Board of Education Goals

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.

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 to prepare our students for college and/or career.

Goal #2 – School Culture
The Hamilton Board of Education will promote a safe, positive, and inclusive Learning Community that reflects respect and dignity for all. This will be achieved by supporting programs and systems that actively develop the physical, social, and emotional well-being of students.

Goal #3 – Multiple Opportunities for Student Engagement
The Hamilton Board of Education will continue to support programs and extra-curricular activities that produce engaged, socially responsible citizens. The District will provide opportunities for students to exemplify collaboration and good sportsmanship while taking pride in representing the ideals of the Hamilton Central School.

Goal #4 – Communication and Community Involvement
Recognizing the school as a hub of the community, the Hamilton Board of Education, in partnership with the administrative team, will foster direct and open communication for all stakeholders.

Goal #5 – Professional Growth and Development
The Hamilton Board of Education will support the administration, teachers and staff by providing resources, timely feedback, opportunities for growth, self-reflection, and professional fulfillment.

Goal #6 – Business and Finance
The Hamilton Board of Education will develop a fiscally-sound budget that is aligned with the above educational goals, while being sensitive to the current financial climate and will continue to proactively seek alternative sources of funding.
Superintendent

Goal #1 – Curriculum and Instruction

This school year, we have three areas of concentration as we continue to modify our teaching techniques and place a greater emphasis on educating the 21st Century learner.

The first is an extension of the work we began last year as we actively infused the concepts of PBL (project-based learning) and Black Collar goals into our teaching and student learning. Our trip to Tech Valley High School helped us begin to develop an understanding about the potential of engaging students in these new meaningful learning experiences that are relevant to our lives. We will be returning to Tech Valley for our October Superintendent’s Conference Day.

Additionally, our administrative team spent a week this summer immersing ourselves into this new educational paradigm that is in its infancy in our schools. We opened our school year with excitement and energy as Yong Zhao extended our thinking and brought the possibility of PBL to our doorstep. As a result, one of our goals is to include the foundational skills of PBL, REAL learning, or Black Collar Learning into our classrooms. We are now including innovative concepts and skills related to PBL as an extension of our thinking, teaching and planning. We will start small and grow this type of instruction through the years.

This school year, we will also ask our teachers to include "soft skills" into their planning in order to develop a confident mindset when students approach a task, learn and create. Our teachers are asked to design an environment where failure is seen as an extension of learning, and the journey our students take is deemed an important part of a process. Including these important concepts in their educational development is integral in creating risk-takers and developing 21st century skills. Additionally, concepts such as innovation, perseverance, entrepreneurial mindset, ingenuity, and the gradual release of responsibility will be considered in our creativity. We will set the foundation for our students to be motivated, imaginative and open to new thoughts and experiences. New classes such as Black Collar Learning will expand our course offerings and provide our students with experiences that will help them navigate the world ahead. Our class will work with a start-up entrepreneurial group from Colgate to understand the thinking process that goes into starting something from the ground up. This is the foundation from which PBL can advance and flourish.

In addition, our work with the Common Core will continue to be infused into student learning, with a greater emphasis on non-fiction text. We will also become familiar with the Common Core Modules. We will be adapting, and not adopting the units of study proposed by the NYSED. Many of the Modules are very extensive and scripted and will decrease the rigor we feel is evident in our classrooms. Our instruction has also been aligned with the new standards last school year. We will become well versed in the performance indicators and the literature that is recommended in the CCSS Modules as we delve further into the Common Core.
The last area of focus is in writing. This year the State disaggregated the data we received on each student related to the ELA. When we completed a data analysis, it became very evident that our students are achieving greater success in the reading than their writing components on the exam. This makes sense since the majority of staff development that we conducted over the last seven years had reading as the pivotal point. Within the last two years, we transitioned our emphasis on writing and now will concentrate our work on increasing our students’ love for writing as well as their ability to write in multiple genres.

This year, two of our own teachers will be conducting a Collaborative Colleagues Group in the Writing Workshop. Jess Poyer and Audrey Miller have attended a number of Institutes at Columbia’s Teacher College and have garnered a degree of expertise that will develop a more consistent approach to writing in the elementary school. It will be enjoyable to watch the process grow.

Goal #2 – School Culture

We continue to struggle with outside forces that put an incredible amount of strain on our Professional Learning Community, and strive to approach the massive amount of societal change and mandated requirements with some degree of understanding. In a year that brought us new levels of fear related to school safety, DASA requirements, HEDI scores, APPR, negotiated evaluation systems, the CCSS, the CCLS, Common Core Modules, evidence-based observations, MyLearningPlan, field tests, PARCC testing, and new forms of modified State Exams, the assessment scores were arbitrarily cut by the NYSED to align with the predetermined National NAEP results and the percent of students that are considered College and Career Ready in New York State. As per Ken Slentz, Deputy Commissioner of New York State, “the test outcomes are aligned with the philosophies of the State Education Department and gave validity to the realignment of scores.” Schools and parents were warned months in advance that the score would drop by approximately 30%. This level of proficiency was predetermined before one child sat to take the test to meet the needs of the Reform Agenda.

Beyond that, we continue to negotiate the HTA contract and will strive to keep the balance necessary for a successful school year and positive momentum forward. A lot of conversation and time well spent will keep our PLC aligned and growing, despite the level of expectation at the State level.

As we move into our second year of the mandated APPR we will try to make it as positive an experience as possible. We have unfortunately been surprised after the fact as cut-scores and expectations change without any forewarning. We cannot trust that there will be a level of consistency from SED, therefore making it all the more difficult to set goals and challenges since our expectations are far different from the reality. It would be helpful to have an idea of what lies ahead. We now know that we do not have this luxury with the NYSED Reform Agenda and leadership style.

School-wide, we are beginning full implementation of our QIweus program. This program will help us define, or redefine who we are as a school community. This
program will meet the needs of our DASA requirements and help to enhance the positive tone that exists at HCS.

**Goal #3 – Multiple Opportunities for Student Engagement**

This year, we began to focus on the concept of Project Based Learning (PBL) as our focus on our opening days, and will continue to foster the entrepreneurial mindset for our teachers and our students as we strive to introduce and train our students in 21st Century Skills. Last year, the concept of Black Collar Learning was introduced to our faculty, and the majority of teachers took on a Black Collar Goal as part of their APPR. This year, we anticipate the same as PBL becomes a greater part of what we do.

With the same goal in mind, we are offering a Black Collar Class to our students. This new experience has proven to be a challenge for our students as they develop their own goals and the curriculum for the class. This opportunity has never been afforded to our students in the past and they are trying to obtain some degree of comfort in this thinking strategy.

Writing and mathematical concepts continue to be the focal point for our teacher training, and therefore will be evident in the classrooms for our students. We will be working with both concepts with staff developers throughout the year.

On the sport fields we are seeing a new paradigm as we extend our shared teams with the Morrisville-Eaton School District. This fall, we have three shared teams. Hamilton is hosting the Boy’s Soccer team as Morrisville is hosting Girl’s Field Hockey. We share the Emerald Warriors Football team and recently enjoyed the first football game under the HCS lights in three years. Additionally, we have students take part in activities with the Cazenovia, VVS and Sherburne-Earlville School Districts. We will continue to consider ways in which programs can be salvaged by sharing cost with neighboring school districts.

This school year we will be culminating many years of work that will meet the mandates as outlined by New York State for the DASA (Dignity for All Students Act), that went into effect July of 2012. Over the last two years preparations began by training our staff in the Olweus philosophies. This helped create consistency in how teachers approached a situation in which a student is experiencing disrespectful or aggressive behavior by another student.

Now, the consistency has extended to our students as we recently defined the behaviors of bullying and made our expectations very clear within our school setting, during our Olweus kick-off. Specific categories of student behaviors were introduced, and the ways in which students unknowingly participate were explored. The day included skits, a theatrical performance, and ultimately a class meeting that allowed students the opportunity to reflect.
This systemic approach to DASA, on the K-12 level, will help us to continue to refine our support services and add clarity to our expectations.

**Goal #4 – Communication and Community Involvement**

Recently, the Hamilton Board of Education voted to go to a “Straw or Advisory Vote” for the possible merger between the Hamilton and the Morrisville Eaton School Districts. This came after a Community Advisory Committee spent a year studying the feasibility of such a merger. The SES Consultant Group conducted the study that was presented to the Hamilton Community in September of 2013.

From October thru early December, I will be making my way out into the Community to speak with member of the Hamilton Community regarding the findings of the study, the reason why the study commenced and the pros and cons of a merged district and remaining independent. The vote will occur on December the 10th. If the votes are positive in both the Hamilton and the Morrisville Eaton School Districts, the discussion will continue until the Binding Referendum vote in February.

The 2013-14 school year will also bring with it new methods of communication as we launch our Facebook page. My blog continues to be well utilized, and our website will go through a transformation process throughout the school year. Our Community Leaders Group will continue as a method of communication along with our newsletters, email and Global Connect System.

This year, reciprocal communication will be of the upmost importance as we make pivotal decisions that will impact our community. I welcome any ideas on how to enhance our communication efforts.

We continue to struggle with outside forces that put an incredible amount of strain on our Professional Learning Community, and strive to approach the massive amount of societal change and mandated requirements with some degree of understanding. In a year that brought us new levels of fear and school safety, DASA requirements, HEDI scores, APPR, negotiated evaluation systems, the CCSS, the CCLS, Common Core Modules, evidence-based observations, MyLearningPlan, field tests, PARCC testing, and new forms of modified State Exams, the assessment scores were arbitrarily cut by the NYSED to align with the predetermined National NAEP results and the percent of students that are considered College and Career Ready in New York State. Within our Professional Learning Community we are hosting Open Forums to allow faculty and staff the opportunity to have open, honest discussions regarding the impact of the changes with the administration regarding pertinent, time sensitive information, and share any concerns they have with the demanding changes that are becoming part of our professional lives.
Goal #5 – Professional Growth and Development

This year our teachers will be focused on a number of forms of staff development based on the needs of their students. Teachers in preK-12 will be involved in promoting the development of 21st Century skills and taking on Black Collar goals for their classrooms. A teacher trainer from tech Valley High School will be joining our secondary faculty to help them design coherent lessons that are project-based (PBL) in nature. Tech Valley has many years of experience with this type of work and will be invaluable with the transition in thinking that is difficult to change after the old paradigm has been the staple for so many years.

Our teachers in grades K-12 math, will be working with the PEB to do a crosswalk between the CCLS, Learning Strategy Instruction and the Investigations/Connected Math programs that we are using in our classrooms. At this point our teachers conducted a gap analysis to determine the areas that have been reevaluated and moved in the new Standards. We will be adding to this living document.

Additionally, we will be updating our curriculum maps to include performance indicators, terminology and literature related to the CCSS Modules. We will also gauge if we are placing ourselves at a disadvantage with the way in which we are approaching these Modules. Regardless of the outcome, we will adapt and not adopt. We may have to approach the areas of focus differently if they don’t correlate with the state exams and the expected outcomes.

Goal #6 – Business and Finance

After many years of dealing with cuts in funding, we have now lost $2,660,000 dollars in State aid. We have looked at alternate methods of supporting our programs through funding from Colgate (Thank you, Colgate!), and alternative funding sources, including grants. This must continue if we are to sustain present program levels with the two percent tax cap/tax levy limit.

The Hamilton School District spent the past year conducting a Merger Feasibility Study to look for future options to maintain present programs. As we prepare for our Merger Advisory Vote, I will be out in the community explaining the challenges we have faced and projecting what we will continue to face in the years ahead. The residents of our Community will decide if we should consider a potential merger with the Morrisville-Eaton School District as a solution to the financial difficulties complexities we have recently faced.

Moreover, our district continues to deal with financial strain due to the GEA (gap elimination adjustment), the Tax Cap and the financial woes on NY State. We are also trying to manage a myriad of new unfunded mandate that has placed a huge strain on our district financially, educationally, and functionally. These difficult mandates will continue for the foreseeable future.
This year will be pivotal to our future and will determine what lies ahead.

Business Manager

Goal #1 – Curriculum and Instruction

I will continue to stay updated on the status of various ongoing curricular and instructional happenings such as APPR and the Common Core Learning Standards. From a financial perspective, it will be important to understand the budgetary impact of new mandates and aforementioned APPR and Common Core. The budgetary impacts will need to be communicated to the administrative team and considered when planning at the district level.

I will work with building level administrators, as well as the Director of Technology, to allow for continued technology integration into classrooms at all grade levels. Also, the need to continue developing our teachers will be important with the amount of turnover we have had to start the year. These initiatives will call for fiscal responsibility and creativity to make happen.

Goal #2 – School Culture

With new DASA regulations and requirements in effect as of July 1, 2013, the two building level coordinators, along with me (District Coordinator), will attend training on implementation. Also, new reporting requirements are anticipated at the end of the 2013-2014 school year. The aim, as in years past, is to ensure dignity and respect for all students at HCS.

We will continue to ensure that HCS and its grounds are kept accordingly as a safe, clean, welcoming site for the greater learning community. We will continue to accommodate community events when possible and allow for the building to be a great asset as a community hub.

The administrative team will continue to work with local law enforcement to stay up to date on safety and emergency procedures. The drills that were conducted last year were a success and we will continue to prepare as the administration sees fit.

Goal #3 – Multiple Opportunities for Student Engagement

In recent years, due to fiscal constraints, many school districts have had to limit the number of extracurricular programs offered. Here at Hamilton, we have been able to provide a number of opportunities for our students. This has been done by utilizing financial resources in the best way possible.

We have also developed strong relationships with outside groups such as the Hamilton Sports Boosters, Friends of Music, and the Hamilton Emerald Foundation. We look
forward to their continued support. Partnerships with neighboring schools will also be
explored as a means for providing opportunities to our students.

Goal #4 – Communication and Community Involvement

With a difficult budget season likely in store, communication with all stakeholders will
be essential throughout the process. Administration will continue to host open forums,
informational coffees, as well as regularly scheduled budget meetings to keep people
informed.

The potential merger with Morrisville-Eaton is also an issue that will be the topic of
much discussion throughout the district in the coming year. As the merger study process
come to a close this summer, communicating the results of the study and the potential
next steps will be key. The BOE, all faculty and staff, and the community need to know
and understand what is in store regarding the merger. Should the two districts opt to
move forward with the process after the study is completed, the extent and means of
communication will have to be reassessed.

Goal #5 – Professional Growth and Development

District wide, I will make an effort to ensure that all faculty and staff have continuing
education and training opportunities offered to them to allow them a greater chance of
being successful. This district has committed to striving for excellence by continuing
staff development. I will continue to seek funding sources to ensure that it continues and
see creative ways to maximize district resources to allow spending in this area.

Personally, attending additional conferences and workshops last year proved to be
beneficial and provided great networking opportunities. I will continue to pursue
networking and learning opportunities to stay in tune with best practices.

Goal #6 – Business and Finance

I will strive to make the BOE’s and administration goals attainable in a fiscally
responsible manner and provide resources to our learning community when available.
Although districts are starting to see increases in state funding, the level of funding for
HCS is no where near where it was prior to the economic downturn a few years ago. I
will work with the BOE and administration to provide a fiscally sound budget and strive
to preserve all that has made HCS what it has become known as; a positive learning
environment for all students.

This year, I will make an effort to examine more closely the factors that have led to the
financial difficulties that we have had, what we have been able to do to withstand those
pressures, what this district may be facing in the coming years, and what we can do to
prepare for what the future has in store.
Secondary Principal

Goal #1 – Curriculum and Instruction

I will work to improve student achievement by implementing the Common Core Learning Standards, the integration of 21st century skills and new pedagogical skills (specifically Project Based Learning) in each course/grade level to prepare our students for college and/or career readiness. I will ensure that lesson plans illustrate the execution of these standards, curricula and new pedagogy to meet the needs of our diverse learning community. I will also work to improve student achievement by providing individualized support to all students through the use of tiered interventions via the Rtl framework to ensure that all students achieve academic success. I will also use data to inform instruction, services, and programs to meet the needs of all students in our learning community.

Goal #2 – School Culture

I will foster a district-wide commitment to the physical, social and emotional safety of our students and staff via the implementation of DASA (Dignity for All Students Act), OLWEUS (school-wide anti-bullying prevention program), and our HCS Safe programs. I will work to maintain a culture where respect and acceptance is modeled by all and provide students with a variety of opportunities to experience success. Provide recognitions to a wide-variety of students for varied achievements to serve as motivation for academic achievement.

Goal #3 – Multiple Opportunities for Student Engagement

As the supervisor of all secondary programs and extra-curricular activities I will continue to work with and support all of our advisors/coaches and students involved in these various activities to promote collaboration and good sportsmanship. I will continue to promote the many activities (academic clubs/organizations, athletics, arts, community organizations) that our students have the opportunity to get involved in.

Goal #4 – Communication and Community Involvement

I will work to ensure that all stakeholders are well informed and understand district, state and federal education issues and initiatives. Communicate the execution and attainment of district goals via Schoology, District Newsletter, Secondary Steering Committee and the Parent Council.
Goal #5 – Professional Growth and Development

I will continue to grow professionally and immerse myself in best practices for the advancement of our learning community. I will continue to research conferences and professional development opportunities (Learning and the Brain, Columbia Teachers College, Harvard Leadership Institutes, PEBC) that align with our district vision and pedagogy.

Goal #6 – Business and Finance

I will continue to explore creative ways to deliver the wide variety of services and support for our learning community. I will also continue to review programs and operations to ensure cost effectiveness and provide alternative funding opportunities to support program needs and enhancements.

Elementary Principal

Curriculum and Instruction:

**Literacy/Writing** – This is an area that has become more important on ELA testing. It is also a large part of the Common Core (Shift 4 – Text Based Answers and Shift 5 – Writing from Sources). After careful analysis, I have identified writing as a significant weakness on the ELA test at the elementary level. Generally, students in grades 3-5 scored well above the State Average in comprehension and at or below the State average for writing.

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<tr>
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<th>2013 ELA Test: Average Percentage of Points Earned</th>
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<tr>
<td></td>
<td>Comprehension</td>
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<td>HCS</td>
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<td>3rd Gr.</td>
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**Writer’s Workshop:** Implementation of new Columbia Writing Units of Study (purchased over the Summer). These were purchased over the summer and are aligned to the Common Core and the ELA tests.

Jessica Poyer attended Units of Study training this summer. She presented, **“Unpacking the Units of Study”** at our opening day elementary faculty meeting.

We will use October 24 half day to **“norm” student work.** Teachers will work in grade level teams using rubrics to score student work. This process will allow us to
score assessments and have a group understanding for the expectations of student work.

All teachers will be expected to use the new units this year and give the assessment pieces that go with each unit. The ELA Team will meet on October 28 to discuss the assessment piece process. We will also determine if it is necessary to add more writing pieces that mirror the writing on the ELA test.

The ELA Team will also analyze the vocabulary being used on the ELA tests and with the modules. We will make a document with the ELA vocabulary.

Collaborative Colleagues Jess Poyer and Audrey Miller will have teach a collaborative colleagues group on the subject of the New Columbia Units of Study. It will be an expectation that teachers in grades 3-5 attend.

Units of Study: We will continue to create units of study in non-fiction (Key Areas: Writing, Science, Math and Social Studies). Each unit will include an assessment piece to be given at the end of each unit. This assessment piece will mirror State testing and be designed to be responsive to ideas, events, facts and arguments presented in a text that they read (writing from a source).

Time: Time for all of this will be made by making a shift in the 3,4,5 activities schedule (2:00-2:45). I will work with Music department and 3,4,5 teachers to move all ensembles (chorus, band and orchestra) to the recess block. During this time, teachers and support staff can give supplemental support services to students. The Foreign Language Club will be moved to an after school activity. This group also used to meet during the activities block.

Math: Continue to refine the Investigation’s units to align with the Common Core and introduce supplemental support strategies for both classroom teachers and RtI support specialist.

Writing Units of Study in math and bringing the Workshop Model to Math class.

The PEBC has been contracted to be here 4 days to work with our teachers in this area. They will also spend half a day with new teachers who have not attended PEBC institutes on Thinking Strategy Instruction, Workshop Model and the understanding of how this is gradually released to students.

Units of study will also include an end of unit assessment that mirrors NYS Math testing.

Math Solutions (Do the Math): We will purchase and implement this supplemental Math support intervention. “Do the Math” can be used either in the
classroom to supplement instruction, or as an intervention tool for RtI teachers to use when working outside of the classroom with students. I sent 3 teachers to the “Math Solutions” Workshop (Sept. 30 – Oct. 2)

The Math Team will do a gap analysis of our Investigations Math Curriculum and the NYS Math assessment and the Math Modules. Vocabulary will again be a focus.

School Culture

Social/Emotional Support: Responsive Classroom and Morning Meeting

Currently I have 8 teachers that do a form of “Morning Meeting.” This is a Responsive Classroom structure designed to help students grow socially and emotionally. I will be sending several teachers to learn “Turn-Key” training in Morning Meeting. Teachers will then train our teachers to do Morning Meeting.

"Responsive Classroom Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for ten to twenty minutes and interact with one another during four purposeful components:"

1. Greeting
   Students and teachers greet one other by name and practice offering hospitality.

2. Sharing
   Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.

3. Group Activity
   Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).

4. Morning Message
   Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

This is a structure in which teachers will be able to bring important 21st century life-skills (such as resiliency, flexibility, adaptability, creativity, communication, respectfulness, etc.) and at the same time deal with actual student/class issues that may be on-going.

I will also help my teachers to become more resilient.

I contracted for Syracuse Stage to bring their anti-bullying play “The Bully Games” to HCS on October 17. This goes along with our OLWEUS program to promote anti-harassment/bullying. The elementary will also have a series of anti-bullying assemblies this year. The focus this year is on being an “Upstander.” Bracelets, with the phrase “HCS Courage,” will be passed out to students caught sticking up for someone being bullied.
**Student Engagement**

**Project/Product Based Learning**

After Yong Zhao presentation teachers will begin thinking about creating a unit of study in Project Based Learning or what we are calling “REAL learning” (Rigorous, Entrepreneurial, Authentic, Life-long, ).

I will also help teachers to understand what REAL Learning looks like in the elementary classroom. At the September faculty meeting I shared a web-site that has videos of hundreds of Project Based Learning examples.


It will also be encouraged that teachers can use PBL for their black collar goal.

**Community Involvement:**

Modify our Science/Technology Fair into an Entrepreneurial and Innovation Fair. Teachers will be able to have students showcase their REAL projects at this fair.

September 25 – Open House and ELA/Math Testing Meeting. Over 100 parents attended this event. Parents learned what the new assessments look like, what the scores mean for their children, and what HCS is doing to prepare students for this test.

Continue to update my Weebly Blog on a regular basis.

**Professional Growth and Development**

Implementation of Gold Kit (LLI), 4th grade LLI
Training for teachers (Carol April and Heather Carter-Jackson)

Professional Dialogue Groups. Teachers are being asked to share professional materials at our staff meetings. At the September faculty meeting I shared a Project Based Learning web-site and two videos from the site.

New Staff Training: PEBC will provide training in Workshop model, Thinking Strategy Instruction, and Gradual Release.

Analyze our ELA and Math Scores. Comparing Hamilton Scores to State Averages and cohort groups
Director of Pupil Personnel Services

Goal 1 - Curriculum and Instruction
The current direction of New York State (NYS) education reform is directly targeting curriculum and instruction. The current teaching climate is one of high anxiety and concern by teachers that the Common Core State Standards (CCSS) and high-stake NYS assessments will destroy a child’s love of learning as well as their ability to be creative. It is a difficult time for educators whose entire career is threatened if they do not follow NYS education law. They have been given an ultimatum...teach as we tell you or lose your job. Those making the laws do not know HCS or our community. As the Director of Pupil Personnel Services I will work collaboratively with the Board of Education, school administrators and teachers to insure that the academic programs for our students meet the New York State (NYS) requirement for academic rigor while also providing an educational approach that recognizes individual student strengths and continues to instill a joy for learning. *My goals for this year will be to research and implement a math program for our elementary students who are challenged by math concepts which will be utilized by special educators and teachers. The program will be in-line with our student-centered pedagogy.* Additionally, myself and the special education staff will develop a compilation of classroom interventions (Tier 1) that will provide additional support for both students and teachers. Most importantly, I will be working to preserve the excellent education that HCS has always provided to the students and this community.

Goal 2 - School Culture
Learning cannot take place until students are physically, socially and emotionally stable. The culture of a school also includes the teachers and other members of the staff and their interpersonal relationships with each other as well as with the students. The entire staff at HCS provides a safe and structured environment for all students. Given the implementation of CCSS, I will work to maintain the kind of climate and school culture that is conducive to learning and provides an atmosphere of caring. *My goal for the coming year will be to continue to work with the counselors to implement the Oleweus Bully prevention program throughout the school.* Additionally, I will provide support to the teachers through the development of classroom interventions that will improve the teacher-student relationships. *I will also work to secure a part time social worker to assist with family interventions and to improve the climate and relationships in the school.*

Goal 3 - Multiple Opportunities for Student Engagement
A school is composed of people and the climate reflects the interpersonal relationships between all the members of the school community. Developing student engagement is the first step in providing a quality education. *Once again we will be sending students to participate in special olympics.* My goal is to provide opportunities for students to develop an understanding of those who are different than they are. I will arrange to have several outside agencies who represent various disabilities such as autism, into our school to teach about differences and similarities. *I would like to see our students working hand-in-hand with the special need populations and to implement a climate of total acceptance.*
**Goal 4 - Communication and Community Involvement**
HCS is an integral part of the local community. Parent communication is very important. As technology improves I will look for different technological means that will make communication easier between myself and the HCS families. *I will continue to work toward developing a parent group for all parents who have students with challenging behaviors and other concerns.* My goal for this year is to develop a survey for the parents of our students which will help me determine what the needs of the families are and how the school can provide assistance.

**Goal 5 - Professional growth and development**
How could you be in education without learning and growing! As educators we must model a desire to continue to learn. *My current goal is to complete the administrative certification process through graduate courses at Stony Brook University. I will attend the Learning and the Brain Conference to learn strategies that will help our school develop the student of the future. Additionally, I will insure that all special education professionals attend programs to enhance their teaching. I will participate in the PEBC training that has been scheduled.*

**Goal 6 - Business and Finance**
Cuts in education funding have greatly impacted HCS. Over the last 2 years I have expanded the amount of funding we receive from the State. I have written grants to provide programs to enhance the learning of our students. With the implementation of more rigorous standards and assessments, we may see an increase in the number of students who will be required by state law to receive academic intervention services. This may cause an additional financial strain if more teachers are needed to provide the services. *I will continue to look for innovative methods of funding programs including researching and writing grants that would benefit all students at HCS. Additionally, I will be working with the principals to look at providing the special education services in a different format. The goal is to provide quality services for more students with the number of special education staff that we currently have.*

**Director of Technology**

**Goal #1 – Curriculum and Instruction**
Work with teachers on weekly basis in 4-8 that have a state exam to help integrate technology to improve test scores and enhance student learning & writing. Work with RtI committee to implement the new RtI module of SchooTool. Stay current with NYSED data requirements to foster a transition to the use of data dashboard to analyze students data.

**Goal #2 – School Culture**
Continue to work with teachers and students to model and teach the responsible use of technology while using vehicles such as Schoology & Google Plus to foster more collaboration and communication between teachers and students.
Goal #3 – Multiple Opportunities for Student Engagement

Continue to explore the implementation of a BYOD program for our 9-12 graders. Working with our counseling department to look for ways to introduce programs to enhance student opportunities (e.g. Lego Robotics, iOS/Android App Development)

Goal #4 – Communication and Community Involvement

Roll out a Facebook page for the District, provide surveys to the community to solicit feedback, continue to invite parents “into” the classroom through Schoology parent accounts and classroom blogs.

Goal #5 – Professional Growth and Development

Increase my PLC participation through the use of Google Plus and attending weekly #EdChat on Twitter. I will also be working more closely with Model Schools to increase our PD offerings for technology.

Goal #6 – Business and Finance

Begin planning for a multi-year purchase to upgrade our aging infrastructure to support online assessments, BYOD, replace mission critical servers and support next generation IP Security cameras. Will look to supplement technology budget by seeking out grant opportunities.

Director of Athletics

Goal #1: Curriculum and Instruction

1. Ensure that each coach is properly certified in first-aid, CPR, AED, and has completed coaching courses.
2. Encourage coaches to attend clinics and better their instruction.
3. Ensure that each sports team is run in a way that is developmentally, socially and emotionally appropriate.
4. Have coaches self-evaluate after each season and discuss concerns and successes.

Goal #2: School Culture

1. Enforce the Extra-Curricular Code.
2. Continue to offer opportunities for students to compete at a level in which they are experiencing social, emotional and physical growth.

Goal #3 Multiple Opportunities for Student Engagement

1. Evaluate participation numbers to form appropriate levels of each sport.
2. As enrollment decreases, look for ways to keep students involved in activities without cutting programs.

**Goal #4 Communication and Community Involvement**
1. Keep practice schedules and game schedules current on school website.
2. Distribute materials and information to coaches/players/parents (radio free, school tool mass e-mails, athletic news, etc.)
3. Be visible in the community and be accessible to parents, coaches and players.
4. Communicate and form relationships with athletes and parents of M-E community in regards to combined and merged teams.

**Goal #5 Professional Growth and Development**
1. Attend Section III and CSC Conference meetings.
2. Be knowledgeable of NYSPHAA handbook.
3. Enforce rules and procedures by the state, section, and league.
4. Attend Athletic Administrators State Conference

**Goal #6 Business and Finance**
1. Evaluate participation numbers and make decisions on programs.
2. Look for future opportunities to share services with M-E.
3. Keep costs within the budget without cutting programs.

*Combined
(Misc/Goals/2013-14)*