



Nanuet Union Free School District

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District Goals 2020-21

How Have Things Changed?



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Goal #1 - Improve Academic Performance of All Students in Meeting or Exceeding Next Generation Learning Standards

Goal #2: Implement System-Wide Improvement Strategies that Focus on Achieving the District Mission



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Changes to K-12 Assessment

- Administration of online assessments (i.e. RAZ benchmarks, aimswebPLUS, IXL, etc.)
 - RAZ Benchmark consists of many components including a virtual running record, comprehension check, re-tell, etc.
- Students in the virtual are taking assessments online
 - Teachers are monitoring students in the virtual while they are taking assessments
- Content area assessments are continually being reviewed to determine their effectiveness in the hybrid and/or remote learning environments
- Many assessments are being amended to include more PBL based assessments (“show what you know”) using our learning management systems

Continued Focus on Subgroup Performance as per ESSA Regulations

- Data from assessments will be continually reviewed to identify gaps, areas in need of improvement, etc.
- Specific subtests are being given to students who are at-risk (i.e. ORF)
- Students are provided with remediation, student support services, ENL services, etc. as needed
- Tier One interventions have ballooned in the classroom to address issues specific to the “COVID slide”



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Edit and adjust K-12 curriculum maps of each subject taught in the virtual and hybrid platforms so they provide an accurate and detailed framework of expectations for all students.

Essential questions asked by our K-12 Curriculum Committees:

- 1. What were the skills, concepts, and standards that students needed to learn during the closure (March - June)?**
 - Review of spring curriculum maps to determine which standards need review
 - Survey teachers regarding content covered/missed
- 2. Did students learn the skills, concepts and standards during the closure?**
 - Development of teacher created, curriculum based assessments (in addition to universal screeners used in September) to determine proficiency
 - Work with cross curricular teams to ensure students have the skills needed for new content mastery
- 3. What is 2020-2021 going to look like based on the above and how do we communicate the adjustments to teachers?**
 - Use vertical articulation with next grade level to share lessons to eliminate gaps (scope, sequence, pacing)
- 4. What are the necessary Tier One supports that we need to assist with closing gaps in learning?**
 - Develop “School Recovery” plans that identify materials, resources, instructional approaches to address weaknesses
 - New software programs to address ELA and math gaps (Reflex Math, Success Maker, expansion of RAZ-Kids)



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Essential questions asked by our K-12 Curriculum Committees:

5. **Do we need to improve our learning management software to efficiently and effectively communicate with students?**
 - Shift from use of Google Classroom to the use of SeeSaw (K-4) and Schoology (3-12)
6. **What kind of professional development do we need for teachers and administrators that link technology innovations to sustained improvements in teaching and learning?**
 - Teachers and administrators still attending professional development at Rockland BOCES, PNW BOCES, RBERN, etc. to improve their practice and our curriculum
 - Weekly meetings for targeted grade levels and content area teachers using districtwide, in-house, virtual offerings that support blended hybrid learning



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Sample Topics from Other Professional Development Opportunities:

- Providing **feedback** in the online environment
- **Pacing curriculum** in the online environment
- **Performance assessments** and remote instruction
- Maintaining **academic rigor** in the remote learning environment
- Building **executive functioning** in the remote environment
- **Supporting ENL and special education students** in the virtual classroom
- Providing **specially designed instruction** in the remote environment
- **Improving building and district level leadership** in the remote environment
- Building **culturally responsive teaching** in the remote environment
- Improving **mental health/trauma/social-emotional awareness and instruction** in the remote environment



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Sample Topics from 6 Module Framework for Professional Development ([Syllabus Presentation](#)) (provided in-house to teachers)

- Explore the Building Blocks of a Blended/Online Lesson
- Formative Assessment Strategies
- Differentiation in a Hybrid Model
- Student Agency
- Synchronous vs. Asynchronous Instruction
- Asynchronous Instruction–Tips for Creating Strong Video Content & Engaging Students Around that Instruction
- Flip & Engage–Design a Three-Part Flipped Lesson [Flipped Classroom Example](#)
- Synchronous Instruction with Video Conferencing
- Designing Dynamic Discussion Questions
- Checking-in and Feedback
- 5Es Learning Experience (Engage, Explore, Explain, Elaborate, Evaluate)
- Choice Boards



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Improve the operation, communication, and efficacy of our virtual and hybrid learning platform

- Shift to more advanced learning management systems (Schoology, SeeSaw)
 - Allows organization of the live, hybrid, and all virtual students
 - Teachers can create differentiated content and assessments (test accommodations can also be delivered)
 - [Schoology in World Language](#)
 - Students can view and manage their time using a calendar (i.e. alerts for upcoming and overdue assignments, etc.)
 - Students can communicate directly with teachers and teaching assistants regarding assignments
 - Teachers and students can now monitor workload (view of assignments due in other classes)
 - Teachers can collaborate and share content across courses and grade levels
 - Administrators and teacher leaders can view all classes, course content, etc.
 - Allows for a seamless transition to all virtual learning in the event of a COVID related quarantine or closure



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Improve the operation, communication, and efficacy of our virtual and hybrid learning platform

- All students have a Zoom/livestream schedules across the District, including on Wednesdays
 - Students follow daily schedules while at home and are expected to attend all livestream lessons
 - Whole group instruction (including special area instruction in the elementary grades)
 - 1:1 and/or small group instruction when needed
 - SEL lessons (RULER, Open Parachute, Word of the Month, etc.)
 - Special education/ENL services being delivered (i.e. related services, Consultant Teacher, etc.)
 - Office hours and opportunities to meet with students for extra help



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A major priority for Nanuet is to provide project based learning opportunities to students. Project Based Learning training has influenced our teachers to rethink timelines of assignments, demonstration of knowledge, improving feedback opportunities and rubrics, and increasing collaboration opportunities.

Project Based Learning Components (Engagement, time management, multiple standards, multiple types of assessment, student centered)

- Project Ideation
- Project Rubric
- Entry Event
- Project Calendar
- Project Management Strategies
- Critical Friends Feedback

Example:

- Elementary science students are presented with Choice Boards that allow them to choose how they will demonstrate what they learned in a unit.
- Secondary students work together to do a collaborative timeline leading up to the American Revolutionary War. This is accomplished by pairing up students in school and at home working together in Zoom breakout rooms and through shared docs.



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Another major priority for Nanuet is to continue our focus on college and career readiness skill development:

- College and career readiness is still a major focus
 - 7th grade students will take an Interest Inventory in Home and Careers using “Career Cruising”
 - 8th grade students will be enrolled in Naviance again this year and take the “Do What You Are” assessment
 - College students will again be coming to talk to 8th graders (in small groups) about their college experiences and specifics about their majors and potential career choices
 - At the middle school, community service will again be led by our student council
 - High school is analyzing the *Participation in Government* citizenship activity (community service)
 - High school has added the Guidance Department to Schoology to communicate important information, timelines, forms, etc.
 - Grades 9 through 12 are utilizing Naviance as a resource for exploring college and career readiness
 - 10th and 11th graders will complete the Strengths Explorer and Career Interest Profiler to develop personalized college and career readiness plans
 - Guidance department is actively working with our students on college admissions process
 - Virtual Zoom college visits to help student navigate through this challenging time
 - Many colleges are waiving their standardized requirements this year



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Another major priority for Nanuet is to focus on access and equity so ALL students can achieve our District's mission.

- We have transitioned to 100% free and reduced lunch to support all families in these trying times
- Individual devices (Chromebooks) have been distributed to all students (1:1)
- “Hotspot” wifi devices are also provided for families with a lack of internet access
- District counselors, psychologists, social workers, teachers, administrators etc. are supporting families daily
- Our FRC is actively supporting our families who are struggling due to Covid-19
- Partnership with *Facing History and Ourselves (grades 7-12)*
 - Improves students’ historical understanding, critical thinking, and social-emotional learning
 - Allows students to explore the complexities of history, make connections to current events, and reflect on the choices they confront today to consider how they can make a difference
- Clubs and interscholastic activities that are able to continue in a hybrid model are underway



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Goal #3 – Strengthen Parent and Community Support for the District



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- **DISTRICT**

- Expand communication strategies for reaching District stakeholders as things relate to the pandemic, the learning platforms, and health and safety (SM, K-12, Schoology, District and School-level Google docs)
- Stream and record all Board of Education Meetings to invite a deeper level of community participation
 - Utilize a digital “Open Forum” Google doc to hear feedback and answer questions on a consistent basis
- Collaborate with Rockland BOCES to plan a Communications and Public Relations strategy to focus on updates related to Covid-19 and The At-Home Learning Platform (Reopening Video, LOHUD article on safety, LOHUD article on Hybrid Learning Platform, video updates, etc.)
- Utilize communication strategies to update the community on the District calendar each month
- Once decisions are made by the administration related to changes or phases, the utilization of family surveys have been and will continue to be developed (transportation, learning environment, phasing in new structures, etc)



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- **SCHOOL LEVEL**
 - Offer a very “grassroots” approach to community connections
 - Principals and teachers have been making extensive efforts to speak with individual families to ensure that the message of empathy, kindness, and partnership are the overarching tenets in this pandemic.
 - “Coffee Talk” presentations and building level reopening team meetings are hosted by our Principals (Back to School Night, Meet the Teacher, and other important “check-ins” or surveys)



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- **COMMUNITY**

- Parent University will take place the first Wednesday of every month (10 AM and 7PM) with district social workers.
- Parent needs will be elicited and additional resources/speakers/presentations planned based on parent feedback
- Find new ways of connecting and supporting our community partnership groups (i.e. Nanuet Family Resource Center, Nanuet Chamber, Nanuet-West Nyack Rotary, Black and Gold Club, PTA, Nanuet Music Partners, etc.)
 - Helping our partners digitally fund raise and maintain a strong presence in a virtual environment.



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Goal #4– Improve School Facilities, including Health and Safety Measures, and the Fiscal Stability of the District



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- Reinvent classrooms and facility norms to reflect the guidance provided in the Covid-19 Reopening Plan
- Review cybersecurity issues to continue to strive for continued security of our technology infrastructure.
- Through committee work, continuously update, adjust, and improve both the physical structure of our facilities and also the procedural aspects of campus management
 - District Level and school level committees meet weekly, Operoo, hot spots, device management, etc.



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- Provide the school community with the proper PPE in an efficient and effective manner
 - Manage a system of inventory and sound ordering processes
- Increase measures that improve the safety and security of our facilities (ventilation, air purifiers, outdoor seating, etc)
- Provide safe and efficient drop-off and pick-up accommodations for driving families



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- Adjust for infrastructural needs but continue to plan for the long term future (5-Year facilities and building survey)
- Strategic budgeting to offset the increasing costs of Covid-19
- Advocacy at the state and federal level for for aid and pandemic reimbursements (CARES/FEMA - LHCOSS/ASBO)