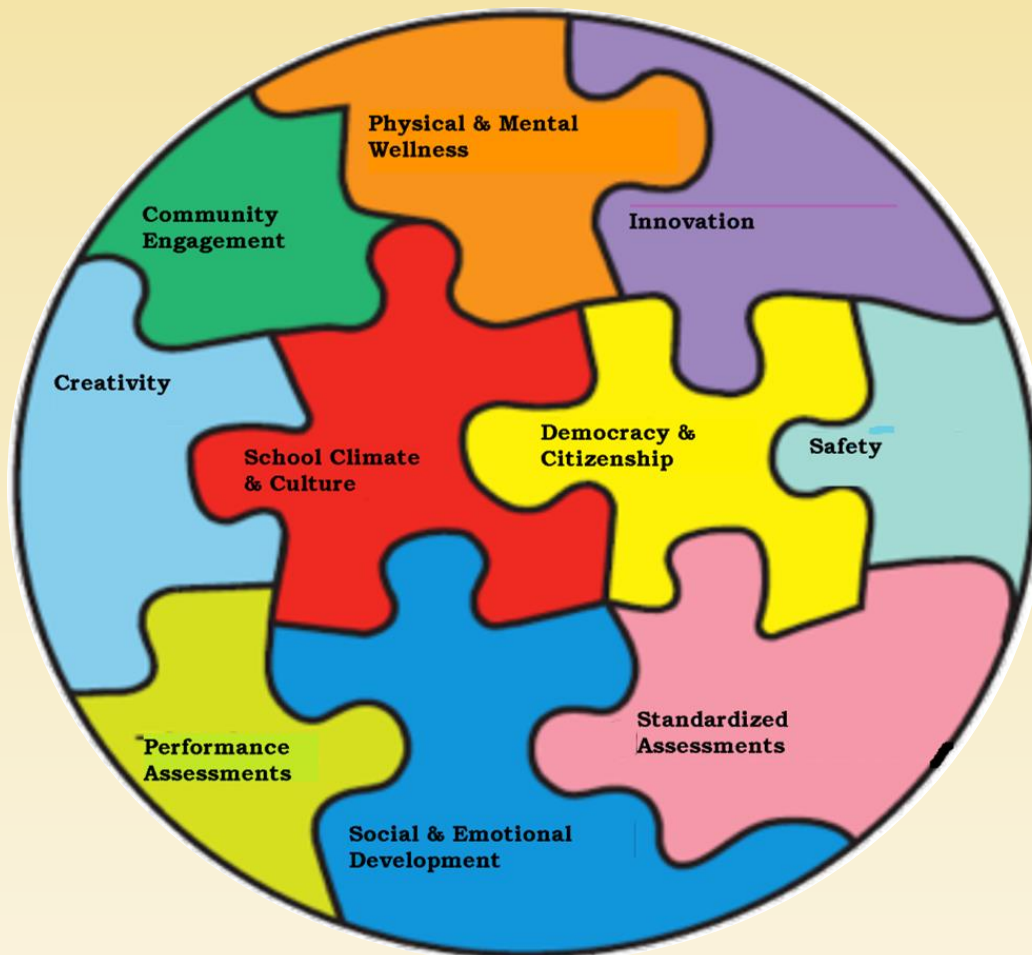




Sachem Central School District District Goals Presentation June 20, 2018



Goal Setting Process

- ❖ 16-17 Review all policies, programs, and practices
- ❖ 16-17 Work with administrators, chairs, and Board of Education to review district goals
- ❖ Summer 2017 – Board of Education finalizes review and unpacking of the goals
- ❖ Summer 2017 – District administration reviews and revises goals in draft form – alignment seeking
- ❖ September 2017 – Board of Education adopts goals

Goal #1 - Provide Safe and Secure Schools



Ensure an educational environment where students are safe, supported and empowered in their learning for all school related activities as well as extra and co-curricular activities. Promote positive peer relationships, and successful student learning environments through a variety of avenues.

Student Success Indicator Alignment – Safety, Community Engagement, Physical and Mental Wellness, Social and Emotional Development

Actions Items

- ❖ Smart Schools Investment Plan – Security Vestibules, cameras, and visitor management systems
- ❖ Discipline work; Code of Conduct and suspension practices
- ❖ Review trainings with security staff

Actions Completed

- ✓ Finalized security vestibule designs and obtained approval from NYSED Facilities Planning.
- ✓ Engage security professional to perform an independent and comprehensive risk assessment.
- ✓ Update and adopt District-wide safety plan to meet all NYSED and SAVE Act regulations.
- ✓ Provide requisite and supplemental trainings to all security staff, as well as school safety and security presentations for all staff and faculty.
- ✓ Addition of 13 Security Guards for 2018-19 school year.
- ✓ Amend code of conduct to reflect current technological, substance abuse, and behavioral challenges.
- ✓ Review and revise student discipline practices & policies.

Goal #2 - Enhance Student Achievement, Quality of Instruction and Leadership Skills



Provide and implement a dynamic curriculum which incorporates critical thinking, collaboration, creativity, technology and civic responsibility while preparing students to thrive in a global community. The curriculum is supported by a K-12 district committee of educators and administrators focused on curriculum and instructional practices. All students will be provided with the opportunities to be college and career ready.

Student Success Indicator Alignment – Creativity, Innovation, Performance Assessments, Standardized Assessments

Actions

- ❖ Establish consistency in all curricula, assessments and instructional practices K-12
- ❖ Deepen student engagement and provide opportunities for rigor
- ❖ Review and align all secondary course offerings to NYSED graduation pathways
- ❖ Develop an optimal elementary day schedule
- ❖ FLEX-Establish an exploratory World Languages and CTE program
- ❖ Provide equitable support for student needs
- ❖ Monitor and make recommendations to reduce class sizes
- ❖ Improve classroom technology
- ❖ Develop a wireless infrastructure
- ❖ Robust software and Internet resources

Teaching & Learning Foundations

- ❖ Mastery vs. Coverage
- ❖ Teachers should have flexibility to teach the curriculum at a pace **based on the needs of the students in front of them**
- ❖ Use data to make these instructional choices “Sachem Norms”
- ❖ District created curriculum vs. programs
- ❖ Collaboration is the foundation of everything
- ❖ Students should unpack and own their learning
- ❖ All Students should be given opportunities to grow
- ❖ Students can demonstrate what they know in many ways

Actions Completed



- ✓ Revived District Curriculum Council
- ✓ Addition of 3 mobile computer carts (90 computers) to each elementary school
- ✓ Common curriculum units for ELA and Math across elementary schools.
- ✓ Began audit for Social and Emotional programming and instruction to support the district's Whole Child education beliefs
- ✓ Developed a District Data Team
- ✓ Implemented Project Based Learning
- ✓ Training for and acceptance to the Tri-State Consortium
- ✓ Streamlined secondary course offerings to ensure connection to State standards and new graduation pathway regulations
- ✓ Implemented LOTE retiring FLEX study hall periods – MS CTE restructuring
- ✓ Revised practices around RTI in all elementary schools
- ✓ Added District ENL chairs to support curriculum alignment and professional development

Goal #3 - Improve Parent, Community and Staff Communication



Cultivate community relationships and engagement by enhancing communication.

Student Success Indicator Alignment – Community Engagement, School Climate and Culture

Actions

- ❖ Telling our academic story
- ❖ Clearly articulate expectations to parents and families
- ❖ Improve participation at school events

Actions Completed

- ✓ Revision of content to website
- ✓ E-Newsletter
- ✓ District Climate Survey
- ✓ Hosted Community Security Summit & other community events
- ✓ Re-establish School-Business Alliance
- ✓ Integrate Career Pathway Courses
- ✓ Homecoming Review



Sachem Class of 2018.....

- ✓ Over \$8M awarded in scholarships and grants
- ✓ Enlisting in all branches of the United States Military
- ✓ Graduating with credentials for the workforce (Cosmetology, Tech and computer related fields)
- ✓ Nearly 2000 Advanced Placement Exams administered

Sachem Class of 2018.....

✓ Accepted to highly competitive colleges & universities including:

| | | |
|-------------------------|------------------------|-------------------------|
| Boston College | Columbia University | Cornell University |
| Macaulay Honors College | Georgetown University | Lehigh University |
| FIT | New York University | Northeastern University |
| Penn State | RPI | RIT |
| Ithaca College | Cooper Union | University of Michigan |
| Notre Dame | UPENN | Villanova |
| Williams College | Stony Brook University | Fordham University |
| Loyola University | Binghamton University | University of Delaware |
|and hundreds more | | |

Goal #4 - Improve Fiscal Responsibility & Accountability throughout the District



Focus on balancing the needs of students with taxpayer sensitivity, while aligning district resources to the goals of the Board of Education.

Student Success Indicator Alignment – Community Engagement, School Climate and Culture, Safety

Actions

- ❖ District Reserves and establish a reserve plan
- ❖ Capital improvements
- ❖ Sustainable budgeting
- ❖ Review of grants
- ❖ Review of out of district placements

Actions Completed

- ✓ Create and adopt a Fund Balance and Reserve plan.
- ✓ Draft and adopt a Fund Balance and Reserve Fund policy.
- ✓ Develop fiscally prudent and sustainable budgets, which include critical capital improvements.
- ✓ Review and pursue all appropriate grant opportunities.
- ✓ Regular meetings to explore returning out of district placements whenever possible.

Goal #5 - Committed to Providing the Staff with the Necessary Tools and Support to Provide the Students with the Highest Quality Education



Create an environment that establishes a foundation for the highest quality instruction and learning through recruitment, support and retention of staff. Encouraging all employees to reach their full potential and positively impact the Sachem students and community through professional growth and learning opportunities.

Student Success Indicator Alignment – Creativity, School Climate and Culture, Democracy and Citizenship

Actions

- ❖ Cultivate Professional Development (PD) consistent with the district PD plan
- ❖ Construct district and building data teams to review student performance data
- ❖ Implement a PD model that is mindful of instructional time
- ❖ Conduct PD sessions that lead to future sessions facilitated by our own staff

Actions Completed

- ✓ Teacher Mentoring Program & New Teacher Programs
- ✓ Staff Training
- ✓ Training on software programs for student management systems, grade reporting, student attendance, IEP platforms, CTLE and professional development record keeping.
- ✓ Observation and evaluation overview including review of rubrics.
- ✓ PD team of stakeholders to implement professional development initiatives K-12
- ✓ Support staff meetings to ensure individualized professional development
- ✓ Data workshop trainings for all members of the district and building data teams
- ✓ Constructed a PD model that is mindful of classroom “pull outs”.
- ✓ Began to utilize Google Classroom and Drive to streamline communication and virtual opportunities for professional development.
- ✓ Adopted an “Ed Camp” model for Superintendent's conference day to allow for collegial circles and open sessions for teachers to “peer educate”
- ✓ Literacy training for all Content, OSS and ENL staff.
- ✓ Math training held for all K-12 math teachers.
- ✓ Additional training and “instructional rounds” were held for Art and Music.
- ✓ Secondary Science departments began training and curriculum planning around PBL and the Next Generation Learning Standards.
- ✓ Additional workshops were offered for more individualized teaching attention: AP classes, speech, school psychology, OT/PT, Guidance, etc.

Revise Professional Development Models

Overall:

- ❖ Collaboration
- ❖ Personalization
- ❖ Trust Building Responsibility
- ❖ Equity
- ❖ Professional Capital

Models for PD:

- ❖ Superintendent's Conference Day-Ed Camp Style
- ❖ Grade and Department Meetings
- ❖ Contractual PD Times
- ❖ Faculty Meetings
- ❖ Summer Institute
- ❖ Retreat
- ❖ Using technology to Support Adult Learners/Google Classroom



Literacy Training K to 8



**Sachem 17-18 Literacy PD Highlights and Resources**



Literacy PD Focus on Teamwork and Best Practices in K-5

Dr. Linda Bausch, a Sachem resident, has continued to guide and support Sachem teachers in ensuring we provide the best literacy instruction and practices for our students.

In her second year with the district, Linda has worked in each elementary building to support the K-5 teachers in administering literacy benchmarks with an eye towards how to use this information to pinpoint areas of student growth. Linda has shared ways that teachers can maximize their instructional schedules for every student and modeled targeted small group literacy instruction. She provides opportunities for teachers to ask questions, seek input from others and grow as literacy professionals.



In her second visit, Dr. Bausch reviews our current literacy data and offers teachers Tier 1 strategies for supporting students during these critical years.

In addition to classroom teachers, Linda is differentiating her support for all teachers, who provide literacy instruction: ENL teachers, Resource Room teachers, Reading Specialists, Special Education teachers, Librarians and Speech teachers.

Successful literacy instruction is a team approach!

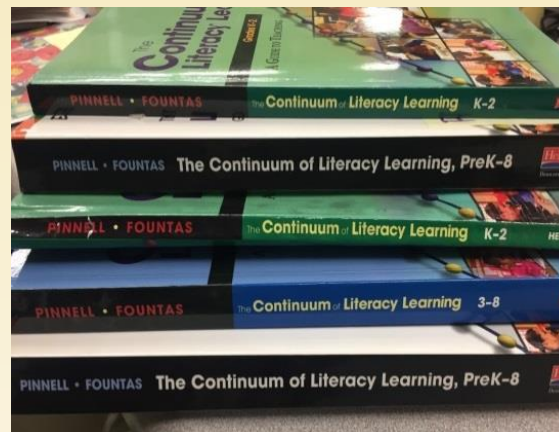
Teamwork is also Crucial to Literacy Success at our Middle Schools

In her first year working with our middle school teams, Linda supporting the reading and writing instruction taking place by all teachers: ELA, Social Studies, Science and Math as well as other content areas.

Each Instructional Support Team chose a different focus, but the common theme was that all teachers contribute to our students' literacy development.

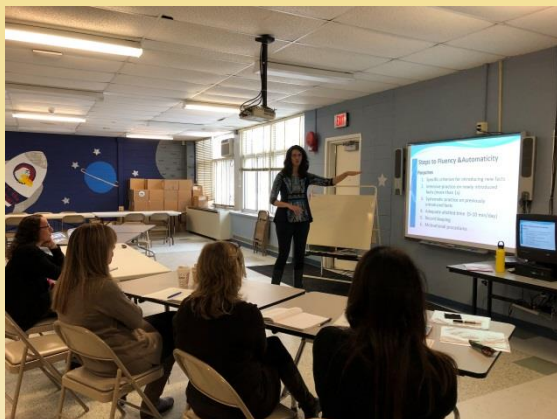
Some schools decided to focus on reading strategies in the content areas, others on writing instruction and appropriate rubrics while others started with student engagement and differentiation.





Math Training K to 12

Focus on Student Engagement



Mathematics PD Highlights & Resources

GREAT WORK HAS BEGUN!

Great work definitely has begun in our K-12 mathematics classrooms. Sachem CSD has been working with Diana Kolhoff to provide a consistent framework for mathematics instruction for all students, while developing a deeper understanding of the content and language development required of our students. We know how important it is to develop flexible mathematical thinkers with good number sense. Sachem is committed to meeting students where they are in the learning process and then moving them towards mastery as quickly and efficiently as possible using research based strategies.



Diana Kolhoff

We are also working on building an awareness of a growth mindset in both our teachers and our students. We are reminded that the learning process is not all about getting the correct answer but the important process we use to get there. It is our goal to help students realize that when we make mistakes, we are actually getting smarter! Students will participate in more conversations and problem solving situations around mathematics which require application of grade level math standards.

Web Resources

<http://www.bboces.org/MathPD.aspx> (Math Calendars)
<http://www.commoncoresheets.com/>
<https://www.youtube.com/user/SchoolhouseRockTV1>
<https://www.engageny.org/>
<http://www.insidemathematics.org/classroom-videos/number-bills>
<https://www.zeam.org/>
<https://www.rocketmath.com/>
<https://www.illustrativemathematics.org/content-standards>
<https://www.mathiv.com/>
<https://www.coolmath4kids.com/>

Professional Books

Number Talks - Sherry Parrish
 Mindset- Carol S. Dweck



Math makes sense; we just have to make sense of it.

IMPORTANT TAKE-AWAYS

The perfect equation:
Deep-Conceptual Understanding + Fluency + Application = Rigor
 What does learning look like in each of these parts? How can we support our students and facilitate progress and achievement?

- Deep-conceptual understanding requires a progression of skills to achieve mastery. Concrete→Pictorial→Abstract
- Fluency requires strong conceptual foundation and frequent, deliberate practice to become accurate and efficient.
- Application requires deep conceptual understanding, fluency and opportunities to practice and persevere through unfamiliar problem solving situations. Think Time!

Math Conversation

Lets be sure to use common, consistent language/vocabulary in our mathematics instruction. Are we giving students an opportunity to talk about math, explain their thinking, and become fluent in math talk?

Spiraling Skills & Concepts

Don't let too little or too much time go by before we give students the opportunity to apply skills & concepts they have already learned. Application problems are great vehicles for this work!

Hands-On Math: Manipulatives/Context

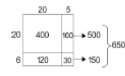
New math concepts need to be concrete/contextual for students to achieve a deep understanding and apply what they've learned.

MODELS THAT WORK!

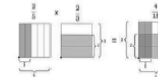
Number Bonds



Area Model



Multiplying Fractions Model



Place Value Chart

| Thousands | Hundreds | Tens | Ones |
|-----------|----------|------|------|
| | | | |

Number lines



Fraction Strips

| 1 |
|---------------|
| $\frac{1}{2}$ |
| $\frac{1}{3}$ |
| $\frac{1}{4}$ |
| $\frac{1}{5}$ |

Bar Models/Tape Diagrams



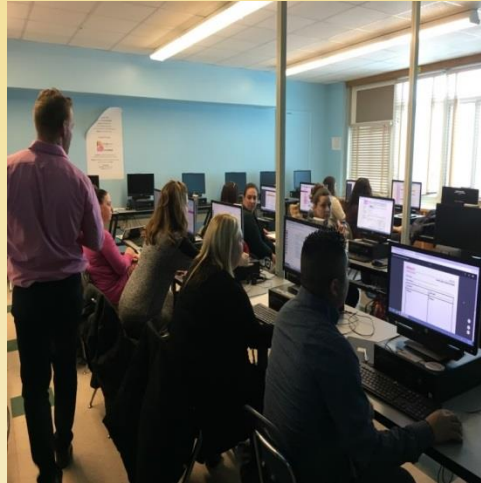
| | |
|---|--|
| Grade 2 Units of Study for Mathematics ~DRAFT~ | |
| Grade Level Focus http://www.nysed.gov/curriculum/Testing-and-assessment/mathematics-p-12standards.pdf | Mathematical Practices K-12 |
| In Grade 2, instructional time should focus on four areas: <ol style="list-style-type: none"> 1. Extending understanding of base ten notation, students: <ul style="list-style-type: none"> • extend their understanding of the base ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing; and • understand multidigit numbers (up to 1000) written in base ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 353 is 3 hundreds + 5 tens + 3 ones). 2. Building fluency with addition and subtraction, students: <ul style="list-style-type: none"> • use their understanding of addition to develop fluency with addition and subtraction within 100; • solve problems within 100 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base ten notation, using their understanding of place value and the properties of operations; and • select, and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds. 3. Using standard units of measure, students: <ul style="list-style-type: none"> • recognize the need for standard units of measure (centimeter and inch) and use rulers and other measurement tools with the understanding that linear measure involves an iteration of unity; and • recognize that the smaller the unit, the more iterations needed to cover a given length. 4. Analyzing and classifying two-dimensional shapes as polygons or non-polygons, students: <ul style="list-style-type: none"> • describe and classify shapes as polygons or non-polygons; • investigate, describe, and reason about decomposing and combining shapes to make other shapes; and • draw, partition, and analyze two-dimensional shapes to develop a foundation for understanding area, congruence, similarity, and fractions in later grades. | <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. |
| Fluency Standards http://www.nysed.gov/curriculum/Testing-and-assessment/mathematics-p-12standards.pdf | |
| 2.OA.2a: Fluently add and subtract within 20 using mental strategies. | <i>(Note on Fluency with Facts: Fluently adding and subtracting within 20 (NY2.OA.2) means students can find sums and differences within 20 reasonably quickly, and may or may not use a picture or object. Fluency involves knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies.)</i> |
| 2.OA.2b: Know from memory all addition and subtraction facts within 20 of two one-digit numbers. | <i>(Note on Fluency vs. Knowing from Memory: The students intentionally distinguish between adding for fluency with addition and subtraction (NY2.OA.2a) and asking students to know/remember addition facts (NY2.OA.2b). Fluency means students can find answers, fluently, and have understanding. They use strategies efficiently.)</i> |
| Unit Sequence and Standards | |
| Addition & Subtraction to 20 (length, pennies & dimes in context) introduce Time- morning meeting | Extended Place Value Count and Compare Numbers |
| 2.OA.2a, 2b 2.MD.5, 6, 7, 8a | 2.NBT.1a, 1b, 2-4 2.OA.1a |
| 2.OA.1a, 1b 2.NBT.5, 6 2.MD.5 | 2.OA.1a, 1b 2.NBT.5, 6 2.MD.5 |
| 2.MD.1-4, 6a, 8b, 9-10 | 2.MD.1-4, 6a, 8b, 9-10 |
| 2.OA.1a, 1b 2.OA.1-4 | 2.OA.1a, 1b 2.OA.1-4 |
| Foundations of Multiplication & Fractions (equal groups, equal parts of shapes) | |
| Assessment: 2018-2019: Teachers monitor and document student progress and performance by utilizing Math Readiness Benchmarks (3x per year) tests, quizzes, assignments, verbal assessments and other anecdotal notes. | |



Deep Conceptual Understanding

Concrete→Pictorial→Abstract

Social Studies & ENL



Key Components

- Grade-level Key Ideas, Conceptual Understandings, and Content Specifications
- K-12 Social Studies Practices
- K-12 Common Core Literacy Skills
- K-12 Unifying Themes
- Inquiry Arc

These components work interdependently in both instruction and assessment. Through an inquiry-based approach, students develop thematic and conceptual understanding while applying disciplinary practices and literacy skills in the context of content.

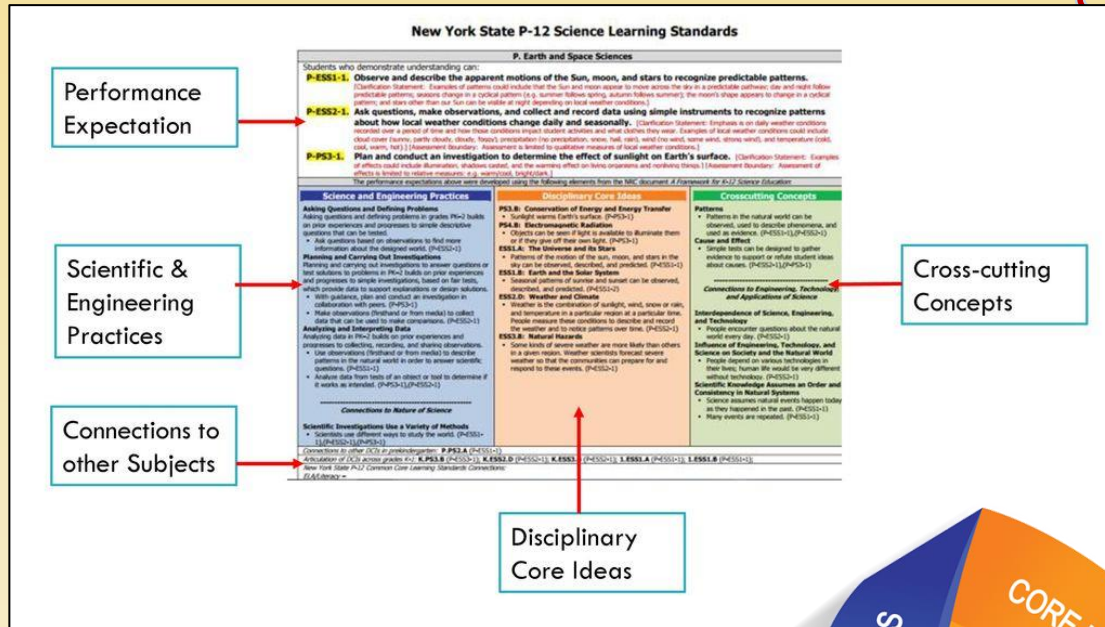
HOME K G1 G2 G3 G4 G5 G6 G7 G8

The Integrated Social Studies/ELA Curriculum

NEW C3 Inquiries [click here to view a sample](#)

The Integrated Social Studies/ELA Curriculum is a user-friendly curriculum developed by teachers for teachers from the Putnam | Northern Westchester region and beyond. Updated annually, the curriculum is based on the New York State Social Studies Framework adopted by the Board of Regents in 2014, integrates the New York State Common Core Learning Standards for English Language Arts and Literacy, and uses an Understanding by Design (UBD) template. Each grade level contains complete lessons for teachers, handouts for students, informational texts, technology links, and a C3 inquiry. The curriculum can be accessed through a district-specific password. Annual subscriptions can be purchased for your district through the Putnam | Northern Westchester BOCES by contacting Gregory S. Brown.

NEW NYS Science Learning Standards



3-Dimensional Learning

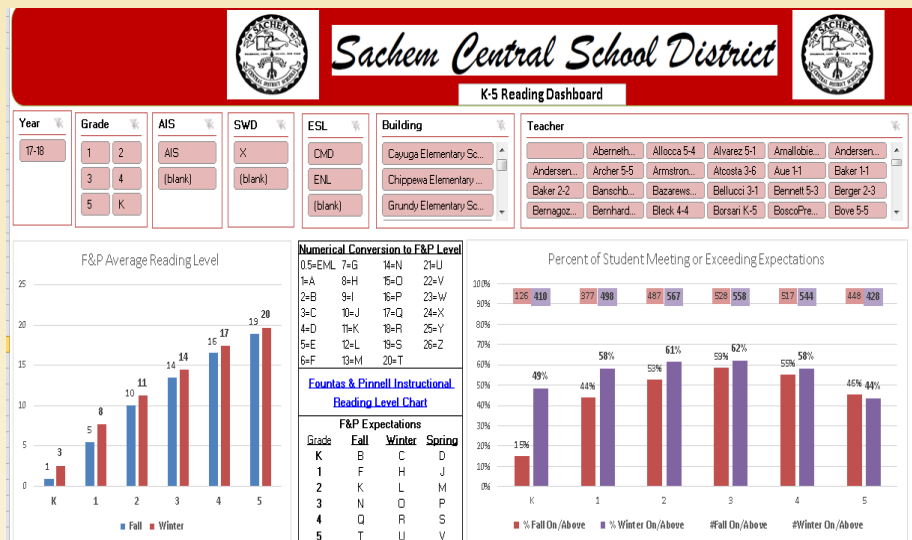
Interdisciplinary

Hands-on Science



Professional Development

RTI Committee & Data Team Work



Tri- State Consortium

Tri-State Consortium

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Assessment Model

Student Performance (click to learn more)

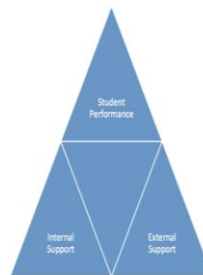
1. Performance-based Assessment
2. Student Metacognition in the Learning Process
3. Student Performance Data

Internal Support (click to learn more)

4. Curriculum and Instruction
5. Professional Learning, Supervision and Evaluation
6. Equitable Support for Student Needs
7. Shared Vision and Environment for Change

External Support (click to learn more)

8. Parent and Community Support





Goal #6 - We Are Sachem

Promote and strive for one Sachem family. Develop deep collaboration amongst our 15 schools, for both vertical and horizontal articulation, to support the highest quality programs and activities throughout the district.

Student Success Indicator Alignment – Community Engagement, School Climate and Culture, Democracy and Citizenship

Actions

- ❖ Pride in our school district
- ❖ Consistent experiences by grade level
- ❖ Vertical/Horizontal experiences
- ❖ Clear focus on student achievement and wellness

Actions Completed

- ✓ Sachem became a member district in the Long Island Consortium for Equity and Excellence
- ✓ Established District Curriculum Council
- ✓ District Wellness Committee
- ✓ Budget Newsletter
- ✓ Revised Superintendent's Conference Day
- ✓ Increased the # of Schools and departments sharing on Twitter
- ✓ Celebrated Community Service contributions
- ✓ Revised Transition meetings
- ✓ Implemented Student data meetings
- ✓ End of year report to the community



Social & Emotional Wellness



New Elementary Report Cards...

Student: [REDACTED] Sachem Central School District
Tamarac Elementary School
50 Spence Avenue
Holtsville NY 11742-1999
Tel: 631-244-5680
Principal: Michael Saidens

Grade: 4 Homeroom: 4-1
Teacher: Mrs. Cooney

School Year: 2017 - 2018
Marking Period: TM2

| Academic Performance Level for New York Grade 4 Standards | | | |
|---|--|----------------------------------|------------------------------------|
| 1 | 2 | 3 | 4 |
| Not meeting grade level expectations | Working towards grade level expectations | Meeting grade level expectations | Exceeding grade level expectations |

Additional Performance Indicators
A+: 95-100 A: 90-94 B+: 85-89 B: 80-84 C+: 75-79 C: 70-74 D: 65-69 F: Below 65 (Failing)
S: Satisfactory P: Progressing NI: Needs Improvement
+: Exceeds indicated performance level -: Falls below overall performance level

| Reading | TM1 | TM2 | TM3 | SCIENCE | TM1 | TM2 | TM3 |
|--|-----|-----|-----|---|-----|-----|-----|
| Overall | -- | -- | -- | Overall | -- | -- | -- |
| Engages in and sustains independent reading | -- | -- | -- | Demonstrates an understanding of content and concepts taught | -- | -- | -- |
| Reads for meaning in a variety of genres | -- | -- | -- | Demonstrates an understanding of content-based vocabulary | -- | -- | -- |
| Applies a variety of reading strategies taught | -- | -- | -- | Demonstrates an understanding of the scientific process | -- | -- | -- |
| Utilizes a variety of reading skills to comprehend text at the literal level | -- | -- | -- | | | | |
| Demonstrates an understanding of reading skills at the inferential level | -- | -- | -- | SOCIAL STUDIES | TM1 | TM2 | TM3 |
| Discusses and answers questions from information presented | -- | -- | -- | Overall | -- | -- | -- |
| Speaks audibly and is able to recall or retell stories or facts | -- | -- | -- | Exhibits an understanding of content and concepts | -- | -- | -- |
| Listens attentively for different purposes | -- | -- | -- | Demonstrates an understanding of content-based vocabulary | -- | -- | -- |
| | | | | | | | |
| Writing | TM1 | TM2 | TM3 | LIBRARY AND MEDIA RESEARCH (Ms. Caporale) | TM1 | TM2 | TM3 |
| Overall | -- | -- | -- | Overall | -- | -- | -- |
| Demonstrates motivation to write | -- | -- | -- | Conducts short research projects that build knowledge about a topic | -- | -- | -- |
| Expresses and organizes thoughts through a variety of written forms or genres | -- | -- | -- | Gathers information and takes notes from multiple sources | -- | -- | -- |
| Varies sentence structure and paragraph writing | -- | -- | -- | | | | |
| Produces legible work | -- | -- | -- | ART (Ms. Curcio) | TM1 | TM2 | TM3 |
| Varies vocabulary and details to support writing | -- | -- | -- | Overall | -- | -- | -- |
| Utilizes the writing process | -- | -- | -- | Demonstrates knowledge of age-appropriate art concepts | -- | -- | -- |
| Utilizes grade-appropriate conventions of grammar and writing | -- | -- | -- | Shows interest and appreciation for art | -- | -- | -- |
| | | | | | | | |
| MATH | TM1 | TM2 | TM3 | Music (McGlone) | TM1 | TM2 | TM3 |
| Overall | -- | -- | -- | Overall | -- | -- | -- |
| Demonstrates number sense | -- | -- | -- | Demonstrates age-appropriate skills and techniques | -- | -- | -- |
| Applies and adapts a variety of strategies to solve problems | -- | -- | -- | Shows interest and participates | -- | -- | -- |
| Demonstrates an understanding of mathematical concepts taught | -- | -- | -- | | | | |
| Can communicate mathematical ideas and reasoning orally and/or in written form | -- | -- | -- | | | | |
| Computes accurately | -- | -- | -- | | | | |

Student Roundtables...





SACHEM CENTRAL SCHOOL DISTRICT

We Are Sachem

Thank you for your
continued support!

Questions? Comments?