



Kindercamp-Summer 2017

*The Child, First and Foremost: Building a Foundation for the Future*

**Community Goals Forum: Input on PV School District Goals  
August 29, 2017  
4:00-6:00 PM**

***Our Mission:***

*The PVCSD, in partnership with our families and community, will ensure that all students are engaged in a challenging, student-focused educational program, understand and assume their responsibility for lifelong learning, work to achieve their personal best and become productive citizens in a diverse global society.*

Dear Community Member:

The Putnam Valley Central School District is seeking to expand our outreach to community as we plan for our coming school year. You are invited to join our District Administration in conversation about the District's goals for 2017-18.

We will be sharing our current initiatives and ask for your input to assist the Board of Education as annual goals are developed in the following areas:

- Curriculum and Instruction
- Fiscal
- Communication
- Athletics
- Operations (Facilities), Technology and Transportation
- Human Resources.

We are attaching the 2016-17 Annual Goals Update to this invitation for your information.

Please RSVP to Maureen Bellino ([mbellino@pvcsd.org](mailto:mbellino@pvcsd.org) or 845 528-8143 ext. 1367) if you are planning to attend. We hope you will consider participating and providing your voice to our goal-setting process.

Dr. Frances Wills

**Facilitators:**

Pat Bellino

Brian Burrow

Jeannie Denike

Natalie Doherty

Jill Figarella

Mike Lee

Dr. Jeremy Luft

Jenette Mistretta

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**I. Communications:**

**1. Enhance communications among staff members in order to strengthen authentic collegiality by sharing teacher experiences, skills, strategies, and successes.** (Cross reference with Curriculum and Instruction)

- a. Work with the PVFT mentoring program to encourage pair visiting and conversations about teaching practices
- b. Build in visiting time for new teachers
- c. Strengthen our co-teaching models through consultant coaching and pair visitation

**Mid-Year Update-**

- Mentor Training took place at November Superintendent's Conference Day to prepare for more conversations and feedback about teaching practices.
- Co-teaching training and coaching have been in process during first semester
- PVES - Mentoring Meeting quarterly with head building mentor and AP, Principal meeting with non-tenured staff, Collaborative Coaching with Liza Levine, Teacher sharing at faculty meetings, New faculty/PD Lounge, Department and Grade level meetings
- Classroom visitation time for non-tenured teachers. Non-tenured teaching staff visited a colleague's classroom to observe. Both teachers then had a meeting time to share thoughts and ideas. This was an opportunity for new teachers to learn more about curriculum and instruction, and share best teaching practices. The classroom visitations at the ES are took place in February and May. New Teacher Survey provided feedback for consideration and next steps.
- PVMS - Principal and Assistant Principal hold weekly after school meetings from 2:45 - 3:30 with untenured teachers. Assistant principal meets with mentors to help advise mentors.

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- PVHS - Librarian holds monthly Tech Breakfasts where new tech ideas are shared. i.e. BreakoutEDU, Professional Learning Network on Twitter continues to grow with more teachers setting up Twitter accounts. AP and principal meet with new teachers. Principal working on Mentoring Plan with admin input. Collaboration with special education department to reinforce co-teaching model. Collaborative periods beginning to be used as “information session” for teachers.

**End of Year Update—**

- A revised mentoring plan has been completed and approved by Board of Education to be implemented in 2017-18.
- 2. Recognize the needs of the multiple communities we serve for communications.**
- a. Providing targeted use of more paper and mailings where needed.
  - b. Review reporting process to include written / paper report cards at our schools.
  - c. Monitor how people operate (technology/ mobile communications) and survey preferences.
  - d. Look into providing PDF report cards to parents

**Mid-Year Update**

1. Introduced more opportunities for print dissemination through mid-semester e-newsletter on new initiatives while providing information on access to information through post-card and distribution of newsletter at community sites.
2. Working on a newsletter for second semester prior to budget newsletter to highlight current initiatives (i.e schedule and start time updates).
3. PVES - Hard copy report cards and progress reports were mailed home, Report card were also available on PowerSchool, New Digital Sign at the entrance to PVES.

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4. PVMS - Paper copy of report cards sent home mid year. There will be paper report cards sent home in June along with iReady assessment reports.
5. PVHS - Paper report cards implemented for semester 2. Two surveys sent to faculty on technology tools

**3. Evaluate our current Student Information System (PowerSchool) to explore new ways to directly communicate with parents (example: PowerSchool App)**

- a. Give users the option to select their preferred language

**End-Year Update:**

1. A group of teachers and parents tested the PowerSchool Mobile App this school year. The feedback was positive. After the upgrade this summer to Powerschool 10, we will launch the PowerSchool Mobile App.

**4. Promote the download and use of the PV App**

- a. Get the word out and assess usage

**Mid Year Update:**

- Continue to monitor usage and remind community of APP
- PVES - Shared at Back to School Nights, Kindergarten Orientation, Weekly Word, Faculty Meetings
- PVMS - Posters around the Middle School, Daily Announcements. Middle School continues to use Instagram, ConnectEd messages to disseminate information to specific audiences addressing scheduling options and important events.
- PVHS - PVHS admin, AD and teachers regularly share information that is posted on APP

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**End of Year Update:**

- There have been 1,781 downloads of the APP and it continues to grow.

**5. Consider a fall newsletter**

**Mid Year Update:**

- Provided fall newsletter through distribution at community sites, as e-newsletter and with post-card to all residents with options for receiving information.
- Working on a winter newsletter to prepare for budget process.

**Year-End Update**

- A postcard was mailed to every resident encouraging them to subscribe to our electronic newsletter and other periodic communications.
- A budget newsletter was printed and disseminated. The newsletter included information on student achievements and activities at each of the school. The EPC plan was thoroughly discussed.

**II. Curriculum and Instruction –**

**1. Provide opportunities for staff to strengthen and facilitate culturally responsive classrooms where we ensure sensitivity to all students and parents and respect, understanding and dignity in all encounters.**

**Mid-Year Update:**

- Joined Action Network at BOCES to provide appropriate training for teams to ensure sensitive interactions to all students; provided GLSEN presentation to staff, and assessment of need for more training with first steps toward Yale's RULER program District wide, as well as

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Anonymous Alerts to provide avenues for communication about related concerns, such as bullying.

- Planning a District-community circle.

**Year-End Update:**

- The community circle was conducted in March with a large group of community members and teaching staff. There was positive feedback and request to follow up.
- Throughout the year, we have been concerned about the social/emotional needs of our students and those with special needs whom we strive to include in the mainstream classes. At this point, it is clear that we will need to look at alternative approaches as we wrestle with what has become a national problem and exists here as well. In order to prevent our need to send students out of district, we are developing a plan to build a program around the needs of the students that we are currently seeing. Our assistant superintendent has been working with clinical staff, the High School principal and the superintendent to generate a needs based program to serve students here in our school. The fiscal element of the program will result in savings from the need to place students out of district with high tuitions, but the program itself is connected to ensuring that our students can remain in their community.

**2. Improve student achievement through the improvement of literacy, critical thinking, study and research skills aligned K-12.**

**Mid-Year Update a-h:**

*Activities in all areas (a-h) have been initiated with a focus on teaching to the standards in all K-8 classrooms. Leadership provided by Mrs. Kahn and Mr. Coleman.*

See [www.mrskahn.wikispaces.com/reading](http://www.mrskahn.wikispaces.com/reading)

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**Year End Update (below each lettered area in *italics*):**

- a. Ensure that all classrooms provide instruction in the 5 components of reading: phonemic awareness, vocabulary, comprehension, fluency, phonics (foundational standards).

*Ms. Kahn, in Grade K-3 – incorporated Foundations benchmarks for quarterly DRA data collection to ensure all 5 components of reading are being addressed and monitored for each student*

- b. Build consistent best practices in reading, writing, and speaking and listening across grade levels and interdisciplinary content.

*Ms. Kahn, in Grades 3-8 – worked with teachers to co-teach lessons*

- c. Establish team protocols for looking at student work and benchmark assessments

*Ms. Kahn, in grades 3-8 – worked with teachers examining our students' state test writing, with next steps to be gathering and examining students' classroom writing samples for grade level teams to examine with standards rubrics.*

- d. Utilize teacher generated assessments for team analysis of student progress

*Ms. Kahn, in grades 3-6 - worked with teachers to help design classroom lessons that more closely align to standards and expectations. Ms. Kahn, in Kindergarten and grade 6 – worked with team to update curriculum maps, with next steps to be other grades updating/publishing curriculum maps.*

- e. Consistently utilize and promote Achieve 3000 for reading practice

*Ms. Kahn, in grades 3-8 – students consistently used Achieve3000, which made them more widely read in the area of non-fiction. Ms. Kahn in grades K-3 - incorporated Smarty Ants so teachers were able to identify specific decoding weaknesses and have additional tools to remediate.*

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- f. Refine and apply AIS program to ensure that all students achieve and reach high expectations

*Ms. Kahn in grades K-4 AIS - consistent program continued with tiers of service flexible enough to meet changing needs each quarter. Ms. Kahn in grades 5-8 AIS - implemented program with tiers of service ranging from Wilson to Just Words to Rally vocabulary, comprehension, and writing. Ms. Kahn in grades K-8 – AIS program works closely with the RTI framework.*

- g. Implement consistently 3-8 Wordly Wise – training and integrating vocabulary development

*Ms. Kahn in grades 3-8 – supported teachers in implementing the program this year, next steps should be for teachers to share best practices.*

- h. One book-One School -Bystander in Middle School

**Year End Update from K-8 Math Instructional Support Specialist, Mr. Mick Coleman:**

Mr. Coleman delivered in-class lessons and develop weekly review materials. On a daily basis, he reviewed and analyzed data to identify curriculum areas that need support. The data has provided valuable information in helping to identify teachers who are strong in certain areas. Based on this, they are matched up with teammates who may require additional support. These initiatives changed the culture of the teams as they understood their shared goal and worked together to create a collaborative assessment. More importantly, the iReady scores for math from the fall to the spring showed tremendous growth by every team under Mr. Coleman’s guidance.

Mr. Coleman developed a productive rapport with the teachers and administrative teams in both the elementary and middle schools. Teachers now know to seek Mr. Coleman out for additional support in the classroom and guidance on curriculum as well as the ever-changing assessment piece. Mr. Coleman also spearheaded the creation of two professional development courses with 100% teacher participation. He is regularly invited by NYSED to spend a week each summer reviewing state test questions. Mr. Coleman then brings this valuable information back to better serve our district.

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**3. Build curriculum around active learning strategies, such as problem-based learning, STEM and creative approaches to engagement.**

- a. Provide turnkey training in IDE (problem based learning) at the Middle School; beginning to introduce IDE at the High School.
- b. Examine world class learning (creativity and entrepreneurship):  
Community film-share: Most Likely to Succeed September 27, 2016
  - A second year of IDE is planned to begin in August with a cohort of 11 new teachers and a second year for the original middle school group,
  - The movie *Screenagers* was shown to parents and students to enhance digital citizenship goals.
  - The Arch for Kids program provided opportunities for students at the middle and high school in math and art classes to solve real world problems using math and science skills.
- c. Explore IB at the High School

**Mid Year Update:**

- Comprehensive Presentation by HS Principal at January Board meeting; staff involvement through visits to IB schools and committee work.
- All activities (a-e) have been initiated including the new Google Classroom project.

**Year End Update:**

- The IB application was submitted with expected response by June 15.
- d. Maker Space activities at the Elementary School connected to science and other subject areas (problem based learning).

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**Mid-Year Update:**

- All classrooms at the elementary school have scheduled time in the maker space working on science curriculum issues and a maker space club has become popular with students. There is a waiting list at this point.

**Year-End Update:**

- The Maker Space club ran for two semesters with full participation. The program is very effective and engaging at both the club and classroom level.
  - e. Designing authentic real world lessons that focus on content creation using digital tools.

**4. Enhance communications among staff members in order to strengthen authentic collegiality by sharing teacher experiences, skills, strategies, and successes. (Cross reference with Curriculum and Instruction/Communication)**

**Activities:**

- a. Working through PVFT mentoring process to develop a plan to encourage pair visiting and conversations about teaching process.
- b. Develop a structure for teachers to come up with ways to strengthen a culture of authentic collegiality
- c. Build in visiting time for new teachers (observe other teaching styles)
- d. Strengthen our co-teaching models through consultant coaching
- e. Develop coaching model among teachers and administrators

**Mid-Year Update:**

- This goal is in development mode. We have begun to strengthen our mentor model and consultant coaching is in progress. Our leadership team is building the “culture of authentic collegiality” through

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frequent interactions with staff and participation in team meetings, benchmarking sessions, etc.

**5. Integrate technology more effectively in curriculum to promote collaboration among students and staff.**

- a. Promote use of Google Classroom
- b. Find ways to incorporate social media in positive ways as part of the instructional strategy repertoire

**Mid Year Update:**

- Training in Google Classroom has been initiated and is reaching all staff. We have also deepened connections with social media.
- We will be moving our District mail to G-mail after the winter break.

**Year End Update:**

- The District has moved to Google Classroom including the G-mail platform. While this is an ongoing learning process, there is universal acceptance and growth in utilization by all schools. Students are comfortable with the Google platform as well, which allows sharing and collaboration on documents.

**6. With grade level and subject area teams of teachers, coordinators and administrators, examine system-wide analysis of data in order to inform instruction and increase achievement for all students. Actual tests will be used for review with teachers and teams.**

- a. Invite parents of students to meet and review state tests in order to design learning strategies and inform instruction to build success for students.

**Mid Year Update:**

- This activity is in process, and we are attempting to further parent understanding of the state testing protocol and the way assessment is used in the district. We will be holding a PTA meeting on this topic

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next month. We will have a presentation on the use of data at the February 23 Board meeting and have posters ready as well to encourage parents to permit their students to sit for the state assessments. All 3-8 teachers have reviewed student responses to the test questions and have created their benchmark assessments to address student needs.

**Year End Update:**

- We continue to bring data to teachers as part of the professional development and learning process. The new benchmark assessments will provide growth data that will be communicated to parents as well. This is particularly important as the state assessment refusal rate continues to be significant. There is a reduction in refusals at the elementary level, but continued concern expressed by some parents regarding use of computer -based assessments and reading programs. On-going dialogue continues. The new Director of Learning will be addressing these issues and curriculum goals connected to ELA assessment.

**7. Continue to build teacher leadership and human resource capacity to enhance social capital and improve instruction. Capitalize on new roles of instructional leaders/coaches.**

**Mid Year Update:**

- The K-8 instructional coaches are playing an integral role in teacher development. They are connecting with teachers in and out of the classroom and providing in-time professional development and team programs for instructional growth.

**Year End Update:**

- The instructional coaching has resulted in more consistent instructional discussions and classroom strategies to promote student success. Teams have met to look at data and student work to develop instructional strategies related to student performance.

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**8. Analyze educational effectiveness of newly revised master schedules for all students.**

**Mid Year Update:**

- There has been a great deal of work K-8 in developing a more responsive student schedule. Further work is ongoing and will be expanded in the following school year.

**Year End Update:**

- A new modified block schedule with some rotation has been developed for 2017-18. This will open up new opportunities for active learning projects and provide more flexibility for instruction. There will continue to be efforts to ensure a successful implementation, but the teacher schedules are near completion.

**9. Continue to improve communication and the sharing of resources between buildings, focusing also on the strengths of RTI Direct.**

- a. Work continues on horizontal as well as vertical alignment of curriculum and standards.
- b. Examine the structuring of PD/Collaborative time for teachers and between buildings.

**Mid Year Update:**

- This area is in development and we see the need for more assistance to strengthen the horizontal and vertical alignment. Consistency across grade levels has become more observable at the elementary and middle school due to our coaches, teacher leaders and administrators.

**Year End Update:**

- Work is ongoing in this area as we strive for assured learning experiences for all students. Team collaboration is a regular component of the middle and elementary schedule.

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**10. Continue to design and implement K-12 Technology Curriculum and Implementation to achieve consistency and common goals. Map out programs and goals for each grade level.**

**Mid Year Update:**

- The technology curriculum is in development as training proceeds this year.

**Year End Update:**

- The work on Google Classroom has created opportunities for more communication across the district. The technology committee has been active and the new Director of Learning will bring experience in instructional technology planning to the District.

**11. Support and promote the Growth Mindset model to motivate student effort and achievement.**

- a. Practice ways to provide student feedback district wide that builds growth mindset.
- b. Provide specific state test feedback to parents, with learning and test taking strategies.

**Mid Year Update:**

- This goal is intrinsic to our work, as we increase our challenges and supports for students. While not yet a consistent model, growth mindset reminders are seen in corridors and in conversations. Our math teacher, Mr. Mahoney, provided a workshop at a recent BOCES conference on his approach to the flipped classroom and the Growth Mindset. He has been a leader in this area in initiating the Freshman Foundations project.

**Year End Update:**

- The philosophy of Growth Mindset has continued to be published and discussed in the schools. Classroom activities included in the IDE

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model and in other project based learning initiatives provide opportunity for students to demonstrate effort and find alternative avenues for success. There is an awareness of teacher-talk that supports the growth mindset approach.

12. Examine student placement to promote maximum general education participation. Encourage students to persist through adversity, with grit and perseverance.

**Mid Year Update:**

- We have been actively involved in challenging students to opt for higher achievement standards. This process has identified our need for further support and more training for staff. We are providing both and looking for the best practice to expand student opportunities.

**Year End Update:**

- This is a challenging initiative that has resulted in much dialogue about the best ways to support students who seek more challenging involvement in classes. We have found that there are a number of mental health challenges that impeded the full access to general education. There continues to be a need for the more supportive structured classroom environments for students who are more fragile and require the active care of a small class and increased support. Ms. Doherty has been working with clinical staff and administration to develop a model that would best support students and families without resorting to out-of-district placement.

**13. Continue to explore options for later start time for the High School.**

**Mid Year Update:**

- There has been a thorough examination of this topic through a committee process and presentations. We are ready to launch the project and to include as part of our budget process. The plan also results in the development of a revised master schedule to impact all

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schools. A consultant will work with our administration on February 8 to further work on this very complex process.

**Year End Update:**

- Significant work has been done to research the later start implementation. Most recently, Ms. Intrieri and Dr. Wills attended a national conference on the subject. Materials, including a comprehensive research compendium, have been posted on the website. We will not be implementing the later start this September, but will meet with the committee in the fall, with a plan to attempt implementation in the fall of 2018. We will have prepared solutions to the problems and questions that arose this year, and plan to post bus schedules and athletic schedules for the parents and students to see by January 2018.

**III. Fiscal**

**1. Collaborate with district administrators and the Board to set fiscal goals for budgeting through partnership with instructional leaders to better understand that their educational goals need to be financially sustainable.**

**Mid-Year Update:**

- Met with all School District leaders and attended administrative meetings about scheduling and other educational goals. Worked on budgeting to meet and sustain those goals. Met with CAC several times and the District's Audit Committee to discuss District finances.

**Year-End Update:**

- Developed a plan based on the District's initiatives to combine and attain sustainable fiscal and educational goals for the 2017-18 school year within the constraints of a budget.

**2. Continue to do multi year financial planning - set goals to guide the budget process - how:**

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- a. evaluate instructional priorities
- b. cost analysis for big-ticket expenditures

**Mid-Year Update:**

- Created a multi-year Financial Plan in Powerpoint and presented it to the public. Used the financial plan to create the budget and stay on track with future priorities and look to the future for Capital planning.

**Year-End:**

- Presented a five year forecast and began talking about the importance of maintaining a fiscal balance of debt service and capital planning so expenditure fluctuation does not affect any sustainable educational goals in any one given year.

- c. Energy Performance Contract (Fiscal Standpoint)

**Mid-Year Update:**

- Met weekly with Con-Edison Solutions, Architects and District personnel through the planning stages and listened as well as contributed to the planning aspects of the eligible energy saving ideas.

**Year-End Update:**

- Proposed an Energy Performance Contract as a referendum, which was passed via the voters. The District will now receive an incentive of 10% in building aid over and above the aid that was earmarked for the project.

- d. New start time possible (transportation cost)

**Mid-Year Update:**

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- Contracted with a consultant to look at the fiscal impact of a later start time. Participated in meetings with staff, community and student body to explore the impact to students, programs and schedules.

**Year-End Update:**

- It was determined that more research was needed to find a better strategy in exploring what transportation schedules could make it fiscally feasible for taxpayers while keeping the scientific research in mind that shows why adolescents need to sleep later in the morning to have the most effective outcomes.
  - e. Town and school should keep lines of communication open especially share times when planning large and costly projects. Are there any shared services that we could participate in together to keep cost in check?

**Mid-Year Update:**

- Creating a Capital plan that will look at the needs of the District and the reliance for facility field and gym usage. Exploring the options of how the town and the school currently share spaces in order to accommodate the needs of the student athletes.
- Year End: On going. Now that the Energy Performance Contract has passed and the 2017-18 budget has passed I will begin working on some Capital plan ideas.

**3. Ensure timeliness and accountability for the budgeting process - how:**

- a. Plan meetings with CAC
- b. Plan meeting with building and department leaders
- c. Use Town Hall and Senior Center for a venue to highlight the budget
- d. Communicate budget meetings and agendas at Town board meetings, Senior Center and also through town and their communication resources. (2nd newsletter in the fall-

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“communications” to share annual audit results and fiscal updates as well as opening of school information).

**Mid-Year Update:**

- Used all of the above avenues to begin planning the budget for 2017-18. Currently working on a 2nd newsletter issue. Department budget presentations are scheduled for the BOE meeting throughout the months of February and March.

**Year End Update:**

- We were challenged once again to get the Budget Newsletter delivered within 6 days of the budget. Despite completing it in plenty of time and using first class postage the post office failed to get our newsletter delivered and a Postal investigation ensued. We met our goals by presenting the budget and visiting the Senior Center, attending Town Hall meetings, CAC meetings, Scheduled meetings with the building staff, video recordings with Eric Gross (reporter) as well as many budget discussions at Board meetings.

**4. Continue cross training business office staff to ensure coverage and backup - how:**

- a. Make a schedule for District/Business Office personnel
- b. Share ideas and staff priorities to understand everyone’s role.

**Mid-Year Update:**

- Cross training is taking place with inter-departmental employees. Such as payroll and the District Accountant, BOCES accounts and coser detailed expense reports shared between employees to crosstrain. This has enabled department employees to understand the importance of each other’s jobs and how all of their tasks are related. Monthly meetings have taken place to share ideas and more efficient ways to complete tasks. The department also met with other offices throughout the District to improve communications.

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**Year-End Update:**

- On Going. The Business Office staff has a healthy relationship and always keeps the crucial connections between each other at the forefront of their daily responsibilities. We meet about every 6 weeks as a team to discuss upcoming challenges and schedules and we plan on meeting with all District main office employees at the end of the school year to keep the lines of communication open and productive.

**5. Continue Professional Development to keep in line with best business practices.**

**Mid-Year Update:**

- Continuing classes to obtain Bachelor's degree. Attended education Summit with NYSASBO in November.

**Year-End Update:**

- Continuing classes to obtain Bachelor's degree and will be attending NYSASBO summit this June to collaborate with colleagues in other Districts and keep on top of best business practices.

**6. Continue to recognize the state guidelines as well as the audit report from the Office of the State Comptroller as we make fiscal decisions.**

**Mid-Year Update:**

- Take into account the Comptroller's recommendations when making fiscal decisions for the 2017-18 budget. Use NYS guidelines at all times to make financial decisions and reference NYS Ed Law at all times.

**Year-End Update:**

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- On Going.

**IV. Human Resources**

**1. To increase diversity that is more representative of our community**

**Mid Year Update:**

- We belong to the BOCES Action Network to promote our connection to districts and networks with access to more diverse candidates. Participating in bilingual and diversity job fair on Thursday, Feb. 9.

**Year End Update:**

- A continued relationship with the Action Network has allowed us to have opportunities to communicate with other local school administrators, which has provided us opportunities to connect with various faculty and staff for the purposes of hiring.

**2. To further redefine the hiring and exiting procedures.**

**Mid Year Update:**

- Continue to improve our hiring models, moving to an electronic system to expedite consistent hiring procedures and forms. We use the exit interview process regularly with employees who leave the district.

**Year End Update:**

- We continue to work with Frontline to develop technology-based procedures for evaluations and professional development opportunities. The new TA position created an opportunity for us to implement a new evaluation tool, which has been added to MLP. Because there are so many different CSEA positions and evaluations, those evaluations will be moved to MLP, too. We have used the Google platform for to apply and keep track of all stipend positions, Extended School Year positions and Kindercamp applications.

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- The Google platform is also being used when a position is filled; the form is filled out and it is routed to various people at each stage of the process. We currently use it for notifying and collecting necessary items when employees leave, but we will soon use it for the exit interview. This summer we will create a Google form for administrators to use when they need additional positions (i.e., 1:1 aide after school, extra speech sessions, monitor positions, etc. This is being created so we can evaluate our needs from year-to-year and report back to the Board.

**3. To implement and monitor FMLA procedures.**

**Mid Year Update:**

- Presented to all faculty members the FMLA process and procedures and continue to refine the system for our staff.

**Year End Update:**

- The FMLA process and procedures were presented at faculty meetings and with the CSEA unit. Building secretaries were trained on the procedures. Because each FMLA request is different each case is handled individually, but the process itself has been working.

**4. To train, monitor, and recruit substitute teachers.**

**Mid Year Update:**

- Continue the process throughout the year; still working on a way to train beyond the new handbook we created.

**Year End Update:**

- The recruitment of substitute teachers has been difficult, which is problematic in the region. The sub handbook was created and

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reviewed at each interview. However, because of the feedback from the buildings I will hold two professional development workshops a year to review pertinent topics (safety, confidentiality, etc.) In addition, I will analyze and report back to the building administrators and Dr. Wills regarding the reasons for difficulty filling substitute positions this school year. For example, if kindergarten screening and AP exams are scheduled on the same day it can create difficulty filling substitute positions. The goal is to examine the needs and make recommendations to avoid having difficulty filling positions.

**5. Provide more regular feedback to non-instructional staff to improve performance.**

**Mid Year Update:**

- Continue to support and provide feedback to our non-instructional staff, while creating the first teacher assistant cohort and building their skills and strategies in the classroom.

**Year End Update:**

- An evaluation tool was identified for the Teacher Assistants and the first formal Professional Development opportunity will be held on June 23, 2017. The Teaching Assistants will be acclimated to the new evaluation tool and attend workshops over the summer to build their skills as teaching assistants.

**V. Operations, Technology and Transportation**

- 1. Explore a plan for later start at the high school as part of the effort to ensure a positive and productive learning environment. Determine whether this change would be truly educationally beneficial for the high school students and analyze impact on other students. (Cross reference with curriculum and instruction).**

**Year End Update:**

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- Completed.

a. Work with transportation consultant to provide a practical plan to transport students safely and efficiently using two runs or another approach to be determined with committee.

**Year End Update:**

- Completed. Draft bus runs have been completed for 2018 pilot program.
- b. Form a representative committee to examine all potential options for a later high school start and begin implementation process. Decision would be targeted for January 2017 for implementation in September 2017.

**Year End Update:**

- Completed. After further discussion by the Board, a 2018 pilot program implementation is planned.

**2. Continue to develop an Energy Performance Contract with the goal of project commencement in Spring 2017 assuming State Education approvals.**

**Mid Year Update:**

- Completed.
- Estimated energy savings from EPC will be \$384,000 yearly. All infrastructure improvements to be completed at no additional cost to the taxpayer. Plan will be sent to SED in March for approval.

**Year End Update 5/22/17 –**

- Plans have been sent and voters approved referendum, which will bring us an additional \$600,000 over 15 years.

**3. Implement the Google Education platform in all buildings.**

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**Mid Year Update:**

- In Process.
- Consultant has been scheduled through the year to all staff in all buildings. Present initiative is to create consistent “splash pages” as a parent portal to student homework and subject material.

**Year End Update:**

- All splash pages have been done at all 3 schools and are active on District website.

**Mid Year Update-Gmail:**

- Next initiative for February is the transition from Zimbra to Gmail for the District. Training will be held prior to Winter Break with cutover right after President’s Day.

**Year End Update-Gmail:**

- Complete.

**4. Implement installation of technology infrastructure as outlined in the District’s Smart Bond project initiative.**

**Mid Year Update:**

- We are still waiting to hear from the State as we are still under Expenditure Review as of this update.

**Year End Update:**

- 5/22/17 - We are now at the last step for the Smart Bond Project, which is with the Review Board.

**Mid Year Update (Chromebooks):**

- We will be piloting a Chromebook initiative at the MS during the second semester.

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**Year End Update (Chromebooks):**

- This pilot was done in Ms. Dreesen's and Ms. Gallelo's classes and has been received favorably. Next steps will be discussed with Dr. Luft once he starts.

**5. Continue to monitor and improve the security systems in the District.**

**Mid Year Update:**

- Ongoing. As the budget allows, we are replacing all the old analog cameras with new digital units.
- Additional initiatives include the Rapid Responder program. We are the first school district in the area to implement this program which ties the schools, Sheriffs, State Troopers and Fire Departments together through a web based program. We are expecting this to go live sometime in late February/early March.

**Year End Update:**

- System implementation is complete.

**6. Continue "Green" initiative in District.**

**Mid Year Update:**

- Ongoing. Estimated energy savings from EPC will be \$384,000 yearly.
- Curriculum involving the EPC initiative will be developed with the help of the Center for Environmental Education.
- New initiatives include the Outdoor Classroom at ES

**Year End Update:**

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Completed--

- Composting at the MS/HS
- 6 raised bed gardens at the ES
- Development of a raised bed garden at the HS with the Environmental Club and the Cornell Cooperative Extension (in process).

**7. Review the Five Year Plan and relationship to Capital Reserve Fund**

**Year End Update:**

- Ahead of schedule--Many projects slated through 2018 as previously documented are already completed. Most of the remaining items from the 5-year plan will be completed as part of the EPC. Additional 5-year plan items will be done concurrently with the EPC scheduled work.
- Discussions on future projects that align with Capital Reserve Fund need to begin now in order to obtain State approval and aid.

**VI. Athletics:**

**1. Streamline athletic procedures and processes to enhance communication and organization among all stakeholders.**

- a. Review and revise PVHS academic eligibility process with PVHS admin and faculty.

**Mid Year Update:**

- Policy and meetings have been effective. Responses from students have been positive.
- Face to face meetings with each student athlete weekly help to make the process personalized. We have made accommodation adjustments and the monitoring/ personal nature helps to ensure no one falls through the cracks. I have seen increased effort and the teachers have reported that the monitoring is working as intended.

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- b. Implement the new Family ID program to clear students for academic play.

**Mid Year Update:**

- Implementation complete. Season two about to begin registering on February 13th.
- c. Collaborate with athletic secretary on revising and updating athletic procedures.
- Continual development of streamlining in house procedures and division of workload. Modified coaches report weekly to MS and athletics for scheduling purposes. Effectively cutting out duplicate steps. This collaboration is a focus as we continually look to increase efficiency throughout the department.
- d. Review coaching evaluation process to potentially include more input from students.
- Reviewed different surveys and coach's self-assessments. This is still under review at this point as to effectiveness and efficient data collection and analysis.

**2. Promoting a culture of sportsmanship and positive school spirit**

- a. Collaborate with PVHS principal on new costume for Tiger and kick-off ceremony.
- Complete. Great success! The event was great for kids. Everyone in attendance had a good time. There were many thanks and from parents that the event was positive and appreciated.
- b. Continue to develop positive relationships with neighboring school districts
- Always ongoing. This year we have worked closely with a few other districts to build relationships that benefit our kids. There have been

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successful mergers created, educational opportunities and re-establishing positive community relations.

**3. Promote health and safety**

- a. Continue collaboration with Facilities Director to maintain facilities and plan future athletic projects.

**Mid Year Update:**

- Currently investigating a floor project for the HS fitness center.
  - New signage being created for gymnasiums and fields.
- b. Continue to evaluate existing initiatives, such as Impact Testing.

**Mid Year Update:**

- ImPACT testing is centralized through the ATC (athletic trainer).