

## ***South Orangetown Central School District's Goals for the 2010-2011 School Year***

### **Curriculum – District-wide**

Lynn Gorey, Assistant Superintendent for Curriculum and Instruction

The following are examples of the District's 2010-2011 objectives for curriculum and instruction as well as an overview of our summer curriculum projects.

#### **Curriculum Initiatives**

- ELA, Social Studies and Foreign Language curriculum maps will be published on our website.
- Foreign language department will be conducting a self-study which will culminate in a Tristate visit during the 2011-2012 school year.
- Year I of the Foreign Language Assistance grant brought an Introductory Chinese Language class to one section of high school students.
- A Russian class was created for the Virtual High School consortium. Twenty-five students per semester will be able to take Virtual High. Several local trips and cultural events enriched the high school program. Year II will provide two sections of Chinese and the opening of a new state of the art language lab at TZHS.
- A Japanese culture club will be supported. Chinese language and culture mini-courses will be provided at SOMS.
- A Science Leadership team will be convened to review our current program and practices.
- Elementary teachers will be participating in training related to an integrated Social Studies/ELA curriculum model implemented in Westchester districts through Putnam/Northern Westchester BOCES.
- TZHS added a new hands-on Geometry course. The Tristate Committee will be visiting this spring for an update from the past visit. K-12 Math teachers will be involved in this process.
- The ELA Leadership team developed a K-12 grammar rubric. This year we will expand this work to other areas of writing and integrate this with the district-wide Research Protocol. This work will be led by our library/media specialists and integrated into all curriculum areas. The team will also explore an electronic portfolio.
- The Math Leadership team will participate in an update visit by the Tristate Consortium team. Buildings will present their progress related to the goals set in the 2009 report.
- Many of our Project Lead the Way students have successfully completed two courses and have earned college credit based on their grade in class and a final exam. Course III: Civil Engineering and Architecture will be added this year. An additional TZHS teacher has been trained to support this program.
- The Gifted and Talented Leadership group presented a comprehensive review of their current program to the Curriculum Council. Follow-up work will continue this year, such as: convening a task force to include parents, teachers and administration to give feedback and suggestions regarding the identification process. A longitudinal review of the progress of our identified students will be completed.
- District library media specialists have proposed a consistent research protocol to be used in all buildings next year.

## **Professional Learning**

- We have expanded our technology infused problem based learning initiative (IDE) to include teachers from all buildings K-12.
- We will continue our professional learning work at all buildings with a focus on reviewing students' work across grades and content areas as well as peer observations to enhance teaching strategies and share expertise.
- Our teachers participated in the writing of a Rockland County American History grant. The grant has been awarded to Rockland County BOCES. Substantial professional development and resources will come from this grant.
- Cross-building partnerships will be expanded

## **Assessment Initiatives**

- Elementary report card language was aligned K-5 last year. Refinements will be put into place this year. Rubrics, to accompany major content outcomes, will be developed or refined this year; leading towards an electronic report card with accompanying rubrics for 2010-2012 school year.
- Elimination of the New York State grades 5 and 8 social studies exam gives us a unique opportunity to develop high level 21<sup>st</sup> century outcome based assessments. The social studies leadership group will undertake this work. This group will also continue the work started last year on integrating foreign languages into elementary social studies curriculum using Rosetta Stone.
- Elimination of the NYS Foreign Language Proficiency exam offers us the opportunity to develop a local, high level, 21<sup>st</sup> century assessment aligned with the high school program and long term goals.
- Responses to Intervention teams refined their process and paperwork this past year. The team recommended a universal screening instrument to be used K-3 (Fountas & Pennell Benchmark Assessment) and CTP4 grades 3 – 8. The team also recommended that all RTI students K-8 will have their progress monitored at least three times a year using a the Fountas & Pennell benchmark assessment

## **Technology Initiatives**

- Moodle courses (district created online courses) were created at SOMS this past year. Additional courses have been created by our G/T teachers and they will be available for SOMS students in September.
- Rosetta Stone licenses were given to all foreign language students and elementary classrooms for social studies integration.
- Twenty five students from TZHS or SOMS will be able to take elective courses through Virtual High School Consortium.
- Rosetta Stone will be used to integrate foreign languages into elementary social studies' curriculum.
- Additional Moodle courses (online courses developed and monitored by our staff) will be developed and implemented for students and teachers.

## **Other New Initiatives**

- Revised schedules will be in place in all elementary buildings and SOMS. The new schedules offer greater flexibility to enhance differentiation.

- New York State has adopted the National Common Core standards. We will be working with other districts to review our existing curriculum and make adjustments when needed.

## **SUMMER PROFESSIONAL DEVELOPMENT**

- I Smartboard Training – we had four smartboard sessions this summer. Two beginner levels, two subject specific intermediate levels.
- II IDE workshops were held at TZHS and CLE. Teachers worked on developing problem-based units of study.
- III Benchmark Training – a group of teachers from WOS attended a multi-day training on our new K-3 assessment program. They will help us with this initiative next year.

## **Summer Curriculum Overview**

### **William O. Schaefer**

- Homework 2.0 – engaging students in online learning
- Organizing websites to support grade 1 curriculum
- Development of a series of workshops to help parents be more involved in the learning process
- Character Ed program development
- Development of supplemental materials to support the Foundation phonics program
- Completion of social studies maps with foreign language integration; input into Tech Paths
- Exploration of the Fountas & Pinnell Leveled Literacy intervention program.
- Completion of ELA units of study; input into Tech paths
- Development of a tool kit for teachers to use during reading conferences
- Enhancement of word study program and materials; input into Tech Paths
- Refinement of math curriculum in Tech paths
- Refinement of RTI documentation and preparation of materials for staff

### **Tappan Zee Elementary School**

- Completion of ELA curriculum; input into Tech Paths
- Refinement of word study – resources input into Smartboard program for all teachers to access
- Development of ELA and math resource books for students
- Creation of progress on monitoring tools connected to Foundations phonics program
- Refinement of daily language packets for teachers
- Enhancing Physical Environment project
- Revamping social studies units – integrating foreign language using Rosetta Stone, enhancing Smart-board units/activate and input into Tech Paths
- Revamping several science units: rocks and minerals and solar system with updated resources
- Refinement of RTI electronic communication folder.
- Development of Tier I checklist of intervention for classroom teachers

### **Cottage Lane Elementary School**

- Refinement of spelling assessments, inventories, mini-lessons. Explore web tools
- Develop enhanced math activities for fast facts and electronic resources
- Develop integrated ELA/social studies smartboard lessons; input into Tech Paths
- Develop pre assessments for all grade 5 math units
- Create an internet literacy moodle for students to include: netiquette, safety, literacy and research skills
- Analysis of state testing data; creation of quizzes, resources and test prep based on findings
- Development of a unit – “Learning about New York during Colonial Times Using Readers’ Theater”

### **South Orangetown Middle School**

- Refining dialogues, projects and assessments of Spanish
- Planning units of study for new reading in the context area classes: math, science
- Development of a moodle to enhance grade 8 English
- Revised music experiences for ensembles
- Enhancing 21<sup>st</sup> century learning in units of study
- Integrating technology into grade 8 English
- Developing a writing showcase to enhance the writing program in grade 8
- Enhance *Project Lead the Way* Technology curriculum
- Developing learning contracts for the Challenger Lab
- Development of independent study packets for “Challenger Lab” to be used by Science Olympiad students and during science “Explore” class.
- Revised grade 8 science curriculum to integrate lab activities into the class
- Development of a “Global Ambassador” program
- Complete Health curriculum into Tech Paths. Revise grade 8 units of study due to additional time
- Creation of a “Math Counts” moodle
- Creation of a “Creature Writing” moodle
- Refinement of grade 6 science lab
- Development of an autobiographical writing portfolio

### **Tappan Zee High School**

- Refinement of a marketing plan to be used in business class
- Completion of math maps; input into Tech Paths, AP calculus and calculus, pre calculus
- Update English maps to include common assessments, anchor papers, lesson plans and resources
- Development of Moodle to support and enhance – AP biology, chemistry
- Enter some science maps into Tech Paths
- Development of an interactive health website
- Enhancement of AP Psych curriculum
- Revamp Italian V curriculum
- Enrichment resources, tools to support *Project Lead the Way*
- Data analysis of math results including relationship between data and intervention (math labs, learning centers)

- Development of mini lessons focusing on study skills, organization, note taking, etc. to be used in all grade 9 academic centers and learning centers
- Refinement of Global History 2009-2010 maps; input into Tech Paths
- Enhancement of ELA 9 intensive curriculum
- Development of templates for students to use to set/monitor IEP goals through grades 10, 11, 12 resource room program
- Refinement of Research Protocol to be used district wide next year
- Analysis of grade 8 data in ELA and adjustment to curriculum when needed
- Review grade 8 science data and align with needs in grade 9 curriculum

## **Technology – District-wide**

George Brady, Director of Technology

- Implement wireless networking at WOS / TZE (teacher laptops and laptop carts)
- Expand wireless deployment at CLE / SOMS / TZHS (teacher laptops and laptop carts)
- Implement new Foreign Language lab at TZHS
- Expand and enhance the use of educational portal (Moodle)
- Expand use of content management system (Ensemble)
- Implement new emergency notification system (School Messenger)

The underlining theme under our goals for 2010-2011 is the ubiquitous access to technology resources. Contemporary learners need to be digitally literate – by providing increased access to technology related resources the district is in support of fostering 21st century teaching and learning. In addition to providing increased access to students and teachers (wireless networking and laptops) we are also providing tools to help manage the rich digital content created by our students and staff (Moodle and Ensemble). Communication is key to ensuring the building of strong relations in an effort to enhance our ability to communicate the district will be implementing a new electronic notification system that will support the integration of voice, text and email based communications. The new system will provide our community members the ability to manage the types of communication they would like to receive.

Lastly, we are very excited to implement a new foreign language lab at TZHS. This language lab is a benefit of the district's Foreign Language Assistance Program (FLAP) award. The state of the art language lab is an interactive language learning environment. It offers listening-based as well as voice-based activities including listening comprehension, discussion, model imitation and reading practice. The language lab will provide teachers with several methods for evaluating student performance and progress. In addition, it will provide students access to language resources for independent or supplemental learning and study.

2010-11 looks to be an exciting year for the district instructional technology program.

## **Special Education – District-wide**

Michele Fenster, Director of Special Education & Student Services;  
Eleanor Young, Assistant to the Director of Special Education/CSE Chair

The Department of Special Education's 2010-2011 key initiatives include:

- Continue our collaboration with the Office of Curriculum and Instruction in supporting all buildings with Response to Intervention (RTI) staffing, enabling us to support the needs of students at the building level.
- Continue staff development in the area of differentiation and professional learning communities with several consultants.
- Coordinate the development of an assistive technology team representing each building.
- Support a universal screener assessment for students in district.
- Coordinate staff development in the transition of a new Individual Education Plan (IEP) being established by SED.

**William O. Schaefer – K - 1**

Nora Polansky, Principal; Jeannine Carr, Assistant Principal

Examples of major initiatives for the 2010-2011 school year include the following:

- To continue to enhance our Character Education program. The Charlie CAAPS program has helped our community develop a common language to support our goal of "Fostering a Respectful Learning Environment". This year we plan on adding a new dimension to the program by videotaping Charlie's classroom visits and putting them on our school blog. We hope this will introduce parents to this language. It is also our intention to make the blog interactive with a letter writing platform for students to exchange thoughts and ideas.
- Additionally, our school psychologist is developing a literacy-based character education program which will be delivered weekly to students. The selected books will relate to monthly themes and include interactive age appropriate lessons and activities
- To support staff knowledge and expertise in dealing with Character Education our psychologist will provide ongoing professional workshops on topics chosen from a staff survey
- In our continuous commitment to support all aspects of student learning, we are planning to maintain and enhance our writer's workshop collaboration with TZE to include a focus on the "Habits of Mind", directly related to learned intelligence. Together, we will explore ways to assist in the development of the selected "Habits of Mind" which we have deemed appropriate for this age level. Our primary objective will be to take into consideration the skills that are necessary for students to become independent readers, writers, thinkers, and problem solvers in the 21<sup>st</sup> century. Our K-1 partnership will continue and, this year, will include pre-school.
- With an ongoing and challenging effort to meet the diverse needs of learners, we will continue to enhance and expand our 1<sup>st</sup> grade enrichment programs, expand our book clubs and library research projects, and focus on differentiated lesson planning and rubrics development.
- Finally, with the belief that teacher collaboration directly influences student achievement we will launch our professional learning community cohorts and continue the ongoing professional development.

While we have many significant areas of application and attention, our overall goal for 2010-11 is to challenge all students to aspire to their highest levels of academic and social development through learning, understanding, and personal satisfaction.

## **Tappan Zee Elementary School – Grades 2 – 3**

Dr. William Lee, Principal; Beth Lipton, Assistant Principal

Outlined below are examples of the work we will be initiating in 2010-2011 to address the needs of our students and the goals of the district:

- Five character education classroom lesson plans will be completed and implemented by the teachers. These plans will help foster a respectful learning environment. In addition, the Acts of Kindness Program (AOK) will continue and will revolve around theme words such as community, respect, sharing, and perseverance.
- Differentiating instruction to meet the diverse needs of our students will continue to be a significant focus. Ongoing staff development plans are in place to assist teachers with designing classroom lessons to address the varying ability levels.
- Professional Learning Communities (PLCs) have been created and will be in full operation next year. Teachers will be collaborating in small groups and leading their own learning regarding instructional strategies to advance student achievement. Teachers will also be working in partnership groups across grade levels and elementary schools to observe and share work about best practices in teaching literacy.
- Incorporating technology into classroom instruction will again be a priority. Using Smartboard technology students will be actively engaged in their learning. There will be a continued focus on teachers and students using blogs, videoconferencing via programs such as Skype and project based research.

We expect our students and staff to be both excited as well as challenged in the 2010-11 school year, utilizing their creativity not only in meeting those identified initiatives but, as importantly, in generating new ones.

## **Cottage Lane Elementary – Grades 4 - 5**

Brian Culot, Principal; Karen Ramirez, Assistant Principal

In addressing the needs of our students for the 2010-2011 school year, examples of our goals and new projects include the following:

- Enhance our interactive community website so that parents can access more information regarding what is happening in their child's curriculum and classrooms. These web pages will include curriculum across subject areas, projects, field trips, special events, and any other important information teachers want to share with students and parents. Teacher web page(s) will be a vital tool for both parents and students to use in order to be more informed about teaching and learning in their classes.
- This past summer, six of our teachers worked with Innovative Designs in Education (IDE), developing problem-based activities that provide student choices and incorporate the use of technology, and the development of skills necessary in the 21<sup>st</sup> century. As a result of this work, we will be able to enhance existing units of study, as well as develop interdisciplinary components for students and teachers. All projects with IDE will include a writing component.
- We will continue use of Google apps in the creation of online open-ended, interactive tasks and activities, used to develop 21<sup>st</sup> century creative and critical thinking and reasoning skills. These

open-ended projects, developed with IDE, meet the needs of diverse learners through various learning modalities, including art, music, videos, etc, that engage students at high levels.

- We will continue to look for opportunities to connect student learning to the “real world” through actual and virtual field trips. This initiative will help teachers further their work in creating an interdisciplinary exciting project-based curriculum that encompasses all content areas, including social studies, science, music, art, and technology.
- Cottage Lane will focus heavily on the district goal, Respectful Learning Environment, through the use of “Morning Meetings.” This is a structure which has been built into the school day, giving students a forum to develop and share their thoughts and thereby build a stronger classroom community. Our teaching staff will exchange ideas during scheduled discussion sessions designed to establish communication and development in problem-solving through the *Morning Meeting* book, by Roxanne Kriete. We will continue to address the ongoing issues of bullying through the use of Olweus *Bullying Prevention* program by implementing specific lessons that address bullying and anti-social behavior.
- Some of the specific areas of focus for our character education program include: Caring, letter writing, appropriate greetings, eye contact, speaking, listening, sharing, and mutual respect. This work will be carried out through class morning meetings, monthly assemblies, and during lunch and recess activities. Furthermore, our Book-of-the-Month and Word-of-the-Month programs will help sustain our objective of giving the entire student body a common language in both discussion and action.
- This year, we will continue utilization of the WordMasters program for all students. We will continue to build our curriculum maps grade wide using team time to develop specific lessons, and assessments for these units of study. We will use our newly revised team time schedule to look closely at student work and revise lessons and assessments based on the strengths and needs of our students. We will sustain our search for specific opportunities in the Reader’s and Writer’s Workshops that will support our teachers and curriculum.
- We will continue to expand our Lego Robotics program incorporated new robots, as well as our after school Chess program, which will include more tournaments.
- To build on the process that began two years ago between TZE and WOS teachers around writing and student work, teachers in grades 3 and 4 (TZE and CL) and 5 and 6 (CL and SOMS) to enhance communication, to better align curriculum and instruction, and to create a common language around the writing process for our students and teachers.

We look forward to a creative, enriching, challenging and supportive learning environment for the 2010-2011 school year.

### **South Orangetown Middle School – Grades 6 – 8**

Karen Tesik, Principal; Richard Neidhart, Assistant Principal

As we begin our 2010-2011 middle school journey together, we have adjusted our schedule and strengthened our programs to fully meet the diverse needs of our students both academically and social-emotionally. We have committed ourselves to being an adolescent-centered community who will support and guide our families and students through the turbulent adolescent times while maintaining a culture based on acceptance and respect.

Our focus for the year will be to create learning opportunities and experiences that:

- will allow all students to transition to the high school with the knowledge and experience of utilizing 21st century skills and exploring 21st Century Themes;

- will address the diverse needs of learners and challenge every student to meet their fullest potential;
- will foster a respectful learning environment and specifically address character education through the use of the 7 Habits of Highly Effective Teens;
- will enhance Student Literacy in reading, writing and mathematics

In particular the middle school will be:

- creating lessons using the newest technologies available including Smartboards, Web 2.0 tools and I-Touches;
- implementing the use of laptop carts to allow for greater differentiation of lessons. This will entail revisiting current lesson plans and using a protocol to allow for reflection on the expected outcomes of the lesson and student work;
- reflecting on NYS assessment data, classroom assessment data, tri-state reports and survey results to continually refine programs and curriculum so as to celebrate our success and address our needs.
- implementing various social, emotional, and character education programs to foster a respectful learning environment.

We are looking forward to a great year filled with excitement and numerous opportunities to showcase our best work. Our building will be using the NYS Schools to Watch rubric to evaluate our learning community and continually improve.

### **Tappan Zee High School – Grades 9 - 12**

Jennifer Amos, Principal; Sheila Silverman, Assistant Principal; Mark Soss, Interim Assistant Principal

Students at Tappan Zee High School continue to excel both in and out of the classroom. Several of our recent graduates are continuing their academic development at some of our nation's top colleges and universities, and current TZ students are pursuing rigorous coursework, including selections from among twenty different AP courses and other engaging electives.

The 2010-2011 school year promises excellent opportunities for students, including:

- An expanded Project Lead the Way program to promote opportunities for our future engineers;
- A tremendous music, art, and theatre program to foster self-confidence and personal development, as well as to showcase the tremendous talents our students possess;
- A variety of highly competitive athletic opportunities to enhance the student experience; and
- An extensive network of student clubs and extra-curricular activities for those interested in community service, social issues, foreign language and culture, a content-specific focus, or the arts.

To further meet the needs of our 21<sup>st</sup> Century learners, Tappan Zee High School offers:

- A highly qualified and deeply committed faculty to enhance your child's learning experience;
- A foreign language learning lab equipped with student computers and Rosetta Stone to compliment classroom instruction and enhance language acquisition and cultural awareness;
- Multiple laptop and iPod carts to enhance the curriculum and your child's learning process;
- SMART Board technology in every classroom;
- A growing use of problem-based learning that recognizes and applies various technologies in a learner-active classroom.