provided professional development.
- Principal held meetings with reading teachers to review and monitor progress of struggling readers and struggling math students. Provided more intensive interventions to students who continue to perform below grade level skills. Revised and implemented RTI/AIS Plan.
- Adjusted staffing resources as necessary to meet academic support needs.
- Benchmark all K-6 students for reading. End of the year benchmarking is in progress.

GOAL II. Technology

- Integrated new technology (200 Chromebooks, 90 iPads) into instruction at the elementary and secondary levels.
- Facilitated the use of Google Apps by all staff to promote information sharing among staff as well as between staff and students.
- Implemented OASYS Program to support teacher evaluation program.
- Implemented MY Learning Plan (MLP) to assist staff to track their professional development hours and help with the CTLE (Continuing Teacher and Leader Education).
- Four new Chromebook carts (30 devices per cart) are housed in geographically convenient areas throughout the 7-12 building. Google Calendar is used by the teaching staff to reserve their use on particular days. Three new Chromebook carts were assigned to grades 3, 4, and 5 in the elementary school. Three new iPad carts (30 devices each) are assigned to grades K-2.
- September 7 Conference Day-Jason Adams and Carolyn Strauch from Questar III Model Schools provided training on Google Apps, Google Drive, Google Sites, and various iPad apps for the teachers, TAs and aides.

- Week of September 12-16. Social studies teachers in 7-12 building brought their classes down to room 106 so students could log into their network accounts and Google accounts. Passwords were synced between the two accounts. Students also logged into their Castle Learning accounts, and set up their eSchool student portal passwords.
- All 7th grade students have taken a Careers course every other day throughout the year. Part of the curriculum is to develop typing skills, learn to use the various Google Apps, and start to use the Naviance program as a way to learn about various careers.
- Google Training-Third Monday of the month (September-November)
 - Training on My Learning Plan; teachers had the option to stay for PD credit
 - Monday 9/19-2:30-3:30 Google Apps/Classroom/Calendar/Sites
 - Monday 10/17-2:30-3:30 Google Apps/Classroom/Calendar/Sites
 - Monday 11/21-2:30-3:30 Gmail workshop
 - K-2 teachers had release time on October 7th (staggered throughout the day) to work with Carolyn Strauch on integration of iPads into their classroom lessons.
 - Questar Model Schools instructors Carolyn Strauch and Jason Adams provided additional training at teacher request throughout the year in grades K-12. Google Forms were used to solicit feedback. Training included large group instruction or embedding Carolyn or Jason with a teacher for a day (or part of a day).
 - Peer training done at department meeting times (Fridays) in the 7-12 building for use of Google Classroom and teacher website development.
- Implemented the use of large screen TVs, document cameras, and touch screen TVs and tablets to support curriculum presentation opportunities

- ***Use of Chromebook carts***--Chromebook carts are in high demand. Teachers use ***Google Classroom*** to interact with students in a variety of ways.
 - Teachers can create classes, distribute assignments, communicate, and stay organized, all in one place. Students can see assignments on the work page, in the class stream, or on the class calendar. All class materials are automatically filed into ***Google Drive*** folders.
 - Students can collaborate on group presentations and work projects in the same document, share them with each other and other students.
 - Teachers are able to view documents and work in real time if needed and can leave comments and suggestions throughout the draft and editing process that students can utilize to improve their work and complete the best projects and written work as possible.
 - Teachers are able to add not only classwork and exchange assignments and feedback to students but can add resources to the classroom such as videos, web links, and artifacts.
 - Teachers send an email summary of their student's work. This summary includes information about missing work, upcoming assignments, and class activity.
 - Some uses of ***Google Classroom*** and the ***Google platform*** in the Jr/Sr High School include:
 - Driver Ed curriculum and communication
 - Writing projects in English class--students can conference and revise with a teacher and or participate in peer editing easily providing feedback with the use of comments directly into the document. Teachers can also oversee the peer editing process with the ability to view peer comments.
 - Wellness & Nutrition class--all 55 students enrolled in the course use Google classroom to keep track of assignments and projects. Students are completing the online semester project on Google classroom and can collaborate with peers, give each other feedback and seek timely feedback from the teacher in a paperless environment.
 - In Global History classes students are using Google Slides to create group interactive presentations on the Rise of Totalitarian leaders and use Google docs to create group compilation newspapers for battles during World War II.
 - In Economics, students are using Google Chromebooks to work on a project comparing different economic systems, which banks to choose and what goes into a credit score.
 - In Government class students are using Google Slides to collaborate as a group and present Amendment projects to the class. Use Google Docs to write letters to their Senators/Representatives about a current bill being debated in Congress as well as create portfolios about a country of choice, its government and how it compares to the United States Government.
 - Use for remediation in Resource Room. Special Education teachers have access to content and special area teacher online classrooms and can support student work with

timely information about expectations for a project or assignment. Teachers send email summaries to special ed teachers about missing work, upcoming assignments and class activity.

- Students are able to sign out Chromebooks during studyhall and period 13 or access Google Chrome in the computer lab or library to work on their assignments. Feedback from their peers and teachers can occur simultaneously or can be accessed from any computer or device, updated and shared without the need for use of flash drives or exchange of paper.
 - Class and curriculum work can continue without interruption in a teacher's absence. Assignments and work are exchanged through the online platform which results in no loss of instructional time or late receipt of assignments.
 - Starting this year, 7th grade students learn the basics of Google docs, sheets, slides and how to maintain their Google Drive in Career class as part of the curriculum.
- ***Use of large screen TVs, document cameras, and touch screen TVs and tablets*** are used in concert to support classroom curriculum with dynamic presentation opportunities:
 - Art history video clips supplement visual arts curriculum
 - Ability to display and zoom into maps
 - Interactive Regents review (with touchscreen capabilities)
 - Play and view documentaries, informational and instructional clips to supplement teacher instruction and provide timely, real world resources to increase the relevance to students.
 - Students are able to interact with the technology (document cameras and touch screen TVs) allowing the teacher the opportunity to step back and facilitate a more student centered classroom.
 - ***Ipads*** are used in some of our special education classrooms for listening to music (sensory input), educational games (math) to reinforce skills. Visually impaired students can join in with the class for PowerPoint and visual presentations as well as interact with worksheets using a variety of iPad apps.

GOAL III. District Website

- Updated the District Website Board of Education Page; to include the District Clerk as an email contact to the Board of Education. Provided a hyperlink with information to learn more about the board, their procedures and how to participate in board meetings.
- Updated the HS Departments page to link the course offerings and planning guide.
- Added the clubs and activities pages on both the HS and ES pages
- Added coaches to the Athletics page
- Didn't change a lot in way of the layout or framework of the site. The major work was a review of all pages to ensure we were presenting the most up to date information.
- The majority of the work on the website comes from day to day updates that we put on the homepage and keeping the calendar current.

IV. Other Tasks

- Outlined a Guidance Plan and will continue to develop a full plan when the new guidance counselor starts this summer. It will be important for the guidance counselors to work together and have input into the plan.
- Revised APPR Plan and Mentoring Plan to meet latest SED requirements.

➤ **SAFETY**

- Implemented new SED Safety requirements
- Revised Safety Plan to FEMA template (this is still in progress, working with Questar on this project)
- Practiced and reviewed safety drills
- Digital Safety provided for parents and students
- Safe Driving Event
- Karen Torres –Distracted Driving Speaker
- Social Media presentation for parents by Carolyn Strauch
- Local Volunteer Firemen presented on fire safety and prevention
- National Prescription Drug Take back day information shared with students, parents and community
- Prescription opiate abuse presented by CVS Omnicare to health classes
- DARE (Drug Abuse Resistance Education) Program in fifth grade
- SADD (Students Against Destructive Decisions) organized several activities promoting good decision making, newsletters, posters, attended seminar, hosted speakers (Mr. Viggiano and Mr. Payne are the advisors).
- Ongoing Safety Committee meetings
- Drills with law enforcement & Questar III staff
- New Classroom Emergency Flipcharts for every room
- Annual Blood Drive sponsored by Student Council
- After Prom Party (Community sponsored)

- Mental Health resources provided on website and through counseling office
- Reviewed and updated Employee Accident Procedures and Reporting
- CPR training Students in Health Class
- Provided CPR training to all interested HV staff
- Mentors in Violence Prevention (MVP) training for students
- Cyberbullying and Social Media safety training for students
- DARE presentation on creating a digital footprint
- Internet safety presentation K-12
- CHOICES field trip in Altamont
- Prom Week Assembly

➤ **Instructional Initiatives that were introduced during 2016-17 and will continue into 2017-18:**

- Teachers participated in a Regional Conference Day to share best practices among districts, and to develop collegial relationships.
- Elementary had an after-school enrichment Lego Program. During 2017-18 we are planning on expanding the after-school enrichment opportunities.
- Provided a full-day professional development training for elementary teachers on Next Generation Science Standards (NGSS). Summer curriculum work is being planned based on the training. Pacing Guides will be developed.
- English and Social Studies Departments have met to collaborate and integrate curriculum topics. This project will continue into 2017-18.
- Provided professional development on Autism to faculty and staff. We will provide this topic of professional development into 2017-18. This is an all-encompassing topic that involves instructional needs, communication styles, social-emotional development, special education program, regular education program, disciplinary actions, and legal requirements.
- Instructional Technology goal will continue.