2011-12 Combined Goals
Board of Education and Administrative

The Board of Education is committed to fostering a cohesive learning community that encompasses pre-kindergarten through twelfth grade, and to using innovative approaches and solutions that maximize opportunities for our students and our school community.

Board of Education
Goal #1 – Curriculum and Instruction
The Hamilton Board of Education will continue to support curricular development, technology integration, and enrichment and will continue to align intervention services with the specific needs of each student. This goal will continue to be achieved by melding current successful practices with our new pedagogical initiatives.

Goal #2 – School Culture and Communication
The Hamilton Board of Education, in partnership with the Administrative Team, will promote a safe and positive learning community based on trust and collaboration and foster open and direct communication for all stakeholders.

Goal #3 – Supporting the Physical, Social and Emotional Growth of Students
The Hamilton Board of Education will continue to support the programs and systems that actively promote the physical, social and emotional well-being of all students.

Goal #4 – Professional Growth and Development
The Hamilton Board of Education will continue to provide opportunities and resources to enhance the growth and development of the staff in our Professional Learning Community with particular focus on improving our students’ readiness for college and career.

Goal #5 – Business and Finance
The Hamilton Board of Education will develop a fiscally sound budget that is aligned with the above educational goals of the District and will continue to creatively augment funding for the budget through all available sources.

Superintendent of Schools
# 1 Curriculum and Instruction - During the 2006-2007 school year the district conducted a needs assessment and determined the areas of focus for student learning. Since then, we began our staff development and our pedagogical shift in the area of Reading and Learning Strategy Instruction. We also included the concepts of Backwards Design and metacognitive strategies for student learning. Our learning further extended into brain-based learning, neuro-developmental profiles in learning and the constructivist model of math instruction.
Last year, our thinking and preparation moved into the components of writing instruction and writing as a craft. This school year we hosted an institute on the Writing Workshop with staff developers from the Reading/Writing Project out of Columbia University. We look forward to great strides occurring in our writing process, this year, and in the years to come.

Additionally, we turned our spotlight to the integration of the Common Core Standards in all our classrooms throughout the district. Our teachers spent their summer Curriculum Mapping and planning units of study that infuse many of the new practices we trained in for the past five years into their curricula. The practices we have trained in are very closely aligned with the new requirements of the Common Core. Federally, the Common Core will move into full implementation in the 2012-13 school year. We will be ready to welcome the change as it becomes a mandate.

Our work with the Response to Intervention process continues as we refine our practices and prepare for full implementation in the 2012-13 school year. We are very proud of what we have accomplished thus far and know that we will be meeting the needs of our students’ as learners with our new design.

#2 – School Culture and Communication - This year there is one topic of discussion and communication that will be especially important for our district, the Consolidation Study. As most of our community does know, HCS has recently received word that the funding for a Consolidation Study with the Morrisville-Eaton School District was approved and the money for the study will be released by the Office of State shortly. This funding will help us compile the demographic data that is needed to determine the best long-term solution for the fiscal problems facing the state and therefore, the district.

The district will continue its dedication to providing many venues of communication so that our HCS Community, as a whole, is well informed. The Superintendent’s “Is it True Blog” is one such method that will allow community members to access timely information, share their thinking, and ask questions. Our Community Leader’s Group will meet periodically so that information can be infused into the district and questions and concerns can be shared with the BOE and the district. Our BOE has instituted a new interactive meeting, the Board Work Session so we can pull up our sleeves and work as a collective group.

During this year’s budget season we will dedicate ourselves to conversations that will help our constituency understand the new requirements of the 2% tax cap and how it’s calculated. A number of components are excluded from the cap and the dollar value allowed in the budget may actually be higher than 2% because of it. We hope to communicate all of the new components of the cap so our community understands it and doesn’t get frustrated if it’s actually higher than the 2% increase that has been celebrated by the politicians.

All other forms of communications including Superintendent’s Coffees, Community Leaders’ meetings and Open Forums will remain to keep the lines of communication open.

# 3 – Supporting the Physical, Social and Emotional Growth of Students – This year, as was the case last year, the majority of our planning to support the social-emotional growth of our students occurred under the auspices of our Response to Intervention (RtI)
program. Our four-tiered student support program allows students the opportunity to receive support and services as they begin to have educational difficulties. This support will increase or decrease as it is appropriate as per the needs of the individual. We are now moving into a year of program refinement and the second year of full implementation. RtI is mandated at the beginning of the 2012-13 school year. Additionally, we will be introducing the Behavioral Intervention Team (BIT) to our school community this year. This team will meet weekly to proactively work with students that are showing signs of distress. At times it will serve as a data collection team, at other times it will perform as an intervention team. It will also operate as an extension of our Crisis Team and will make referrals as needed.

We are now hosting five special needs classrooms throughout the Elementary School. We now have students taught in an 8:1:1 Classroom for grades 3-5, a 12:1:1 Classroom for students in K-2, and three Inclusion Classrooms at the primary level. We are happy that we now have the experience and expertise to educate more of our Hamilton children within our school.

#4 – Professional Growth and Development – This year, our professional development for our teachers will be focused on two predominant areas. The first area of concentration is the Writing Workshop, and the second, the Common Core Standards.

Staff Developers from Teachers College Reading/Writing Project trained the vast majority of our ELA teachers, teachers of LOTE and teachers of the Arts and Sciences in the Writing Workshop process this summer. The level of writing instruction within their classrooms will increase as they infuse the new practices that they learned this summer, along with the work they took part in last year with Katie Wood-Ray.

Educators have become acutely aware that it is necessary to teach our students how to read and write in their content areas. Think about how different it is to write a scientific article than a narrative. Consider the differences that you encounter when you read fiction and non-fiction text. Most of our parents we taught to read words when they learned to read. Our students are now taught to read different genres. As we become more skilled at teaching these differences, our kids become more skilled in learning these differences. This will help them regardless of the field of study they choose for a “college or a career.” All our learning is now focused on the components of education that make our students “College and Career Ready.”

The administrators will be trained in the new APPR (Annual Professional Performance Review) methodologies that are associated with the new evaluation system that is required by the New York State Education Department. Our Teacher Evaluation System will change in the next two years and we are being trained in the new evaluation methodologies that will be part of this system. Of course, we sit next to our teachers in all aspects of training so we have the expertise to evaluate our staff in a competent way. Working side-by-side makes our Learning Community stronger as well. It also increases our appreciation for the work they do with our students on a daily basis. They do an awesome job.
#5 – Business and Finance – I wish I could start this year with a degree of optimism and discuss the things will get better for our district financially, unfortunately, this too, promises to be a difficult year. This year we do have a silver lining in the dreary outlook with an increase in the funding promised by Colgate ($300,000), however, the 2% Tax Cap and the limited increase in State Aid, if any at all, will make it another year of diminished services and tough choices. Matt and I will continue to integrate a number of strategies into our budget development process to account for the presenting difficulties and minimize the impact to our educational program. We will continue to consider the needs of our community in the monetary decisions as they are contending with the difficult economic trends as well.

Moreover, this year will also bring about a process in self-reflection as we begin the Merger Consolidation Study with Morrisville-Eaton. We plan on conducting a number of simultaneous studies that will increase efficiencies and decrease spending. The more money we save in operating expenses, the more books we can buy for our classrooms. We hope to find solutions that will ease the fiscal difficulties that lie ahead.

**Business Manager**

**Goal #1 – Curriculum and Instruction**
A primary focus will continue to be the integration of the Common Core Standards throughout the district. The business office will stay in tune to this process, maximizing Race to the Top funding in order to provide our faculty the opportunity to implement the Common Core in their classrooms.

It is important for the district to continue to provide staff development in other focus areas such as Writer’s Workshop and Response to Intervention (RtI). We will be creative in finding ways to continue providing our faculty opportunities with Columbia Teachers’ College as well as home-grown institutes.

**Goal #2 – School Culture and Communication**
As we continue through difficult fiscal times, a strong community will be essential moving forward. The district will continue to foster open communication through open forums with faculty and staff members, informational coffees with the public, as well as other community events. With issues such as a newly enacted Tax Cap, as well as implementation of the Common Core, communication within the community is essential.

Personally, I will strive to be more involved in the Hamilton Community. As a new member of the Hamilton Rotary, and being on the service committee, I am committed to giving back to this community. I look forward to participating in community service projects during the coming year.
Goal #3 – Supporting the Physical, Social and Emotional Growth of Students
The district’s RtI program will continue to foster the social and emotional growth of our students. The district has used information obtained from our building condition survey to ensure the safety of our students and faculty in the school setting. We have been able to identify potential health and safety risks and have been able to respond proactively in order ensure a safe, healthy school environment.

Goal #4 – Professional Growth and Development
Staff development for the coming year will be in three primary areas: integration of the Common Core, Writer’s Workshop, and RtI. The district will continue to provide opportunities in these areas despite limited financial resources.

The district will continue to seek alternative methods of trainings that are more cost-effective. Alternatives such as webinars, local workshops, and turnkey training will be explored in order to minimize costs.

Goal #5 – Business and Finance
The financial landscape for school districts in New York State continues to look less than promising. This year, the district will have to contend with the recently passed property tax cap. The budget development process will occur with this tax cap in mind. At this point, there are still unanswered questions regarding the calculation of the district’s allowable tax levy increase. As this information becomes available, and as questions arise from the community, it will be imperative for the district to communicate with the community throughout the budget development process.

It is also believed that districts across the state will continue to be subject to a Gap Elimination Adjustment (GEA) as part of the state budget. This means that we will continue to see a decrease in the amount of state aid that we receive from the state. In 2011-2012, we will also see the last of federal restoration funding such as ARRA funds and Federal Jobs funds.

With the aforementioned obstacles now being in place, the budget process will commence earlier than it ever has. The district will explore ways to share services with other districts and municipalities as a cost savings strategy in order to continue to provide for our students.

Director of Curriculum & Instruction
District Goal #1
Curriculum and Instruction:

• Integration of The Common Core: It will be my position to help teachers in grades PreK through 12 in understanding the new Common Core Curriculum. I will assist them in determining how the new standards will impact their instructional practices.
Additionally, I will help teachers to transition into using the new curriculum (required by all teachers in 2012-13).

Suggested courses of action may include:

- Assisting teachers in developing curriculum maps
- Coordinating turn-key training through BOCES
- Asking teachers to develop 2 units of study this year based on Common Core
- Allowing for peer collaboration and observation
- Providing for mentors when necessary
- Working with department coordinators to gather information and plan action

**Getting to Know the Secondary:** Much of my time will be devoted to establishing relationships with the secondary faculty. It will be important for me to understand the needs and challenges that secondary teachers face in educating the whole child. Included in this process will be learning about the pedagogical practices and methodologies for instruction at the secondary level.

Suggested courses of action may include:

- Conferencing with teachers (Goals meetings, informal meetings)
- Attending department meetings
- Facilitating secondary RtI meetings
- Daily “Learning Walks”
- Other

**Growing Our RtI Supports:** I will continue to be a part of the development of a more functional RtI plan. We need to continue improving our means of identifying struggling learners as early as possible, diagnosing their weaknesses, prescribing the correct interventions, monitoring their progress through regular formal and informal assessments and record keeping tools, and prescribing new interventions when needed. We have already developed a three-tiered framework for intervention. I will continue to work with teachers, support staff and administrators to develop the infrastructure of each tier.

I will also create and direct our School Based Inquiry Team(s). This team is designed to aid staff in becoming experts at identifying and using quality data to improve student achievement. Where our RtI team will focus on individuals, the SBIT team will have a broader scope, exploring the school’s systems, structures, trends and instruction. This team is required through RTTT legislation.

Suggested courses of action may include:

- Oversee weekly RtI/SLC meetings in the Secondary
- Provide regularly guidance for the RtI and SLC room
- Search for and/or help to develop progress monitoring tools at all levels
- Direct the exploration and implementation of applications for I-Pods/Pads to
meet the needs of RtI students
• Meet monthly with SBIT team and attend BOCES required training

• Monitor the Development of District-Wide Curriculum Mapping: Meet with teachers during goals conferences to discuss maps. Continue to monitor maps while they evolve to match the Common Core curriculum and our own practices.
  • Collect and analyze completed maps
  • Approve maps for our district web-site (Fall 2011)
  • Work with teachers to improve maps to reflect Common Core and Best Practices

• Improve Upon Mathematics Scores/Supports: As a district, we met AYP for our overall math population, however, I feel our results were not as high as we expected. I will provide leadership and support for teachers in the area of PreK-9 Math. Especially important, will be to monitor the progress of students in grades 5, 7, and 9. These cohorts performed at or slightly below the State average on State assessments last May. Progress will be monitored through 5-week reports and quarterly assessment at the secondary level and through pre and post unit tests in the elementary grades. I will also explore pedagogical practices in Math classrooms and meet with teachers to gain a better understanding of students success. The middle school teachers will be asked to implement the “Connected Math” curriculum. This instruction is more “in line” and is congruent with the philosophy and practices of “Investigations” math, which our current elementary students learn. Additionally, I will work with teachers to strategize methods for improved success. I will ask teachers and grade levels to set goals to improve our Math scores. 69% of our students taking the 3-8 Math test achieved proficiency last year. My personal goal is to raise that level 5% each year and I will urge teachers to meet that goal as well.

As I outlined in the September Board notes, we did not meet Adequate Early Progress (AYP) in 3-8 Math for Students with Disabilities and Economically Disadvantaged students. I will be meeting with the RtI teachers that support these students throughout the year. Each of these teachers will also set goals that will include an increase in performance on state testing that exceeds Annual Measurable Objectives (AMO).

Suggested courses of action may include:

• Appoint Math RtI support person (Aften Ford), assist in her learning, help coordinate her support, monitor the progress of her students
• Appoint elementary Math coordinator (Brian Latella) and oversee/direct his guidance of our program
• Meet regularly with Math coordinators both elementary and secondary to gather information and plan action
• Conference regularly with math teachers to develop action plans
• Coordinate professional development for teachers
• Direct implementation of supplemental math supports for classroom teachers
• Direct implementation of “Connected Math” in middle school
• Identify and implement a Pre-K math program

**Improving Technology Integration and Enrichment:** I will make sure that technology and innovation, as well as educational opportunities for learners at all levels are delivered to every student. The integration of the I-pod touches and the applications that are its resources will continue to be explored, experimented with, and used to meet the needs of individual learners. The new computer lab with the highest quality technology will be utilized to make student work authentic. All children will be offered the highest quality instruction that will prepare them to think, learn and communicate in the twenty-first century.

Suggested courses of action may include:

• Meet regularly with Eric Coriale and Denise Roy to monitor this goal.
• Encourage teachers during goals conferences to include technology in regular instruction
• Direct teachers to use technology as a means for both remediation and expression of knowledge through tools such as Pod-Casts
• Encourage the use of I-Pods/Pads and Apps in remediation

**District Goal #2**

**School Culture and Communication:**

• **Growing Teacher Web-Pages:** Communication of initiatives to the school and outside community is essential. Teachers will be held accountable to consistently communicate classroom endeavors through their personal web-pages. I will also make it my personal goal to develop a Director of Curriculum and Instruction web page that outlines HCS curriculum, professional development and student learning to the community.

Suggested courses of action may include:

• Direct Teacher’s Center workshops to be offered by Mr. Coriale that will help teachers learn about tools for showcasing student work and communicating classroom information to both students and parents.
• Offer planning days in school for teachers to learn about new web-pages (Weebly)
• Attend web-pages classes offered by Mr. Coriale

• **Inform the Learning Community Through Various Forums:** I will attend and speak at scheduled community coffees. It will be my responsibility to communicate to the public all aspects of student learning here at HCS. I will also communicate key information to students at Secondary Forum. Additionally, I will set the agenda and direct both elementary and secondary staff meetings. I will also lead both the Elementary School Team and the Secondary Steering Team. I will use our School Team/Steering
Committee to assist me in bringing information to the community, encouraging community input, and implementing a common goal that encourages student learning through a partnership with the entire Hamilton learning community.

**District Goal #3**

**Supporting the Physical, Social and Emotional Growth of Students:**

- **Oversee the Continued Development of the RtI Process:** The RtI Teams will continue to be a resource on three levels for students to receive interventions necessary to make proficient progress within the classroom. Tier one will involve support staff and specialists as resources for teachers to gain interventions for students within the regular classroom setting. Tier two will have support staff and specialist providing supplemental support in small groups to students. Tier three will involve support staff and specialist administering intense, individual, supplemental support outside of the classroom for the students not making progress in tiers one and two.

  Suggested courses of action may include:

  - Direct weekly RtI meeting at the secondary level.
  - Oversee and Direct the SLC and RtI classrooms at the secondary level
  - Oversee the RtI teams at the elementary level and assist Peggy and Erin in making key decisions

- **Direct Improvement in Programs that Support Physical, Social and Emotional Growth of Students:** I will insure a consistent implementation of “Second Step Violence Prevention” in every classroom K-8. Additionally, I will explore the opportunities of more teachers to learn about and implement “Responsive Classroom.” The fifth and sixth grades currently use this and have reported excellent success in developing respectful report of student to student interaction. Students in grades K-6 will continue to receive the Child Lures, “Think First and Stay Safe” curriculum from our counselors Erin Allen and Gina Torre.

  Suggested courses of action may include:

  - Assess the needs for resources
  - Observations of lessons
  - Oversee the implementation of programs

**District Goal #4**

**Professional Growth and Development:**

- **Learning Clubs:** Again, teachers will be given opportunities to learn, plan for and coordinate professional development in small learning groups of their peers. The teachers have already chosen an area of focus for the year and have formed groups to study their area of focus. They will meet during scheduled two-hour delays and during primary/intermediate team meetings. I will attend meetings to monitor each group’s progress and offer suggestions for further growth.
Suggested courses of action may include:

- Meet with teachers during 2-hour delays and 4th Monday of each month.
- Collect minutes from each Learning Club meeting.

**Writer’s Workshop:** Writer’s Workshop will continue to be the focus of our professional development this year. I will work closely with our staff developers from Columbia Teacher’s College to ensure the teachers will be provided with the supports they need. I will coordinate professional development and allow for opportunities of peer learning.

**Teacher Center Workshops:** I will work closely with Mr. Coriale, our Innovation and Enrichment Coordinator, to develop Teacher Center Workshops that allow our teachers to learn more about the latest techniques in technology instruction. Additionally, I will continue to persuade master teachers to share their literacy practices through Teacher Center Workshops.

**Math Development:** Brian Latella and Aftenford will attend monthly Math Mavens meetings. This is regional support for schools using Investigation’s Math. Secondary teachers will attend NYS Math Teachers Conference in Rochester. This year’s conference will focus on implementation of the Common Core. Teachers will also attend and turn-key BOCES Common Core Math training.

**Additional Resources:** When resources are available, teachers will have opportunities to attend professional development seminars and purchase books and literature to assist in their growth.

**District Goal # 5**

**Business and Finance:**

I will continue to seek out opportunities to team with other like-minded districts in professional development. I will also persist in having our BOCES offer courses and seminars that parallel our districts curricular goals. Additionally, I will work with teachers to obtain grants through the Emerald Foundation and other sources that help in our professional development and support our student’s growth in all areas.

**Assistant Principal**

**Goal #1 – Curriculum and Instruction**

In keeping with the BOE’s goals of curricular development, technology integration, and enrichment I will work with the MS/HS staff to promote curricular consistency and articulation and to develop a highly capable and collaborative staff.

I will be visible in our school, doing learning walks, observing our PE/Health teachers, and immersing my self in our pedagogy and best practices. I also want to develop a
feedback system for teachers. Along these lines, I will continue to increase teacher-to-
teacher visitations, observations and reflections. I will also work with the Administrative
team to help facilitate staff development and training. These things tie directly to
creating capacity for Professional Learning Communities within our school.

The SLC (Strategic Learning Center)/RTI room will play a large role in supporting our
students who need additional services and I will work closely with the Center
Coordinators to make sure we are meeting the needs of these students. We also have to
continue to reevaluate student progress monitoring and the strategies used.

Goal #2 – School Culture and Communication

This continues to be a central area of focus. My main goal for school culture and
communication is to build a caring, safe, respectful, and orderly learning environment by
fostering reciprocal relationships and positive interactions among staff, students and
parents. I would also like to maintain the trust of our community through
communication, integrity and fairness. I feel it’s important that we share and celebrate
the differences in all students to promote and inclusive setting.

Within our school community, I would like to start a Principal’s Cabinet, which would
include faculty, staff and students. These monthly meetings will be an additional avenue
for information to be shared and questions and suggestions to be heard.

In addition, we will have several groups of stakeholders this year that will plan, and
implement our Parent Information Nights on topics that are pertinent to our school
community.

Goal #3 – Support the Physical, Social and Emotional Growth of Students

I would like to cultivate a school climate of civility, strong character and citizenship. I
would also like to implement the HCS Safe, Smart & Sober Program. This program
would be dedicated to creating and maintaining a drug and alcohol free environment for
the youth of our community. It does so by educating parents, fostering opportunities for
youth to make healthy decisions, expanding the level of concern in our community, and
by developing a community wide partnership empowering our youth to be substance free.

As we become more immersed in the stages of the social/behavioral aspect of RtI, we
have introduced our Behavior Intervention Team, which monitors, addresses and
formulated behavior management strategies to help our students in need. I will work
closely with the members of this team to progress monitor these students and implement
the designed strategies so that these students can be successful members of our school
community.

I have been working closely with the counseling center to build upon the anti-bullying
program established over the last couple of years and the NCBI workshop of the past.
We have teamed with BRIDGES of Madison County to continue our assembly and in-
class programs. As recommended by John Halligan, we will commence our OLWEUS school-wide anti-bullying curriculum. The Olweus Program is a comprehensive, school-wide program designed and evaluated for use in elementary, middle, and high schools. The program’s goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors.

**Goal #4 – Professional Growth and Development**

I will pursue continuous improvement in my professional growth through various training opportunities as well as through membership in professional organizations and collaboration with are principals and administrators. I will serve on the SPAC (Secondary Principals Advisory Committee), which includes all the Secondary Principals encompassing the component school that make up Madison-Oneida BOCES. This committee will provide a wealth of knowledge in regards to best practices, educational trends, and the issues facing our component schools and their leadership teams.

**Goal #5 – Business and Finance**

We will need to evaluate staffing levels, programs, and services on an ongoing basis. We need to continue to offer our students choices and challenges, but it has to be done in a fiscally responsible manner through proven, successful options that engage them and prepare them to be global citizens.

**Director of Technology**

*Goal #1 – Curriculum and Instruction*

Continue with initiatives that we have already undertaken, specifically using Emerald Docs to improve the writing process, working with 6th grade teachers on integrating iPads into the curriculum. Begin planning with 7th grade faculty on technology integration for 2012-13. Create a system for teachers to communicate (efficiently) with other teachers to meet the needs of their students. In other words, we have no common planning time, so we need to figure out a way so that the right hand knows what the left is doing.

Update 10/26/11

**Emerald Apps:** Currently there are over 9200 docs stored in our domain. This is up over 800% from this time last year. On average, 64 new docs are created everyday, 124 are modified per day, currently there are 295 users sharing at least one document with another user in our domain.

**iPad Integration:** Students are doing all writing on the iPad (through google docs), iPads are being used to learn the states, presidents and

**Planning for 2012-13:** Has not begun yet

**Teacher Communication:** When Case Managers were dropped for SLC, this went to the back burner, looking for other areas to increase communication now.
Goal #2 – School Culture and Communication
My goal is to have the most connected school community in NYS, and to, in essence, bring the classroom to the parents. To do this I will have to work closer with the BOE, and subsequently the community, to create a culture that will allow us to move toward a community that can openly share ideas, increase involvement in all aspects of a child’s education and foster more communication. I believe, given the high number of families in Hamilton that have Internet access, we can accomplish this online; through surveys, emails, the HCS Parent Portal and teacher websites. By stressing Parent Portal accounts I will be able to build a database of email address” that can be used by the BOE and the District to increase communication. I will be looking to implement a paperless solution for BOE processes.

Update 10/26/11
Parent Tech Nights: A total of 14 parent nights were held and parental attendance covered 382 students (PK-12). Informal feedback (conversations with parents & emails, approx. 20) was generally positive, a couple felt it was a waste of time.
Parent Portal Accounts: The parents of 173 secondary students have PP Accounts (there are 303 students in grades 6-12)
PP Survey: A survey was sent to the 141 families that have parent portal accounts to get feedback on how easy it was to access the 5-week progress reports. I only received 58 responses. (42) were able to access info easily, (8) were not able to access info easily, (8) did not try to access the info. Here is a link to the PP FAQ’s page I created from the comments people left that took survey.
Assignments Module: 6th grade teachers are in a pilot of this right now, working with HTA on logistics & expectations, some teachers in other grades are checking “Parent View” box which is causing some problems.
BOE Processes: I am on target to have BoardDocs fully implemented by the December 2011 BOE meeting.

Teacher Websites
Elem: 16 elem. teachers have moved their sites to Weebly.com. Weebly provides teachers with a better UI for easier/quicker updates. Their new sites look much more professional (and less cartoony). Most are using the “blog” feature and updating it at least once a week, some everyday. They all have included an “about the teacher” section, which are very well done.
Secondary: I have some work to do here. Most have great sites and are updated frequently, but the larger issue is how do we streamline or combine or standardize these sites so parents aren’t going to 5 or 6 different sites that may have different navigation, different “types” of information and may or may not be up to date AND reduce the amount of time Teachers are spending on their sites while still providing useful content. NOTE: I am hoping the Parent Portal will replace teachers posting HW on their sites, as assignments already in their ST gradebooks can be made visible in the PP.

Goal #3 – Supporting the Physical, Social and Emotional Growth of Students
We will continue to stress digital citizenship at all grade levels as well as use current technologies available to us to help students record and reflect on their own physical, social and emotional growth. Emphasis will be placed on the potential dangers of social networking sites and cyber-bullying. I will be exploring ways for our students to create PSA’s (videos) to bring awareness to these potential dangers.
Update 10/26/11

**Digital Citizenship:** This one is on going, trying to work on the best classes to begin this initiative. Many regular classroom teachers have full schedules (in regards to curriculum).

**Goal #4 – Professional Growth and Development**
Do to the many technology initiatives that we have in progress, and the increased responsibilities due to a reduction in administrative staff, attendance at workshops and seminars will be limited. I have been selected to be part of the Madison-Oneida Region Instructional Leadership Team’s Technology Committee. I am currently looking at ways for us to track and evaluate the effectiveness of staff development, monitor APPR and provide opportunities for non-traditional learners.

Update 10/26/11

**Prof. Dev.:** True to my word I have only been out of the building (2) half days, both for the RILT meetings, so far this year. I am hoping to keep it under 10 days out total.

**Staff Dev.:** I am working with New Hartford’s Dir. of Technology to get more information on mylearningplan.com

**Online Learning:** We currently have 7 students taking online courses.

**Goal #5 – Business and Finance**
I already spent all of my budget for 2011-12, I hope nothing breaks! My biggest financial hurdle will be figuring out a way to fund devices for the 2012-13 7th graders. Given the financial picture for the next year or two, I am looking to begin discussions on a possible (please note that say “possible”), BYOT (Bring Your Own Technology) policy for our students.

This year I will be exploring new ways to increase efficiency, save money and go a little greener by getting rid of the paper trail for Leave Requests, Budget Requests and various forms that parents are required to fill out. We have already moved our winter sports sign ups online and created an electronic system for teachers to “sign-off” on their IEP viewing responsibilities. I am committed to 100% participation in the Parent Portal (for those that have Internet access). I would also like to find a way for parents to opt of certain mailings, as much of what we send home can be done electronically. e.g. Newsletters, Forms etc...

On the horizon: Online forms with work-flows!

**2012-13 7th graders:** I am working with our grant writer on finding grant for this AND to begin preparing for online state assessments. I have not begun planning with teachers yet.

**BYOT:** I think my first steps will be to survey the community to get feed back on this topic.

**Parent Portal:** I need to step up my efforts to get more parents in the Secondary to create accounts.

**MyLunchMoney.com:** Although not directly related to us, every account funded online helps our efficiency. Handling & keeping track of the checks and cash that our 550 plus
students bring in (on a daily basis) is very time consuming for our cafe staff. Currently have ___ accounts funded online.

**Director of Special Education/RtI**

**Goal 1 – Curriculum and Instruction**

“Do what you can, with what you have, where you’re at”, is a phrase attributed to Theodore Roosevelt and is appropriate for the difficult educational climate that we are faced with. It is the phrase that I find myself using almost on a daily basis with our special education teachers, our 1:1 aides and all the personnel that assist our students who require additional interventions and services so that they will have an equal chance to succeed in school and the future.

The primary focus, for both special education and students involved with the Response to Intervention process, is to level the playing field. In the past, we have had adequate personnel who provided one on one instruction as well as materials that were specially designed to assist the needs of struggling students. Today, we have less staff but a greater number of struggling students; we have less money and a much more diverse array of needs; we have higher standards and less time to work with struggling students and we have parents who are overwhelmed and frustrated. My goal along with the special education staff as well as the entire HCS staff is to do more with less.

One of my goals from last year was to increase the use of technology for students struggling with curriculum and instruction. Unfortunately, the funding for technology for special education and RTI has decreased due to funding. Student’s who have difficulty reading and writing and who were using Ipads to listen to books and using specialized applications for writing, no longer have Ipads available to them. My goal for this year is to search for resources to provide funding for the technology we need.

Due to the increase in numbers of students requiring specialized instruction, both through special education and RTI, we are looking at ways to service more students with less. Utilizing 12:1:1 or 15:1:1 classrooms rather than resource room (maximum of 5 students), provides academic interventions to a larger number of students using one teacher and a 1:1 teaching assistant. My goal is to service all the students who need specialized interventions the best we can utilizing the staff we have.

We are also developing community resources and looking for help from parents in the classroom. Currently, 2 Colgate Professors are donating their time to work in the 4th and 5th grade classrooms to assist struggling students. We are fortunate to have Colgate as a partner and my goal will be to search for additional ways we can incorporate the strengths of Colgate staff and other community members within HCS.

**Goal 2 – School Culture and Communication**

“A safe and positive learning community based on trust and collaboration” is the basic building block of a school. Throughout my career, I have had one core value that I have never waivered on and that has been open and honest communication with staff, parents
and students. In order to have honest dialog, there has to be an understanding that all persons/sides will listen, discuss and be respectful of others’ opinions and beliefs.

Those of us involved in special education and RTI know that there are many different beliefs on what might be considered “best practice”. My goal is to develop an atmosphere within Hamilton Central School that permits collegial dialog as well as important input from parents and from the student, in the development of academic/behavioral plans. With an open and honest atmosphere we can develop plans that are effective and based on the unique strengths and challenges of each student/family as well as the strengths of our staff.

Our special education and RTI website has been developed and continues to provide information for parents, students and community members. I have been able to develop many relationships with students and families and have incorporated their “voice” into our CSE meetings. I continue to have an “open door” and welcome all opinions and suggestions.

**Goal 3 – Supporting the Physical, Social and Emotional Growth of Students**

I have worked side by side with the HCS staff in the development of the Response to Intervention Process. This year we are focusing on the social, emotional and behavioral portions of RTI and looking at evidence-based interventions to address the many needs we have at HCS. An emphasis on Functional Behavior Assessment (FBA) and the subsequent development of a Behavior Intervention Plan (BIP), has been placed on HCS staff this year. Every student who has difficulties in the classroom on a repeated basis will have an FBA and BIP. Additionally, we will continue to utilize the All Kinds of Minds, Attuning Program to understand the strengths and challenges individual students have. We will develop interventions that utilize their strengths to offset their challenging behaviors.

New York State has suggested that schools develop a social/emotional/mental support program based on evidence based practice. After researching various programs, I suggested and have begun the development of a Behavior Intervention Team (BIT). This is a team of school personnel that meet weekly to discuss students whose behavior is questionable. The concept of a BIT, is to recognize that various behaviors may be normal to certain students. The goal is to monitor the behavior over time and to “notice” changes in behavior that may signal problems in a student’s life. A BIT is a proactive intervention which attempts to prevent the escalation of a student behavior and to provide assistance to a student/family as soon as possible. My primary goal for this year, is to develop the BIT and incorporate it into the HCS environment as a useful tool.

One of my basic goals, has been and still is, to help HCS staff determine the social and emotional issues a child may be having that may be interfering with their academic success. We have weekly counseling department meetings, weekly RTI meetings and many, many hall meetings to discuss the multitude of social/emotional problems our students have and what we can do to help them or their family.
**Goal 4 – Professional Growth and Development**
The special education staff had several excellent trainings this past year. Our primary focus was training on autism. This year we will be focusing on differentiating curriculum and developing interventions. Within the next month, staff will have training on a computer program, RTI Edge, that will provide a method of progress monitoring as well as access to suggested interventions based on student needs.

Funding for conferences continues to diminish so one of my goals this year is to look for the best training for the best price without compromising the content. In November we will be offering a month of teacher centered courses provided by various special ed staff. The courses will include: Week 1, “Executive Functions”. Week 2, “Implementing Classroom modifications and accommodations”, Week 3, “Autism and the classroom”.

**Goal 5 – Business and Finance**
I and the special education staff are continually looking for ways to increase the special education budget as well as use money carefully. In the past year, we have begun billing other schools for psychological evaluations that we provide for out of district students attending New Life Christian School. Our OT, wrote and received a grant from the Hamilton Foundation for a needed piece of equipment. Again for this year, my goal will be to look for additional funding sources as well as approach organizations for donations to purchase needed equipment for our special needs students.