



Chappaqua Central School District

Strategic Priorities Update

June 2021

2020-21

Strategic Planning



B.O.E. Strategic Question

"How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?"

District Priorities

Using
Instructional
Space to Amplify
Learning

1

District Wide
Assessment
Practices

2

K-12 Social and
Emotional
Learning
Curriculum
Alignment

3

K-12 Academic
Program
Alignment

4

Instructional
Technology as
Tools to
Personalize
Learning

5

Cultivate
Equitable,
Affirming and
Culturally
Responsive
Learning
Environments

6

Community Update - June 2021



Using Instructional Space to Amplify Learning

Professional Development



Using Instructional Space to Amplify Learning

Horace Greeley
transition into
Renovated Lower L
building

Examined how to
integrate the virtual
and in-person
learning environment.

Professional
Development on our
Learning Management
Systems as a virtual
learning environment.



Creative application
of non-traditional
learning spaces,
converted to
classrooms (Gyms,
Cafes, etc)

STEAM Center at
HGHS - STEAM
Learning Team and
Student Fellows

Podcasting studio
equipped and
furnished in the HG
Global Learning
Center for
September



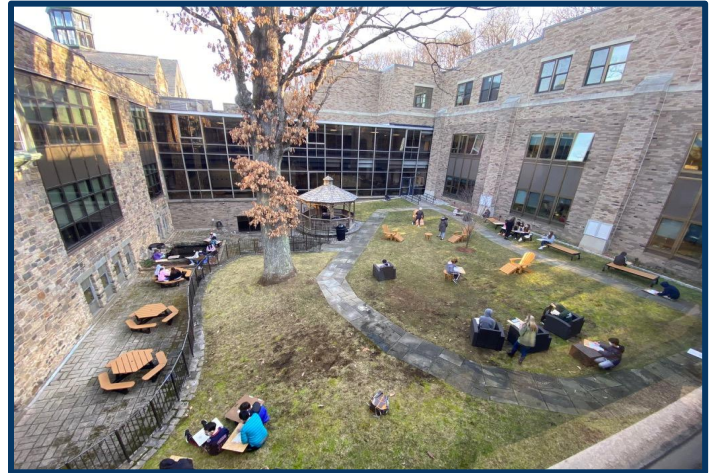
Elementary School

- Creative use of large spaces in buildings to accommodate classroom communities.
- Flexible classroom furniture that allows for collaboration, creativity, and communication while keeping students safe.
- Our flexible mobile device structure allowed students and faculty to freely move through instructional spaces, access instruction remotely and provide a safe educational environment.
- Outdoor spaces were utilized creatively to allow for different forms of instruction, large group community building, connecting with students and allowing flexibility.



Middle School

- Leveraged all large spaces for double pod classrooms for English/Math.
- Launch of STEAM 5 Encore class in the Middle School STEAM centers.
- Opening of the Outdoor Courtyard Classroom Space at Bell School.
- Plans for Seven Bridges Video Production Studio.
- Plans for Middle School Outdoor Garden Spaces to be rebuilt and refurbished for the 2021-2022 school year.



High School

- Opening of Lower L for the World Language, English, Social Studies Departments.
- Creative use of classroom spaces and scheduling to accommodate for pandemic flexibility.
- Podcasting Studio slated to open in the HG GLC for the 2021-2022 school year.
- Opening of STEAM Center September 2021.
- Opening of Multimedia Center- September 2021.
- Opening of High School Sustainability Research Center- Winter 2022





District Wide Assessment Practices

Professional Development



District Wide Assessment Practices

Establishment and implementation of the NWEA Universal Screener in Grades 1-8 in Reading & Math

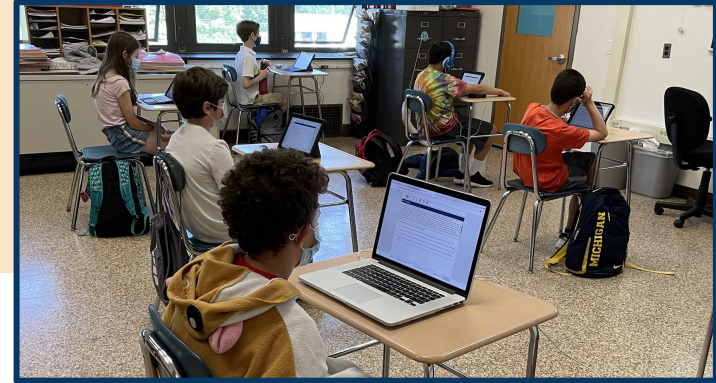
Utilization of Kindergarten screener for all incoming Kindergarten students to assist in class placement and assessment of learning

Consistent progress monitoring through Canvas 5-12 for both students and parents

Implementation of digital tools that leverage and utilize data collection to assist in formative and summative assessment of student learning

Training for special educators in administration, scoring and interpretation of the WIAT IV and the Woodcock Johnson assessments

Shift in Final Exam practices at Horace Greeley High School to a more project and portfolio based system



Elementary School

- Launch and implementation of **NWEA MAPS Assessment in grades 1-4** in both Reading and Math.
- Integration of digital tools that assess student learning and provide teachers with data on student progress: **Dreambox, Epic, Math in Focus, Peardeck, Seesaw, Flipgrid, etc.**

In response to: 2.Math Measurement- Problem of the Lesson 4

Problem of the Lesson

Jenna's eraser is 6 centimeters long. Charlie's pen is 8 centimeters long.

- (a) Which object is longer? How much longer?
(b) What is the total length of the two objects?

a

8
6
?

Charlie's pen is longer. it is 2cm longer.

$$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$$

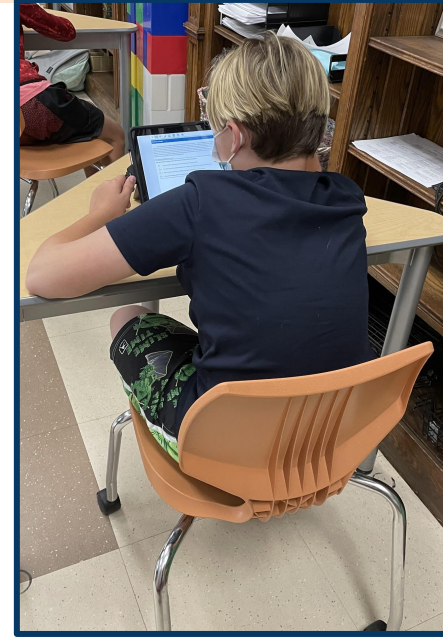
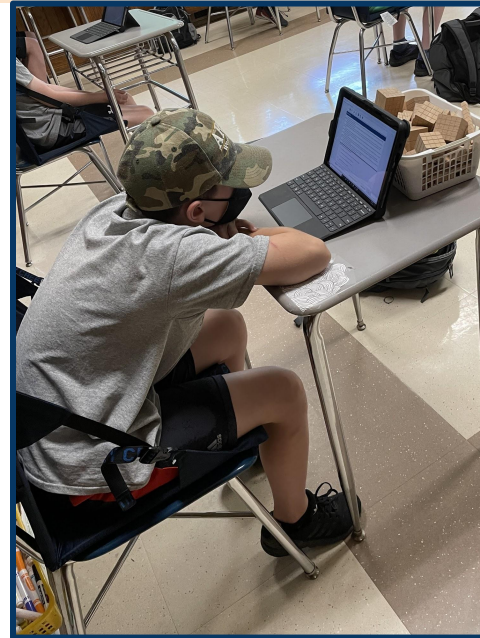
2cm

6	8
?	

$$\begin{array}{r} 8 + 6 = 14 \text{ cm} \\ 10 \quad 2 \quad 4 \end{array}$$

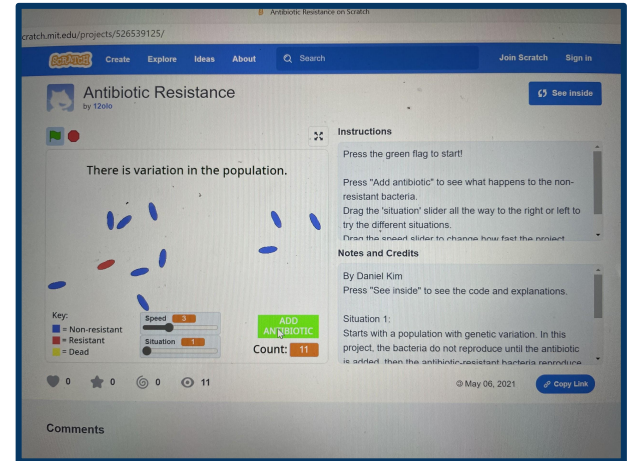
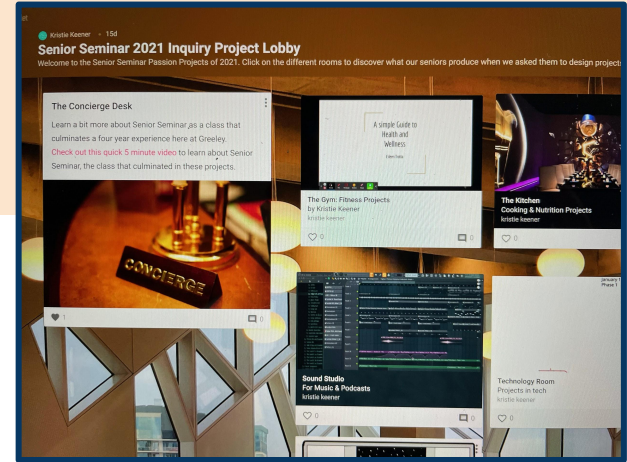
Middle School

- Continued implementation of **NWEA MAPS Assessment** in grades 5-8 in both Reading and Math.
- **CANVAS gradebook** provides an instant and clear feedback cycle between students, teachers and parents on assignments, classwork and assessments.
- Ongoing training on the use and implementation of formative assessment practices, small group instruction, data collection methods and instructional planning.



High School

- HG teachers have transitioned from **traditional finals to projects, portfolios and presentations.**
- Students demonstrate their understanding through application based tasks and projects.
- HG classes throughout the building have been exploring different ways to capture and assess student learning through demonstration and project work.





K-12 Social Emotional Learning Curriculum Alignment

Professional Development



K-12 Social Emotional Learning Curriculum Alignment

Partnership with the Yale Center for Emotional Intelligence to help us focus on the mental health of our students

Learning teams established at Bell and Seven Bridges to support the development of SEL focused Advisory lessons

Professional Development delivered around identity mapping and creating a positive classroom culture

New colleagues engaged in a book study around the text, *Personal and Authentic* by Thomas Murray

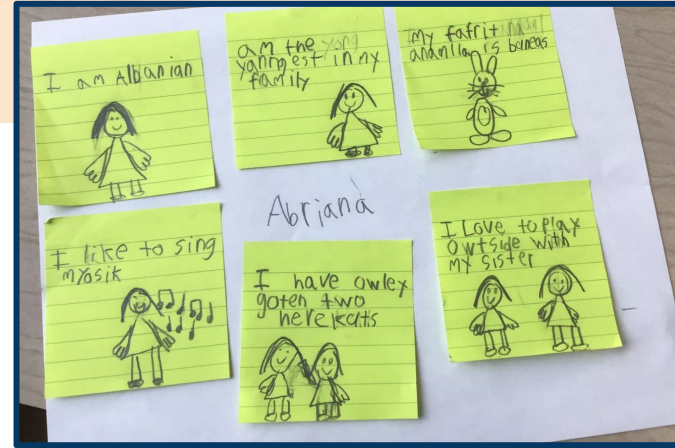
“Student Belonging Group” was established at HGHS to examine the feelings of connectedness of students to the Greeley community

RULER Daily Core Routines were established and implemented in all K-8 Classrooms

Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hypert	Cheerful	Inspired	Balanced
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Content	Thrilled
Regretful	Troubled	Uneasy	Peevish	D	Pleasant	Joyful	Proud	Blessed
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Clammy	Assured	E	Blessed	At Ease	Content	Fulfilled
Worried	Alienated	Mildly	Apathetic	T	Humble	Secure	Chill	Grateful
Intimidated	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

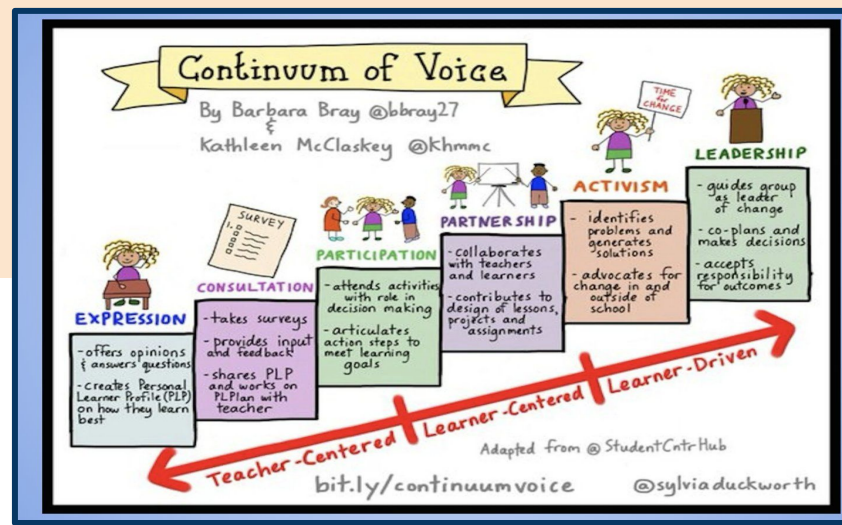
Elementary School

- In-depth work around identity mapping to help students both understand themselves and others.
- Utilization of Safer Smarter Kids Curriculum K-4.
- CORE Morning Routine (mood meter, mindfulness, classroom charter & community circles).
- Implementation of “Windows and Mirrors” read alouds into K-4 reading and writing curriculum.



Middle School

- The new 30 minute advisory schedule added to the middle school for SEL lessons and building student connections.
- Learning teams in both middle schools examined SEL practices, beliefs around adolescents and the best way to support their development.
- CORE Morning Routine during advisory (mood meter, mindfulness, classroom charter & community circles).



RULER
Blueprint Tool

There is a blueprint we can all follow that will lead us to successful conflict resolution.

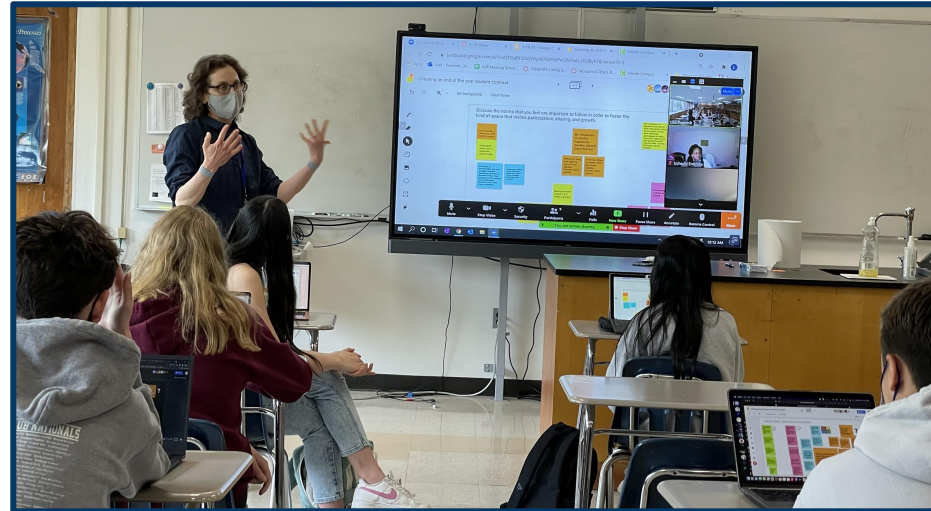
Part of the blueprint is effectively communicating how something made you feel and how you would like things handled in the future. A great way to do this is through "I" statements.

Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

High School

- Guidance led community circles with all students in September.
- HG faculty & student focus groups continue to analyze and make recommendations based on “Student Belonging Group” data.
- PD designed to support identity mapping and creating positive classroom culture.





K-12 Academic Program Alignment



Professional Development

K-12 Academic Program Curriculum Alignment

Second year of Phonics
First Curriculum
Implementation,
inclusive of all
classrooms K-2; Wilson
Level 1 Cert. req. for
K-8 Reading Teachers

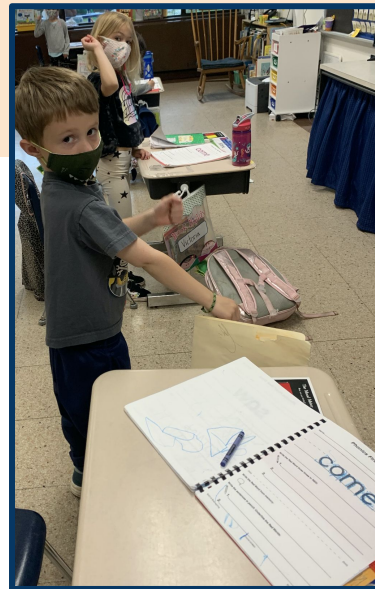
Consistent scope and
sequence for all K-5
classrooms for both
reading and writing

New and updated
version of Math In
Focus rolled out and
implemented K-5

Curriculum writing and
professional
development for ninth
grade English; new
units will be fully
implemented in the
2021-22 school year

Curriculum writing
and professional
development for
Mathematics courses
for Geometry,
Algebra, 7th & 8th
grade math

Review of and
Adoption of TCI -
Social studies
curriculum K-8 and
rewriting of Social
Studies curriculum
9-12



Elementary School

- ELA - Phonics first implementation K-2 and Words their Way implementation in 3-4.
- ELA - Handwriting WT - Implementation 2021-22.
- Math - Digital Math in Focus implementation K-5.
- Science - K-4 NGSS Aligned.
- Social Studies - TCI Curriculum Pilot K-4 in 2021-22 school year.



Middle School

- **5th Grade 2-person team** transition.
- **TCI Social Studies Curriculum Pilot** and Implementation 5-8 in 2021-22 school year.
- **NGSS Science Curriculum** Implementation & Alignment 6-8.
- Curriculum writing and professional development for 7th and **8th grade mathematics - Algebra** transition.



High School

- The Horace Greeley English Department **English 9 alignment.**
- Social Studies 9-12 aligned curriculum with **new AP government course** as of 2020-2021. **Democracy in Action course launch 2021-2022.**
- World Language alignment of 9th and 10th grade courses to ACTFL Standards.
- Grade 9 & 10 Science teachers exposure to NGSS standards.
- **9th Grade Math Course Revisions.**





Instructional Technology as a Tool to Personalize Learning

Professional Development



Instructional Technology as a Tool to Personalize Learning

Technology Integration in our K-6 Mathematics and Literacy Program (Dreambox, EPIC, MIF, Jamboard)

Learning Management System Integration and Alignment K-12: Google Classroom K-4 and Canvas Integration 5-8

Instructional Technology tools that leverage formative assessment and feedback

Video Conferencing Tools to allow access for all students and promote remote and hybrid learning

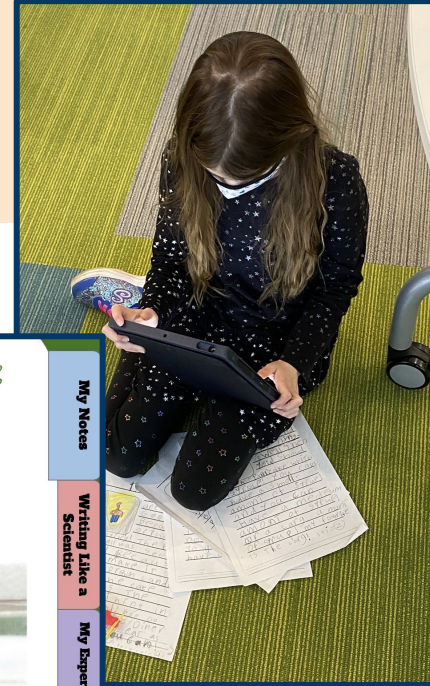
Leveraging instructional tools to personalize learning in high level mathematics classrooms (Desmos & Geogebra)

BenQ Boards to allow for student and teacher interactivity, collaboration, personalization and assessment



Elementary School

- **The daily integration of technology** to support the hybrid learning environment, acquisition of digital literacy skills, collaboration techniques and digital communication strategies.
- Digital links to Mathematics programs to support, extend and personalize learning K-6.
- **Personalization of learning with the integration of digital tools:** Jamboard, Epic, Padlet, Words their Way, etc.



Our Idea Generator:

Plants grow in different ways.



What questions does this make us think of?

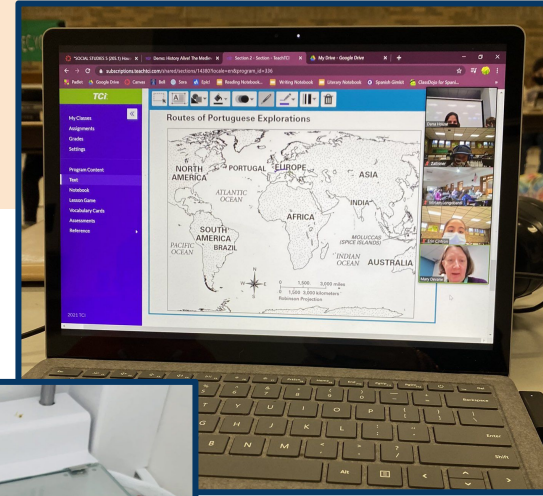
Let's post Questions on our Jamboard



My Notes
Writing Like a Scientist
My Experiment

Middle School

- Utilization of 3D design and print tools in the **STEAM centers**.
- Utilization of primary sources, various forms of multimedia and choice-based digital learning.
- Utilizing of **CANVAS Learning Management System** to support the hybrid learning environment.

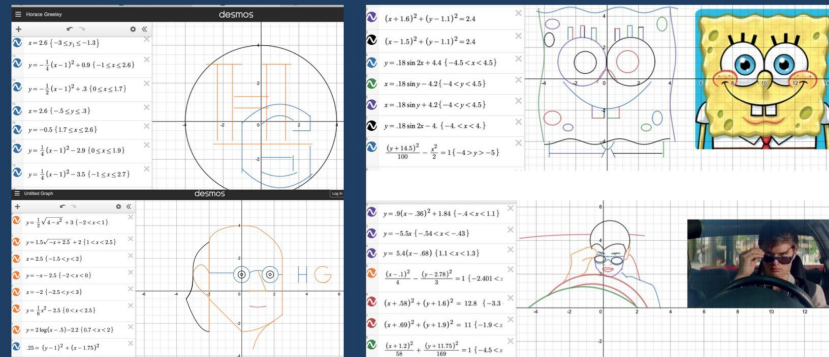


High School

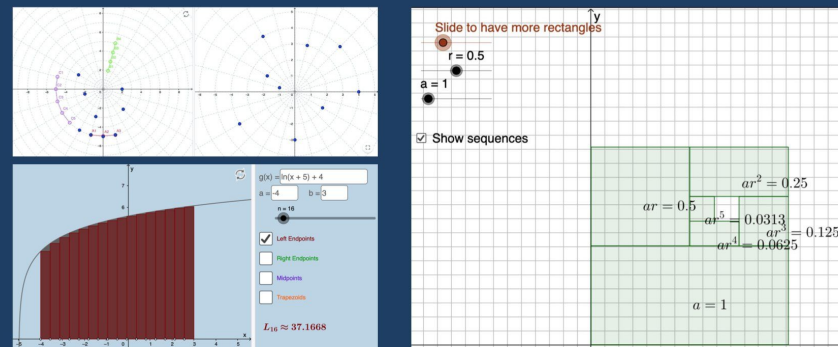
- **Formative assessment tools** provided direct, timely and actionable feedback.
- **New BenQ boards** support dynamic interaction and collaboration.
- Digital tools support creativity and self expression.



Desmos (Art Project)

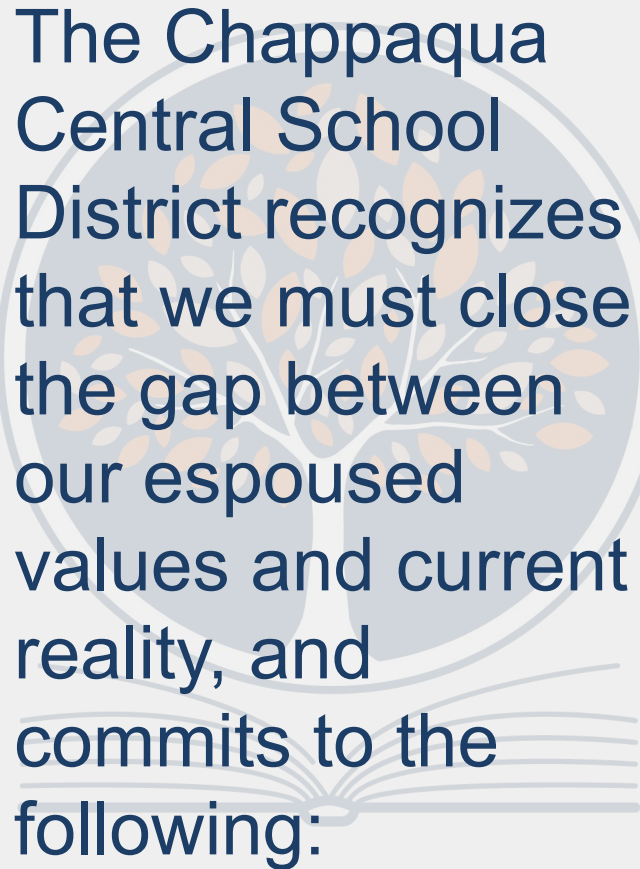


Geogebra (Powerful Applets)





Equitable, Affirming and Culturally Responsive Environments



The Chappaqua Central School District recognizes that we must close the gap between our espoused values and current reality, and commits to the following:

Act with Purpose

We will create a tangible action plan to drive change.

Accelerate Our Response

We will identify and take decisive strategic actions to fight racism and other discriminatory forces in our schools and by extension, our community.

Show Progress

We will measure the impact of our strategic actions and report progress and challenges to our school community.

Framework



Evolution

Set clear short- and long-term goals and measure progress, reporting on improvements or setbacks.

Education

Ensure that our curriculum & our faculty are reflective of the global community and value, celebrate and accurately represent our rich history and diversity.

Equity

Ensure that every student, staff member & family are treated equally and justly so they are safe, seen, heard and valued.



Framework For Action

Strategic Priorities Revision



Christine Ackerman CCSD
@chackerman1

The district strategic planning task force reconvenes to analyze student data from a recently administered student 6-12 equity survey and to revisit our priorities
[@pimtheeducator](#) [@TonySinanis](#) [@DrAPease](#)
[#WeAreChappaqua](#)



Reviewed District Priorities

Analyzed Student Survey

Analyzed District Approach since June 2020

CCSD Policy Sub-Committee

Membership:

- Superintendent
- Two Board of Education Members
- Three Building Principals
- School District's Attorney
- Two Parents

Code of Conduct Revision Process

Draft Created by Sub-Committee

Feedback Received from School Community:

- ★ Faculty k-12 Focus Groups
- ★ Student Focus Groups (SG, BSU, SEL Fellowship)
- ★ Parent Comments by Email & Public Hearing

Draft Revised by Sub-Committee

September 1, 2020

Code of Conduct Presented to Full Board of
Education, Adopted & Communicated to Families

Hate Speech, Bias, Discrimination Incidents - Quarterly Update: 6/17

Level	Incident Number By Level	Community Notification
Elementary	NA	NA
Middle School	2 Incidents -Hate Speech	NA
High School	NA	NA

2020-2021 School Year

CCSD District Policy Updates

Title 7: Civil Rights Act

Discrimination on the basis of an individual's actual or perceived race, color, creed, religion or national origin is strictly prohibited regarding interactions between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, and guests.

Adopted: December 8, 2020

Policies and Regulations: 0100 District Philosophy

0100 The Mission Statement of the Chappaqua Schools

0105 Educational Philosophy - Chappaqua Central School District

0110 Educational Philosophy - Students With Limited English Proficiency

0115 Environmental Policy

0119 Title VI Civil Rights Act

0120 Nondiscrimination / Equal Opportunity Policy

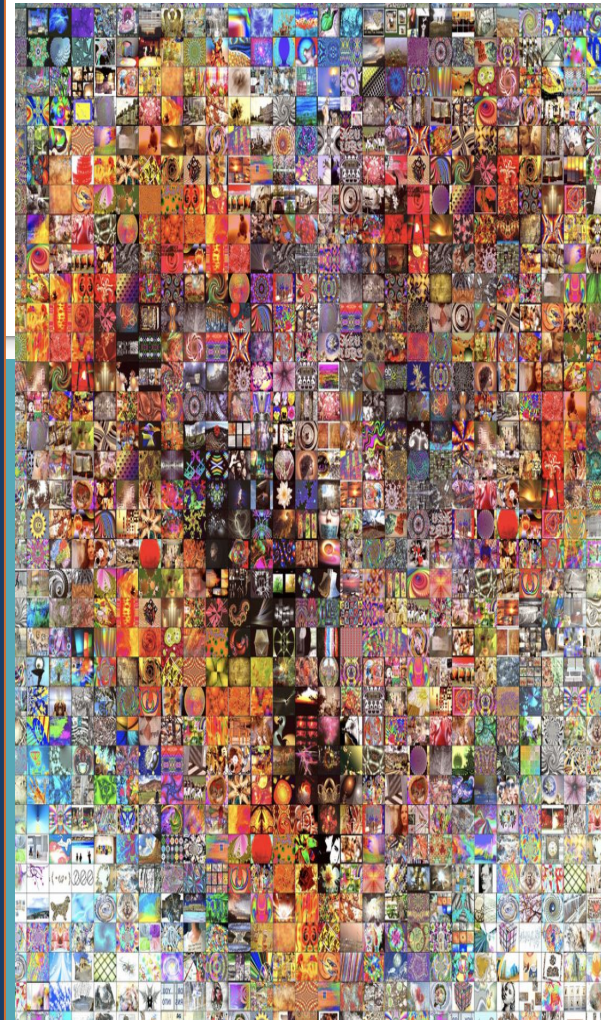
0121 Technology Philosophy

0125 Wellness Policy

Community Advisory Committee on Antiracism, Equity & Social Justice

CARES - Focus Areas

1. Developing Shared Understanding & Common Language
2. Focused & Intentional Professional Learning
3. Developing Equitable Culture & Climate for BIPOC Students



NYSED Equity Framework

Diversity: *Includes but is not limited to race, color, ethnicity, nationality, religion, socioeconomic status, veteran status, education, marital status, language, age, gender, gender expression, gender identity, sexual orientation, mental or physical ability, genetic information, and learning styles.*

Equity: *The guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of all groups.*

Inclusion: *Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power and ensures equal access to opportunities and resources.*

Shared Language



- 
- ★ **Code of Conduct Revision & Communication Clarity**
 - ★ **Quarterly Reporting System**
 - ★ **Extensive Professional Development for Leadership Team**
 - ★ **Secondary Student Climate Survey**
 - ★ **BIPOC Affinity Spaces for Faculty & Greeley Students**
 - ★ **Unity Day Expansion to the Middle School**
 - ★ **Student and Faculty Equity Fellowships**
 - ★ **BIPOC Family Night**
 - ★ **Mandatory Implicit Bias Training for All Staff- Fall 2021**
 - ★ **Building Equity Newsletters**
 - ★ **Facing History Learning Teams**

Director of Equity, Inclusion & Wellness

- **Joined the District at the beginning of December & immediately engaged in Entry Interviews to better understand the community.**
- **Helped facilitate equity focused PD for the Leadership & PD Teams.**
- **Contributed to the leadership of both the staff and student ChappEquity PRIDE Fellowships.**
- **Facilitated multiple evening sessions for students and families K - 12 to begin developing common understandings, vocabulary and priorities about what equity, anti-racism and social justice mean in CCSD.**

Other Equity Centered Opportunities for Students, Staff & Families

- **ChappEquity P.R.I.D.E. Fellowship for K - 12 Staff**
 - Wrapped up Year 1 & focused on identity, relationships & anti-racism
 - Included an arc focused on learning & specifically using social media to help learn about equity, social justice and anti-racism
 - Will launch a fellowship site that will feature resources, original pieces and reflections from fellows
- **ChappEquity P.R.I.D.E. Student Fellowship**
 - Facilitated by Greeley staff for Greeley students
 - Students explored issues of race, privilege & intersectionality
 - Students helped prepare & facilitate Unity Day sessions



Other Equity Centered Opportunities for Students, Staff & Families

- **BIPOC Affinity Circle... Learning Team**
 - BIPOC educators meet regularly to reflect on their experiences in Chappaqua, to support each other, share resources and create a network of District-wide colleagues who are connected by a shared identity
- **White Allies Affinity Circle... Learning Team**
 - White identifying educators meet regularly to reflect on their experiences in Chappaqua and to consider ways to be more powerful allies to their BIPOC colleagues and students

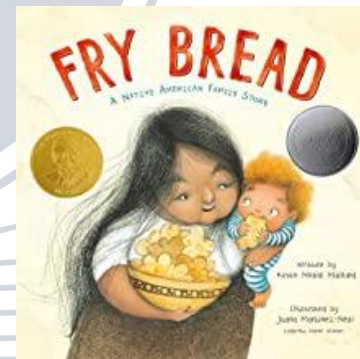
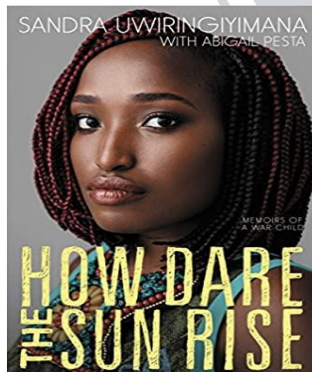
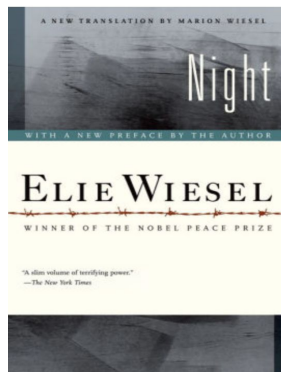
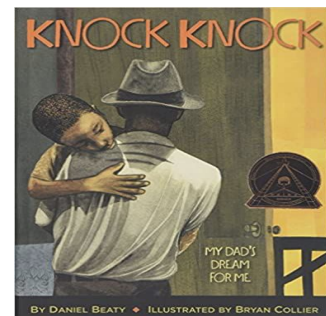
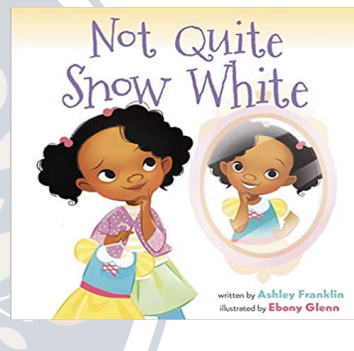
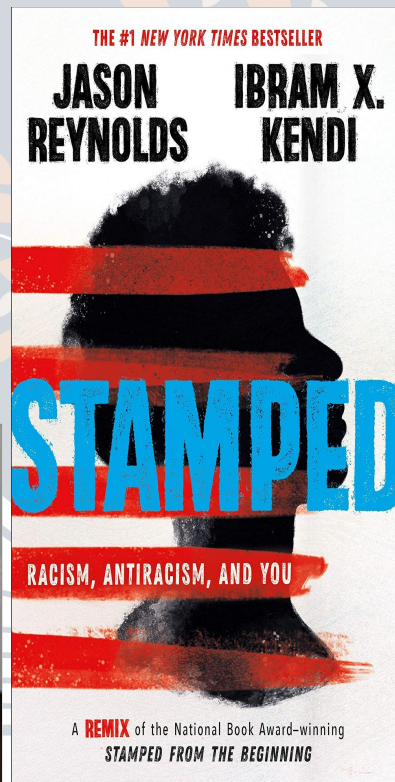
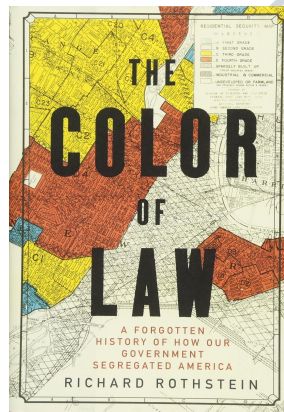
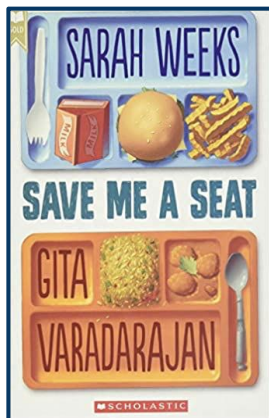


Other Equity Centered Opportunities for Students, Staff & Families

- **BIPOC Family Gathering**
 - Opportunity for BIPOC families to get together, get to know each other and build connections
 - Facilitated by Ms. Colpa and Mr. Marcus
- **Unity Day Lite at Greeley**
 - February 2021
 - Focused on allyship with keynote speaker Dr. Erica Buchanan-Rivera
- **Unity Day at Greeley, Bell and Seven Bridges**
 - June 2021
 - First ever Gr. 5 - 12 Unity Day experience with sessions by our students, colleagues & consultants



Shared Student Experiences



Professional Learning for Students, Staff & Parents



Dr. Eddie Moore



Dr. Randal Pinkett



Mr. Matthew Kay



Dr. Dolly Chugh



Dr. Erica Buchanan-Rivera



Drs. Campbell-Jones

RFP-Equity Professional Learning

- **Original RFP Submission Deadline: 1/19/21**
 - 2 proposals received; proposals didn't meet our needs
- **RFP Re-submission Deadline: 4/23/21**
 - 8 proposals received; 4 proposals identified as viable based on our district's priorities & goals
 - 4 identified organizations identified to be interviewed
 - 3 organizations were given a task to reflect on & asked to facilitate a learning session
 - 1 organization was identified as a partner for CCSD after the rigorous process.
 - And now we are excited to partner with Insight Education Group



Promoting Racial Inclusivity,
Diversity & Equity

2020-21

Strategic Planning



B.O.E. Strategic Question

"How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?"

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