

Core Values

IN FOCUS

Empower. Challenge. Grow.



CONNECTING PRACTICE TO OUR MISSION

Our community-created Strategic Plan drives decision making in the Wappingers CSD, and our Core Values guide us in the work that we do. We are continuing to work on our End Results, which are action items that have been designed to achieve our Strategic Objectives and our Mission. It is important for us to reflect on how the work we do connects to our Strategic Plan.

With Superintendent Jose Carrion leading the team, earlier this year we reconvened our Core Planning Team (CPT), which consisted of members of our staff and community who created the original foundation and structure for our Strategic Plan. At this meeting we shared progress updates which included (Underlined text in bullets below represents work that supports the District Strategies as outlined in the District's Strategic Plan):

- A new Program and Course Evaluation Plan: Supports a process to identify, create, select, implement, and evaluate prototype programs to support student achievement.
- The redesign of the District website and the inclusion of social media outlets: Enhances our ability to ensure the community understands the District's mission, core values and strategic objectives (@WCSEmpowers).
- The EdCamp model for professional development: Allows us to align the talents and resourcefulness of all our current and future employees.
- The "InFocus" newsletter: Which captures the work of our educators, ensuring everyone can articulate the connection between the work they are doing and how it supports our District core values.

secondary buildings. These spaces will allow students to challenge themselves and to pursue their passions by providing them with a place to create, to learn, and to explore topics in ways they never knew possible.

In addition, Human Resources will be implementing a new online employment application system to ensure our future employees exhibit the skills necessary to thrive and support the WCSD strategic objectives and our Mission.

These are a few examples that showcase the progress we have made in implementing our Strategic Plan. We look forward to sharing more information about Strategic Planning as we progress through this very important work.

CV5: The collaboration needed for meaningful change is built on honesty, trust and respect.

CV3: Everyone can realize their potential and when they do, both they and the community thrive.

CLOSING OUT 2015-16 APPR

Closing out annual professional performance reviews APPR in previous years has always been a challenge. There is a mountain of data and a number of rules and formulas that need to be taken into account to transform this data into an overall composite score. Closing out APPR for the 2015-16 school year includes changes in the regulations enacted by the Board of Regents in December of 2015. This mid-year APPR regulation change has a direct impact on the overall composite score for almost every K-8 teacher and almost every building principal across the district.

Here is what happened, and what you can expect for APPR scores for this year. In November of 2015, the district received approval to its application for a hardship waiver. This waiver allowed the district to continue to operate under our NYSED approved § 3012-c APPR plan instead of having to seek NYSED approval on a new § 3012-d plan for the 2015-16 school year. This is the last school year in which our § 3012-c plan will apply to your end of year evaluations. We must submit a plan that is aligned with § 3012-d by 7/1/2016 so that NYSED can approve it on or before September 1, 2016.

In December of 2015, two new sections 30-2.14 and 30-3.17 were added to the regulations to provide for a four-year transition period for APPR while the

State completes the transition to higher learning standards through new State assessments aligned to the higher learning standards and a revised State-provided growth model.

During the transition period (2015-16 through 2018-19), transition scores and HEDI ratings will be generated and used to replace the scores and HEDI ratings for teachers and principals whose HEDI scores are based, in whole or in part, on State assessments in grades 3-8 ELA or math or on State-provided growth scores on Regents examinations.

If you recall, a teachers and principals overall composite score consisted of observable measures (equaling up to 60 points), a local score (derived from local data equaling up to 20 points), and a state component score which is a state-provided growth score or its equivalent SLO (equaling up to the remaining 20 points). It is this third component (the state-provided growth score or its equivalent SLO) that is affected by these regulation changes. As per the new Regs: "In the case of evaluations conducted pursuant to Education Law § 3012-c, the overall transition scores, and ratings will be determined based upon the remaining subcomponents of the APPR that are not based on the grade 3-8 ELA or math State assessments or a State-provided growth score on Regents examinations."

So what does this mean for our teachers and administrators? State Component Scores (the 20 points allocated as either a state-provided score or an SLO) that is either provided directly from the state as a growth score or is derived from NYS 3-8 ELA/Math assessments will be excluded from an educator's evaluation/composite. Any educator with an excluded State Component Score will receive an overall composite score that is based on 80 points instead of all 100 points for the 2015-16 school year.

Here are the teachers of record (TOR) who are affected by this change and who will receive an overall composite score based on 80 points instead of 100 for the 2015-16 school year and why their current State Component score will be omitted:

State provided building scores (NYSTP*), this affects:

- Teachers of Record (K-8 Only)
- K-2 common branch teachers currently receive a building score derived from grade 3 NYSTP results using Acuity as 'pre' and NYSTP results as 'post'. (*NYSTP = New York State Testing Program)
- Grade 3 common branch currently receive individual scores derived from grade 3 NYSTP results using Acuity as 'pre' and NYSTP results as 'post'.
- Remaining K-5 common branch Teachers of Record currently receiving individual growth scores from the state.
- Grades 6 - 8 common branch currently receiving individual growth scores from the state.
- All other Teachers of Record (except Grades 6 - 8 Social Studies and Science Teachers) who currently receive the state provided building score as their SLO. (The district is looking to determine whether Grades 6 - 8 Social Studies and Science Teachers need to be affected by this due to a prior year change to the requirements for reporting these scores.)

Why aren't grades 9-12 Teachers of Record affected by this change?

- Grade 9-12 TOR's are not provided a growth score based on Regents exams provided by the state as their SLO.
- Even though we do use Regents scores to calculate SLO's for TOR's whose scores end in a Regents we simply look at percentile scores and do not derive SLO results based on NYSED-provided growth scores from Regents exams.

Knowing we must continue to fully implement our approved APPR plans our district assessment data still matters. Our local assessment results will still be used as a factor for our end of year evaluations.

Our Strategic Planning work will continue into the 2016-17 school year. The Board adopted budget includes funding for "Maker Spaces" in our

FISCAL DILIGENCE IN ACTION

In the summer of 2011, the WCSD installed a new phone system that provided improvements in District communications as well as significant savings in dial tone charges. Mr. Lolkema, serving in the position of Director of Technology, at the time, installed the backup portion of this new system at Arlington High School in hopes that soon after the ACSD would agree to implement the same system in their district. This unique implementation strategy would allow both districts to realize further savings in dial tone charges once both districts were up and running on the same system.

In the summer of 2015, the Arlington CSD moved ahead with plans to utilize this system in their district. As soon as the new ACSD phones came online, the WCSD realized a savings of approximately \$40,000 in the 2015-16 school year budget. "We had not anticipated this savings during the 15-16 budget planning process," said Lolkema. "So this allowed us to direct the funds to a project needed in the current school year."

The District has had to condemn playground equipment at a number of schools in recent years as some of these playground pieces have shown signs of wear and were aging out of safe and effective use. We are very happy to announce, that with the help of the Director of Facilities, Mr. Ron Broas, and through the assistance of the Myers Corners ES "Playground Savers" club we are moving ahead with the purchase of new playground equipment for James S. Evans, Kinry Road, Myers Corners, and Sheafe Road Elementary Schools.

The purchase order has already been processed, and we are very excited to see that this new equipment gets installed as quickly as possible.

This one example aligns directly with one of our District's strategies "We will collaborate with our community to foster relationships that will help us achieve our strategic objectives and mission."

Creating Traditions. Honoring Our Past.

June 2016 will mark the 54th commencement of the Wappingers Central School District. There are great things happening in Wappingers. John Jay Senior High School was recently recognized as a high achieving and high progress Rewards School for their performance in math and ELA in 2013-2014 and 2014-2015 school years. RCK and John Jay have been recognized for a variety of accomplishments including Science Olympiad, Math Team Sectionals, Science Fair participation and FBLA competitions. This list cannot begin to capture all our students' accomplishments in beyond academics including athletics, music and the arts. Sometimes the span of time between graduation and a student's memory of their elementary school experience can cause them to forget their achievements and hard work they have accomplished to reach this next stage in their life. To help rekindle the essence of our students' learning journey John Jay Senior High School and Roy C. Ketcham graduates will be "returning to where it all began" with a Senior Walk through the elementary school halls of Sheafe Road and Fishkill Elementary Schools. Graduates will be greeted by elementary students, their former teachers and staff to applaud their accomplishments as well as help the younger students visualize this obtainable goal. This is also a wonderful time for all of us to recognize how our combined efforts impacts our students' lives. We look forward to this becoming a new tradition in WCSD.

*CV1:
Active and continuous learning is essential for individuals and communities to flourish.*

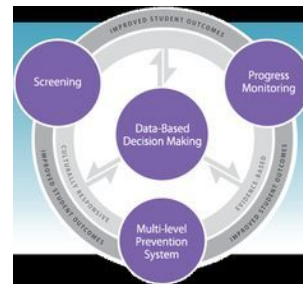
A VISION FOR CONTINUOUS IMPROVEMENT

This past January WCSD welcomed members of the TriState Consortium to our district for feedback on our current delivery model for Special Education. The full report is available on the District website, but below are highlights from the report which echos the work each building completed during their March/April faculty meetings.

5 "Big Ideas" were identified during the visit and include: Special Education Services, Response to Intervention (RtI), Professional Learning, Communication and Leadership. Regarding Special Education Services the District will need to determine how Wilson will be used to support students in the district. AIS/Reading teachers will need to have a clear understanding of their role in supporting students and what resources are most effective. Co-teaching partnerships benefit from common planning time. It is important to determine what support to offer our 11th & 12th grade students that will effectively mirror post-secondary school expectations. Based on interviews with teachers from across the District it was evident to the team that RtI implementation differs between schools. The District needs to identify specific criteria, a clear understanding of Tier I and Tier II supports and how to engage in effective progress monitoring. It was recommended that Professional Learning be embedded in the whole system to ensure that both general and special education teachers recognize the responsibility to teach all students and they have the skills necessary to do so effectively. For Communication it was recommended that concerns about the delivery of special and general education be shared with all staff and discuss how to address these concerns. It was recommended the District use data analysis, identify a universal screening program (currently in progress with a successful screening program to be named in June), use consistent strategies and provide systemic flexibility in supporting students

*CV2:
Embracing diversity in all its forms enriches the human experience.*

academic freedom. The District needs to create opportunities to share students' successes and educate parents on the resources available to students. Finally, the team recommended all of the WCSD administrative leadership team be partners in the change process to ensure success. Superintendent continues to work with the entire



WCSD team to develop a common definition of what all students are expected to achieve in conjunction with purposefully identified professional development and resources, to ensure our students succeed.

EDCAMP...Next Steps

The District is beginning to see evidence of how EdCamp is having a direct impact on students. Two ideas that have gained momentum are Genius Hour and Maker Spaces. Both are founded in the belief that doing hands-on, independent work helps students to learn and to become actively engaged members of their communities. "Genius Hour allows students to pursue a self-directed passion project - whether it is writing a play, raising money for Veterans, or learning how to cook healthy," said Dan Roberto. Maker Spaces are places of innovation and inquiry. Students are provided with opportunities and resources to investigate, explore and integrate ideas from science, technology, engineering, the arts, and mathematics (STEAM). According to Paul Rubeo, "The Innovation Room established at Van Wyck is that space, and it's changing the thinking." Educators in the Wappingers District see EdCamp as a positive development. Both Rubeo and Roberto agree that, "The conversations about instruction have become richer, and that type of engagement will ultimately benefit all students."

*CV4:
The health and quality of a community are dependent on the responsible contributions of all its members.*



Budget Passes!

As you are aware, all five budget propositions passed! This is a great sign for what awaits us in the near future as we continue to live by our Mission and Core Values.

In addition, we welcome Mr. Paul Galletta, Mr. Eddy A. Slosower, and Ms. Barbara Goodman as our new Board of Education members who will begin in July 2016.

Lastly, all of this could not have happened without your support, dedication, and commitment for all of our students in the WCSD community.

