



# Haldane Central School District

## Strategic Plan Implementation 2015-2020

### Overview

During the 2014-15 school year, the Haldane Central School District began to reflect on our present practices to determine where we are as a district in this moment in time, and where we should be heading as a district to ensure that we are promoting the skill set and the thinking strategies that will prepare graduates for College and Career beyond Haldane.

As we envisioned the world that the graduates of 2025 would encounter, we set forth a plan that will meet the needs of a student in this fast paced, ever changing, Global Society.

Below please find the ten exceptional goals that came out of the strategic planning process along with a running chronology of events. This document will help us communicate what

the district is presently doing to move the plan forward and share what has occurred since the plan's inception in June 2015.

## **GOALS**

**1. Ensure that teaching and learning strategies are aligned K-12 to maintain a collaborative professional environment where best and next practices are discovered and shared, while fully implementing common core initiatives that provide rigor and relevance along with deep thinking, reflection and innovation.**

Throughout the district the following occurred:

- Mixed grade/faculty meeting collaborations
- Planned transition meetings conducted at appropriate benchmarks
- K-12 instructional coaching team created to train our new educators and build capacity throughout our district. This is also a cost savings opportunity to use our newly created experts rather than bring in staff developers from the outside
- Mixed grade level PBL institutes/PD (Professional Development) conducted for all teachers
- MS liaisons for humanities, math and science created to allow for curriculum integration
- K-12 Goldmansour and Rutherford continue to support our ICT team in collaborative instruction team models
- Vertical articulation opportunities at faculty meetings and/or Superintendent Conference Days
- Tuesdays and Thursdays 10th period, teachers are encouraged to have collaborative time together for planning. Students are able to attend HEART program on those days, in lieu of 10th period extra help.
- HS departments meet with middle school teachers within the same discipline to ensure vertical alignment is occurring. Specifically, the math department meets once a month, with middle school teachers to discuss the best learning paths for our students to take as they progress through the mathematics curriculum.
- Next Generation Science standards roll out K-5
- Character Education discussions through unit projects and/or 2nd Step
- Team Planning Meetings and Critical Friends Protocol to revise and edit teaching
- Evaluation of High School math sequence and transition to Algebra Trigonometry and not Algebra II Common Core. This alignment removed the mandate of taking the Algebra II CC Regents Exam.

## **2. Nurture a collaborative professional environment that builds the capacity of the staff through ongoing professional development that is sustainable and embedded in structure, culture, and climate while providing time to think, plan, and collaborate.**

Throughout the district the following occurred:

- Teacher training and staff development considered a priority and supported in multiple areas throughout the district. PD (Professional Development) is emphasized and encouraged to ensure teaching staff are provided with high quality opportunities to learn and grow pedagogical skills.
- Goldmansour and Rutherford are working with our teachers in Integrated Co-teaching Teams to provide strategies for teachers to work together as an ICT unit and provide the differentiation necessary to meet all learners where they are as students.
- A five year relationship was created with the New Tech Network (NTN) to train our teachers in deeper learning PBL practices that engage our students and make their learning relevant to their interests and their lives.
- Dr. Paul Yellin begins work with the district to train our teachers in the neurodevelopmental constructs that are an integral part of our Learner Profiles. Ongoing training helps the development and understanding to spiral into a meaningful practice that will empower students to become the best learners possible.
- Classes were developed/created to introduce our students to the components found within the learner profiles and give them the background necessary to create and understand their own individual profiles so they understand their strengths and challenges that are specific to them as learners.
- Instructional coaching begins throughout the district with our newly created teacher experts that took part in the first phase of PBL and ICT training.
- Our school psychologist visits classrooms weekly to confer with teachers on Tier 1 strategies for supporting a variety of student learning needs in our Rtl protocols.
- Staff led PD/ASSD hours, and authentic learning institutes are led by coaches help to build capacity throughout the district with our K-12 educators.
- Educators are encouraged to run professional development sessions that their peers may attend. Allowing the faculty to present areas of their expertise provides a variety of experiences in which peers can choose from to improve their craft. Specifically, there have been 4 professional development activities that the HS math teachers have run for teachers within the whole district as well as specific departments. Different opportunities are available and encouraged for staff to participate in PD outside of the school including BOCES workshops, graduate classes, site visits, and other various workshops.
- 2-Hour delays are built into the calendar for additional team planning and collaborative time to move our teachers' skills forward.
- Updated training for all high school math teachers on the use of technology upgrades specifically related to calculation.

- PD for secondary social studies teachers as it related to the new Global (2018) and US History (2019) Regents exams among many other topics.

**3. Develop and support an ongoing passion for teaching and learning through the implementation of authentic, project-based experiences that promote engagement, motivation and deeper learning and provide diverse career, civic, and educational opportunities.**

Throughout the district the following occurred:

- NTN (New Tech Network). With New Tech Network's PD, teachers have been trained to cultivate better, more authentic deeper learning experiences for students that cover important topics.
- Instructional coaching. Coaches are available to work with teachers as needed to help them with the PBL planning process and brainstorm ideas or solutions to problems.
- Conversations at faculty meetings and goal setting meetings are designed to grow expertise and efficacy among our teachers in our new teaching practices.
- Demonstrated implementation of our new pedagogical practices observed during classroom visits by administrators and colleagues.
- Discover Create and Innovate classes are offered at the MS/HS to grow 21st Century skills and Agency within our students.
- The staff has been trained in Project Based Learning/Problem Based Learning and Dynamic teaching that encourages students to see the connection between content curriculum and a use outside of the classroom. The faculty is encouraged to utilize this type of instruction as often as possible in various ways that work for their specific group of students and curriculum. Specifically, in-house Institutes have been offered for faculty to be trained locally. Conversations are also being had at the building level to discuss ways to put PD structures in place that can sync well with scheduling demands.
- 2-hour delay days for collaborative planning of deeper learning experiences are well utilized to grow expertise within departments and grade levels.
- The High School Educational Planning Committee focused on deeper learning experiences.

**4. Provide the space, tools, and capacity to grow and change as needed to meet the demands of the learner in a campus where technology is ubiquitous and access is available to all. These classroom supports will foster multiple learning styles and fit the needs of all students.**

Throughout the district the following occurred:

- Smart Schools funding used to upgrade our infrastructure throughout the district and ensure that the wifi is available for use within all classrooms and can service the 1:1 technology used by our students.
- 1:1 devices for students (Chromebooks) are available along with iPad carts to be used as needed.
- NWEA MAP testing (adaptive online progress testing used as a universal screening) is integrated throughout the district to gauge growth in all disciplines.
- Google Classroom becomes a regular part of our practices and our day.
- Interactive screens in classrooms help to extend the use of technology.
- Assistive Technology evaluations for several classified students in partnership with the Westchester Institute of Human Development have made educational technology more accessible.
- Many different modalities of technology are available to educators and students including Chromebooks, ipads, Smart tvs, and Smartboards. We have a lot of potential to grow and improve and training is available in order to do so. The addition of Google Drive and Gmail is helpful in allowing access to school files from home and beyond for work outside of the campus.
- Implementing and training staff on the ideas of SAMR (Substitution Augmentation Modification Redefinition) and teaching students to use technology as a tool to create rather than substitute.

## 5. Support the creation and implementation of "Learner Profiles" that inform and address social, emotional and academic needs of the student.

Throughout the district the following occurred:

- All 4th, 7th and 9th grade students participate in a course through which they develop their own Learner Profiles.
- Students make connections with their newly acquired understanding of the neurodevelopmental constructs and learn how they can manage their individual strengths and challenges in their own learning process. Bypass strategies are utilized for students to focus on their strengths and to bypass their weaknesses.
- Students are developing better metacognitive skills K-12 through their access to their Learner Profile which help them learn.
- Students in 4th grade are hearing stories about students their age who each have a different challenge with their learning. Students discuss strategies and set their own learning goals which are then used as a discussion point in their student-led parent conference.
- In 7th grade, students learn about the different neurodevelopmental constructs and evaluate their own learning strengths and challenges. Students are building a final project that will allow future teachers to better understand each student's individual learning strengths and challenges along with social and emotional strengths and challenges.
- In 9th grade, a new course was designed and created called Freshman Seminar. In this course, 9th graders are provided with tools for success in high school, goal setting opportunities, career exploration activities/guest speakers, resume building, emotional intelligence activities/strategies, information on brain development and substance abuse education. Students also explore their learning strengths and challenges and receive a printed Learner Sketch that outlines their learning profile along with strategies for alleviating challenges.
- Neurodevelopmental constructs and Learner Profiles are also used to drive CST (Child Study Team) discussions on struggling learners and assess students for learning strengths and challenges.
- The Yale RULER (**r**ecognizing, **u**nderstanding, **l**abeling, **e**xpressing) Program and/or Second Step is taught to address social/emotional needs
- Walkthroughs with our psychologist allow for targeted conversations with classroom teachers about the learning needs of their students through the lens of neurodevelopment construct framework.

**6. Maintain and enhance a robust, diverse, and inclusive platform of educational and extra-curricular opportunities and effectively communicate the availability to all students K-12, while ensuring that they nurture the qualities of entrepreneurial problem solving such as leadership, social and civic responsibility, and a spirit of curiosity and discovery.**

Throughout the district the following occurred:

A wide variety of extra curricular activities are available throughout the district for students at all grade levels. Students are encouraged to take part in as many areas of interest as they can while they remain successful in managing their time and partake in the level of activities that are healthy for them to balance.

Opportunities include:

- Modified sports
- JV Sports
- Varsity Sports
- Intramurals
- PTA Enrichment
- Student Council
- Lunch Bunch
- Garden Activities
- Arts and Culture Activities
- Drama
- Chess
- Independent Studies
- Classical Cafe
- Poetry Out Loud Competition
- Trips to Frost Valley, NY City/Broadway, Washington DC, Habitat for Humanity Senior trip to New Orleans among many others help to shape well-rounded individuals.
- A protocol is available for students/faculty to engage in that allows for potential additions of new activities.

**7. Embrace the concept of a campus that allows students to engage in learning through travel to the community and beyond (Physical or Virtual Travel), promoting opportunities year-round both on campus and in the community.**

Throughout the district the following occurred:

- 7th grade Community Service Day
- Debate Competition at Bard College
- Arts in the Community (ex. Displays in Foodtown windows)
- Metropolitan Museum of Art Learning Experience (6th grade)
- Field trip to Long Dock Pond to work with the DEP and River Keepers on environmental data collection (7th grade)
- Field trip to the West Point Foundry (8th grade)
- Senior Kayak and disc hockey experience to utilize the surrounding area.
- Trips to Frost Valley, NY City/Broadway, Washington DC, Habitat for Humanity Senior trip to New Orleans among many other help to shape well-rounded individuals.
- Various collaborations (different each year) through DCI classes, for example, students will present to the Cold Spring Village Board their ideas for a skatepark design and tunnel beautification project
- Field trips are encouraged and supported. In the HS specifically, there are some instituted field learning trips that expose the students to cultural, historical, collegiate, and service experiences. For example: Model UN trip, Literacy Club trip, etc.
- Opportunities for special presenters to come into the classrooms: Hudson Highlands, Puppies Behind Bars, Paws for a Cause, Authors, etc.
- Authentic audiences for work and final products.
- K-12 Discovery Night to highlight our K-12 PBL Units of study conducted throughout the year.

**8. Develop a financial plan that is both fiscally and educationally responsible, creating greater efficiencies through shared services and stronger relationships with municipalities and neighboring school districts, while tapping into new revenue sources.**

Throughout the district the following occurred:

- Developed consortiums w/neighboring districts to best utilize resources that don't need to be replicated in all districts.
- Create special education consortium classes that allow districts to create learning environments that will meet the needs of all learners.
- The Haldane Academy has built great capacity into the district for serving the social-emotional and learning needs of many of our high school students who might otherwise have to be educated out of district.
- Look to create budgets that better utilize the resources that we presently have in different, more cost effective ways.
- Allow students to tuition into the district in mainstream, special education, and consortium classes on a limited basis to support the budget and bring additional funding into the district.
- Ensure maximum efficiency throughout all aspects of the district.

**9. Create a long range facilities plan that will begin to match the buildings and the classrooms to the dynamic vision of the community and its students, ensuring a safe, efficient, collaborative and inspiring place to learn.**

Throughout the district the following occurred:

- Ongoing study with the Building and Grounds Committee to consider the needs of the District and the older buildings that need ongoing upkeep.
- Bond Referendum Steering Committee meets on a regular basis to consider the components and needs within the district to be considered and included in a potential bond referendum.
- Two MakerSpaces are created throughout the district to help our students learn in classroom settings that promote collaboration and allow for flexible learning structures.
- Outdoor Learning Areas are built to allow our students to be educated in non-traditional learning environments. The District retained ownership of the James Pond classroom during the recent sale of Haldane land.
- Ongoing discussion/planning that meet the needs of our students and celebrate the concepts within the Strategic Plan.
- Upgrade the technology infrastructure using the Smart Schools Bond Act funding to resolve connectivity issues that have progressed as more technology was brought into the district.
- Utilize the solar panels that were recently installed on the schools in a way that is safe and educational for the district.

**10. Maintain ongoing two-way communication with the community to make it an integral part of any future initiatives and foster an understanding of the living strategic vision for our schools**

Throughout the district the following occurred:

- Use of parent meetings, PTA , district meetings, BOE meetings, PTA Coffees, BOE sub-committee meetings, staff meetings, ASSD and CTC meetings to keep the Haldane Strategic Plan a living document that reflects the needs of the district throughout the developmental process to meet the needs of our students in an ever changing global environment.

## Milestones

### 2014-2015 School Year:

The Discovery Process begins:

- ❖ Faculty, Staff, Students and Administration determine who we are in this moment in time and take part in a process that refines the areas of focus for our plan. Vision Elements along with our Essential Questions are formed to drive the goal setting process.

### The Strategic Planning Committee is formed:

- ❖ The community comes together in strategic groups to answer the essential questions and create the vision for our district that will direct our efforts from 2015-2020.
- ❖ The Haldane Central School District's Strategic Plan is finalized and approved by our Board of Education in June 2015.

### The Work of the District Begins:

*The 2015-2016 School Year: Year 1 of the Haldane Strategic Plan begins*

#### Fall 2015

- The District is invited to join the New Tech Network (NTN), which is a highly organized and talented group of educators that are transforming instruction throughout the Nation to include deeper learning and authentic learning experiences for our students.
- The financial structure of the technology department, and the cost of outside district technology support is modified to use the funds more wisely.

Technology Instruction is shifted to Technology Integration to allow two new positions to be created with repurposed money.

- Our Director of Technology and Innovation and our Discover, Create and Innovate teacher attend a week-long NTN training in Chicago to begin to integrate NTN methodologies in our classrooms. Our DCI teacher now teaches classes with the same name to allow our students to redefine learning and educational space/environment where the learning occurs.
- Our Director of Innovation, our DCI teacher and our staff developer from the NTN joined the administrative team at our annual retreat as we began to brainstorm the first steps in launching our Strategic Plan. The team works together to plan the first two Superintendent's Conference Days. We also plan out the phase in process for the NTN to train your teachers over a four-year process and what phase the teachers will be part of as we implement authentic learning practices.
- The opening of school included the introduction of the ten goals that will govern our actions for the next 5 years. Our faculty weighs in on their thinking and suggestions as we create the implementation steps for year one. The beginning of our "action plan" is considered.
- The administrative team meets with the implementation team that includes Stacia Snow from the NTN, Dr. Paul Yellin from the Mind, Brain and Education Center. The team outlined our initial steps which includes visitations to Tech Valley High, and an established NTN elementary school, conducting the third Deeper Learning through Authentic Learning Experiences Institute in the fall of 2015, and began to conceptualize the Learner Profiles for our students.
- A team joins other like minded schools at a Apple Summit to consider best practices in meaningful technology integration.
- New communication methodologies are created and include a Haldane Twitter account and the Community Leaders' Committee.
- Team #1 and #2 visit Tech Valley High - this teams includes teachers, administrators, members of the HSF and PTA.
- PEBC join us for Superintendent's Conference day to introduce metacognitive strategies and lessons to promote student understanding. They also introduce ways of releasing the locus of control to our students with the gradual release of responsibility.
- Haldane applies for the XQ Super Schools Grant.
- Our Community Leaders' Committee is established to educate our parents and interested community members in what we are including in our classrooms throughout the district.

Winter 2015 -2016

- A self-evaluation was conducted by our Special Education Department with the help of Donna Riter to determine best practices for our school district. The evaluation will be provided to the district for further discussion and review.
- G&R trains our K-12 teachers on the best methodologies related to ICT (integrated co-teaching).
- The district hosts coffees on our new instructional practices of authentic learning experiences, teaching practices that foster deeper learning and provide relevant learning opportunities for our students.

### Spring 2016

- Brent Harrington and our 4th grade team visit NTN exemplar school in California. Turnkey information to the elementary faculty upon their return.
- Brent Harrington and Julia Sniffen attend the NTN Leadership Symposium in Ft. Wayne Indiana to begin their planning process for the 2016-17 school year.
- March 2016 - Croton-Harmon, Sloatsburg (Ramapo), and Pearl River visit our school to partner with us for PBL.
- April 7th, 2016, Paul Yellin returns to Haldane to conduct focus groups as we create our Learner Profiles. K-12 teachers and administrators take part in the developmental partners.
- G&R and Google trainers provide additional training for our teachers at our Superintendent's Conference Days, April 28th and 29th.
- Stacia Snow meets with the district and the PTA to help us assess our success to date and prepare for the work with our teachers and coaches for the remainder of the 15-16 school year.
- 18 teachers and administrators prepare for the NTN Summer Institute to launch the implementation of authentic/experiential, PBL in 2016-2017.
- District prepares to move to a Google platform and launch our new Haldane Central School District's website.
- Yong Zhao to open the 2016-2017 school year as our keynote speaker. Haldane to partner with Putnam Valley for our opening day.
- Haldane to open our new Alternative High School, the Haldane Academy at St. Basil's to promote an inquiry-based, experiential environment to promote deeper learning for alternative learners.

### Summer 2016

- 18 members of the faculty and administration attend the NTAC (New Tech Annual Conference) for a week in July to continue our training in inquiry-based, experiential learning practices and plan for the 16-17 school year.
- Haldane School District creates a logo for our district as Haldane Minds...

## **2016-2017 School - Year 2 of the Haldane Strategic Plan begins**

### **Fall 2016**

**Yong Zhao serves as our keynote speaker at the opening Superintendent's Conference Day. Haldane partners with Putnam Valley as they begin their staff development in authentic, project-based teaching strategies.**

- **Haldane launches the Haldane Academy at Saint Basil's to provide a non-traditional learning environment for students in an authentic learning environment. The school program opens its doors with a maximum of 12 students in year one.**
- **A team of Haldane practitioners spend a day at the Yellin Center for Mind Brain and Education to learn best practices in creating a profile that includes the neurodevelopmental constructs involved in learning. Paul Yellin spends a day within our district the following week to help us plan and develop our methodologies.**
- **A team attends RULER training at Yale University. The RULER method of creating an understanding of how to teach students about EI (emotional intelligence). This method will be included in our 7th grade classrooms as the profiles are created and taught to our students.**
- **Haldane High School is awarded the National Blue Ribbon for Academic Excellence. The district celebrates this accomplishment in November of 2016!**
- **Paul Yellin serves as the keynote for the Superintendent's Conference Day in November 2016. The entire faculty and staff are taught about the neurodevelopmental constructs that are embedded in the Learner Profiles, and how they impact a child as a learner. All faculty and staff create their own profiles.**
- **Donna Riter joins the Academy staff to help refine our new program and strengthen the pedagogical understanding. Conversations begin with BOCES about creating a wall-to-wall PBL Academy.**
- **NWEA pretests are given to measure growth in ELA, Math, Science and SS.**
- **Our teachers are given opportunities to create collaborative co-teaching classroom and take part in ICT training to refine their craft in their ICT (integrated co-teaching) settings.**

### **Winter 2017**

- **Our new team of home-grown instructional coaches prepares to teach our new teachers, and teachers that have not had the chance to attend the three day Institute the basics of PBL. Two three day Institutes were given throughout the year.**

- Paul Yellin continues his work with the District to create the Learner Profiles. Works with the profile coaches and the faculty at the March Superintendent's Conference Day.
- All students in grades 4,7 and 9 take part in a class that embeds the Learner Profiles, along with age appropriate social-emotional supports such as *All Kinds of Minds* vignettes explaining how the brain works (grade 4), RULER training to increase our students' level of emotional intelligence (grade 7) and *Change your Brain, Change your Life*, that explores the changes that occur within the teenage brain (grade 9). Learner Profile Coaches work independently with each student to create and explain their individualized profile.
- Donna Riter continues to develop our educational program for students with social-emotional needs.
- A team of Haldane educators visit two new BOCES programs that opened in the Syracuse area to see how they integrated wall to wall PBL environments to meet the needs of their non-traditional learners. Teachers at the Haldane Academy consider further integration of PBL in our alternative setting.

### Spring 2017

- The Haldane team met with PNW BOCES and neighboring districts to consider whether this region has an interest in a similar type program at the site of the Academy.
- DCI class completes a number of independent projects that highlights our students' entrepreneurial spirit.
- Year 2 of the Haldane Discovery Night highlights student leadership in their own learning, as they take the reigns for the presentation of their own research and work.
- Year 2 of the Haldane Strategic Plan comes to a successful completion.
- NWEA post-tests given to measure student growth.
- NTN staff developers continue their work within the district.

### Summer 2017

- A team of teachers, principals and administrators attend NTAC, the New Tech Network's annual conference to continue our growth and learning. Our new teachers and principals have the opportunity to familiarize themselves with our practices before the commencement of the 2017-18 school year.
- Administrative retreat held to determine the Action Plan for the implementation practices throughout the 2017-18 school year. New principals are briefed on the success of the implementation to date.

## **2017-2018 School Year - Year 3 of the Haldane Strategic Plan begins**

### **Fall 2017**

- **New administrative team takes part in a three day retreat to review years one and two of the strategic plan and begin planning for year three.**
- **Paul Yellin returns to work with our Support Services Specialist to link the Learner Profiles to RtI and Special Education practices.**
- **The 9th grade seminar begins with an ICT team working with the students, while infusing the Learner Profiles and information regarding the teenage brain. A Teacher Coach trains a fellow colleague within an ICT team to build capacity and train them in the neurodevelopmental constructs.**
- **Staff development continues in-house with the trainers from the NTN (New Tech Network) and Goldmansour and Rutherford to continue to refine our Integrated Co-teaching practices (ICT).**
- **DCI (Discover Create and Innovate) class begins at the MS with a Teacher Coach to build capacity with a ICT team.**
- **A new 4th grade cohort is introduced to the concept of neurodevelopmental constructs and the growing brain.**
- **NWEA testing is conducted with our students to begin to gauge growth data for our students.**
- **Critical Friends protocols continue in teacher interactions/development and within the classrooms as a way to comment and support student work.**

### **Winter 2018**

- **Teacher Coaches conduct a three-day Institute for our new teachers and principals.**
- **Building level Instructional Councils form to serve as a steering committee for instructional practices and a way to ensure that the shift in pedagogical practices remains as an integrated part of the district and a sustained part of the K-12 curriculum.**

### **Spring 2018**

- **District-wide Instructional Council meets for a discussion on curriculum integration and to create a clear understanding of the pedagogical shifts that have occurred throughout the district in a K-12 continuum.**