



# COMMACK UFSD: BOARD OF EDUCATION PUBLIC MEETING

JANUARY 10, 2019

# COMPLETED AND UPCOMING MEETINGS

October 18, 2018

- Policy Workshop

November 18, 2018

- BOE Meeting
- State of the District: Summary of Related Actions for All BOE Goals; Plant & Facilities - State of the District Presentation (incl. Security)

December 13, 2018

- BOE Meeting
- State of the District: Elementary Instruction - State of the District Presentation

December 20, 2018

- Policy Workshop (Rescheduled from Nov. 15)

January 10, 2019

- BOE Meeting
- State of the District: Secondary Education - State of the District Presentation; Communications Steering Committee Presentation

January 24, 2019

- Policy Workshop

**Policy Review Completed**

Date TBD

- BOE Retreat

February 28, 2019

- BOE Meeting
- Technology, Athletics, Etc. - State of the District Presentation

# TONIGHT'S AGENDA

Secondary Education:  
State-of-the-District

Update on  
Communication  
Planning

Various  
Committee Updates



# BOARD OF EDUCATION GOALS AND RELATED SUPERINTENDENT GOALS IN THE AREAS OF:

## Board Goals

Curriculum, Instruction, and Assessment

Finance and Operations

Communications

Board Policy

Advocacy



## Superintendent Goals

Curriculum, Instruction, and Assessment

Finance and Operations

Communications

Board Policy

Advocacy

## BOE Goals

Support the development and on-going enhancement of a well-balanced, developmentally-appropriate curriculum that allows all students to be prepared to accomplish their individual goals.

Provide for an education in which all students can learn the social, emotional, academic, and physical competencies in an environment that is as safe and as healthy as possible.

Continue to ensure that all students have access and opportunity to engage in diverse curricular and a multitude of extracurricular activities.

Provide opportunities for the staff to engage in continuous and diverse professional development activities that translate to enhanced teaching and learning for all students.



# SECONDARY EDUCATION: STATE-OF-THE-DISTRICT

**EXCEEDING STATE REQUIREMENTS WITH A BALANCED EDUCATIONAL PROGRAM:  
*SELF-DIRECTED, PERSONALIZED PROGRAMS AND COURSES OF STUDY***



# SECONDARY EDUCATION PROGRAM HIGHLIGHTS OVER THE YEARS

## Tonight's **Highlighted** Related Actions

- Project-Based Learning
- The Humanities Program
- High School Exit Data

“In Commack, we build our Balanced Educational program **purposefully**.

Our Balanced Educational Program is built with **student interest, teacher strengths, and research**, in mind. Further, our programs are designed to support **increased academic achievement** as we define it.”

-Dr. Donald A. James  
Superintendent of Schools

## A Few Examples...

Jan. 2018

Wilson Tech,  
Work-Based Learning,  
Special Education

Dec. 2017

Middle Years Program,  
Enrichment, Teaming,  
Grade 6 Math, PLTW,  
Geometry, Art/Music

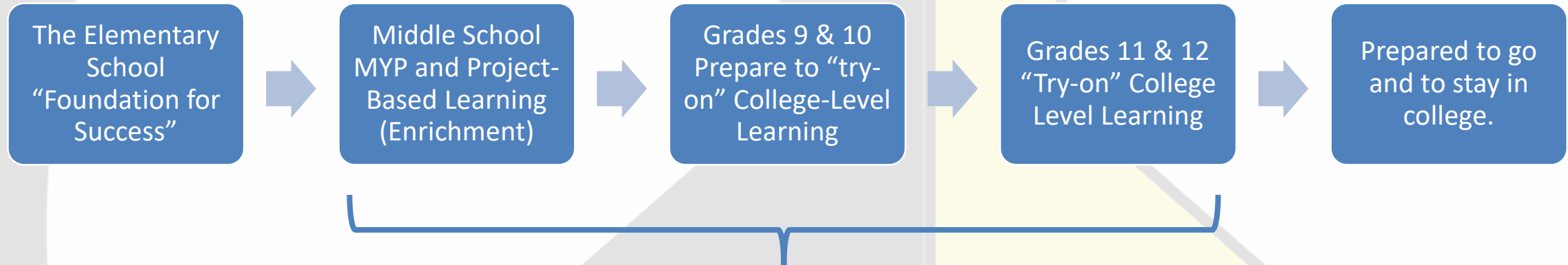
Jan. 2017

High School Assessment  
Protocols and High School  
Graduation Special  
Education Pathways

Nov. 2016

Robotics, Humanities,  
STEM, Special Education

# THE EDUCATIONAL PROGRAM CONTINUUM



## The Secondary School Program:

A **Balanced** Educational Program that provides each student with **access and opportunity**. At the core of the success of this program is **Project-Based Learning**.

Students learning through **PBL retain content longer and have a deeper understanding** of what they are learning.  
(Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)

In specific content areas, **PBL has been shown to be more effective than traditional methods** for teaching math, economics, language, science, and other disciplines.  
(Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)

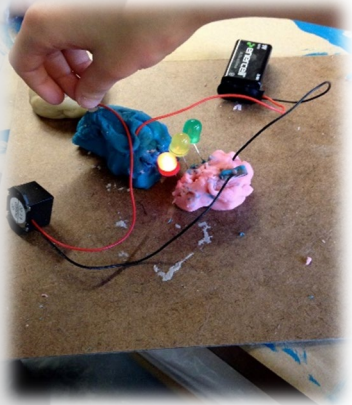
The Secondary Education Program:  
Exceeding State Requirements with a Balanced Educational Program:  
*Self-Directed, Personalized Programs and Courses of Study*



College-Level Courses with College-Credit Earning Opportunities	Pre-IB, Pre-AP, and Enriched Courses	The Humanities	Television & Radio Studio and Programs
Fine Arts, Music, Business, & Technology	School-to-Work, Technical and Business Training, and Internships	Electives (Robotics, Dance, Mysteries of the Universe)	Research Across the Curriculum
Wilson Tech Program	IB, AP, & PLTW	SEL Programs	Honor Societies, Athletics, Clubs



# PROJECT-BASED LEARNING AT COMMACK MIDDLE SCHOOL



Conductive Playdoh



Online Research  
to Create an Argument



Writing  
“Broadcast” Code



Creating 3D Art  
Connected to  
Social Issues  
Researched in  
*The Writers  
Workshop Course*



Writing an Authentic Piece  
of Literacy  
(collaboration with  
students in Vietnam)



Building Cell Phone  
Speakers in Tech.



Creating Original  
Media Projects  
(scripting, filming,  
acting, and editing)



Enhancing School  
Climate and  
Culture through  
Affirmation  
Projects

## Research Corner:

Boaler (2002) compared student mathematics achievement in two similar secondary schools, one using traditional instruction and the other using project-based instruction. After three years, **students in the project-based-learning school significantly outperformed the traditional-school students** in mathematics skills as well as conceptual and applied knowledge.



# PROJECT-BASED LEARNING AT COMMACK HIGH SCHOOL



Hands-on First Aid Learning with  
the Commack Ambulance Corp  
(Future Health Professional Club and  
College Sports Medicine)



Life Skills Science:  
How Compost Recycles  
Organic Materials



Geometry Taught with  
Real-Life Application



Computer Programming  
and Robotics



Engaging with Professional  
Policy Researcher Regarding  
21<sup>st</sup> Century Social Issues



Hearing from Professional  
Engineers the Skills Needed  
to Succeed in the Profession

## Research Corner:

In PBL done well, students not only find themselves needing to use college- and career-readiness skills; they are explicitly taught them, assessed on them, and asked to **reflect on their growth** in them.

Students who graduate from school systems in which they have completed multiple projects over the years will have had **many more opportunities to gain these skills**, and systematic support in doing so, than students who have had only scattered or unfocused opportunities (Lamer, Mergendoller, & Boss, 2015).

# PROJECT-BASED LEARNING: SOCIAL STUDIES PROGRAM

## Benefits of PBL in the Social Studies Classroom

Demonstration of learning in a non-traditional assessment format

Combines historical content and literacy skills

And, more

## Continuum of Learning in the Social Studies Curriculum

Students in the early secondary grades learn that multiple perspectives of history exist.



Students in the later secondary grades analyze differing historians' interpretations and evaluate the value and limitation of sources.

### 8<sup>th</sup> Grade – Cold War Newscast

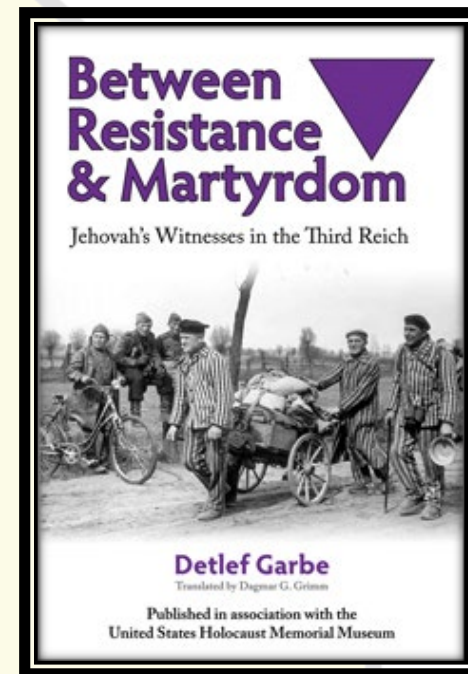
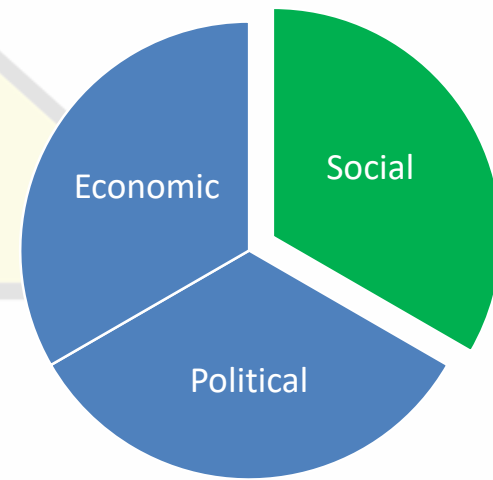
- Reports from the American perspective
- Reports from the Soviet perspective

### 12<sup>th</sup> Grade – IB History

- Dr. Jeziorski

## Life under Authoritarian Rule

- Students will **take on the role of a history professor** and create a lesson to present to a class on the impact of the policies of the Third Reich on German society. Students are given choice in selecting a topic.
- In addition to **presenting historical content** on the topic, the students also include at least two historians (name and title of work) and their interpretation and thesis on the topic.



# PROJECT BASE LEARNING IN SOCIAL STUDIES

PBL Supports  
Critical Thinking

What is the role of the historian?

What methods do historians use to gain knowledge?

Is it possible to describe historical events in an unbiased way?

What is the difference between bias and selection?

Who decides which events are historically significant?

To what extent does studying history help us to better understand ourselves in the present?

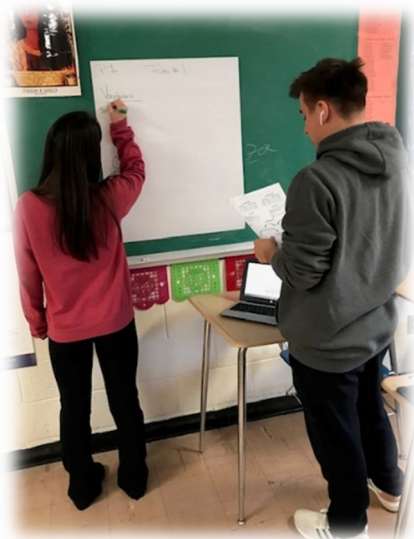
What is the role of individuals in history?

How does the context within which historians live affect historical knowledge?

By addressing these questions, students use **history as a tool to further their critical thinking and literacy skills**. While few students will become professional historians, many students will enter professions that require them to **utilize a variety of sources to create a comprehensive understanding of a topic**.



# PROJECT-BASED LEARNING: WORLD LANGUAGE PROGRAM



# PROJECT-BASED LEARNING: ENGLISH PROGRAM

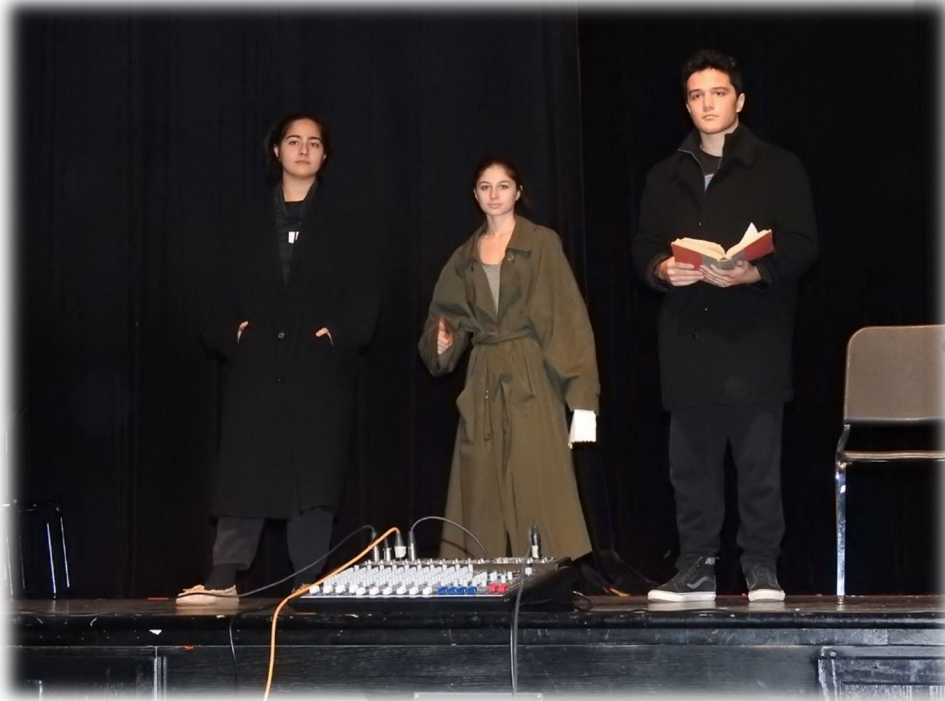
## Hamlet Fest

The IB Hamlet Festival is a day of William Shakespeare's *Hamlet*, performed by students of IB English 12 Literature.

Students study *Hamlet* through the lens of actors and directors, learning about elements of theatre such as stage direction, scene blocking, and stage "business."



# PROJECT-BASED LEARNING: ENGLISH PROGRAM



The self-directed process for students includes selection of scene and group members.

Students are evaluated through a written prospectus (the goals for the performance) and reflection (a discussion of how the performance went).



QUESTIONS FROM THE BOARD OF EDUCATION?



# *The Senior Walk 2018: A Journey Through Time*



ACADEMIC ACHIEVEMENT AND POST-SECONDARY PLANS:  
THE CLASS OF 2018



# REPORTING BY CLASS

Why Report by Class?		
No Class of Students is the Same	No Two School Years are Alike	Classes Can Be Exposed to New or Changing Variables (i.e. Common Core Regents Exams or Graduation Requirements)

## Data Analysis looks for:

- Patterns
- Trends
- Reasonableness/  
Statistical Insignificance  
(e.g. 0% to +/- 5% change)
- “Red Flags”  
(e.g. Greater than +/- 5% change)

## CONGRATULATIONS TO THE THE CLASS OF 2018



# MEET THE CLASS OF 2018

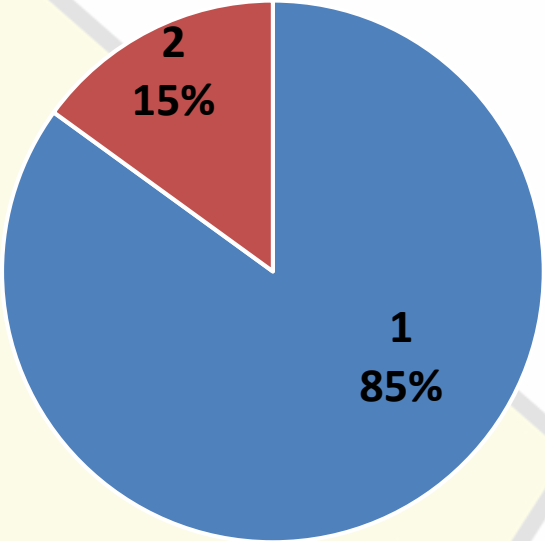
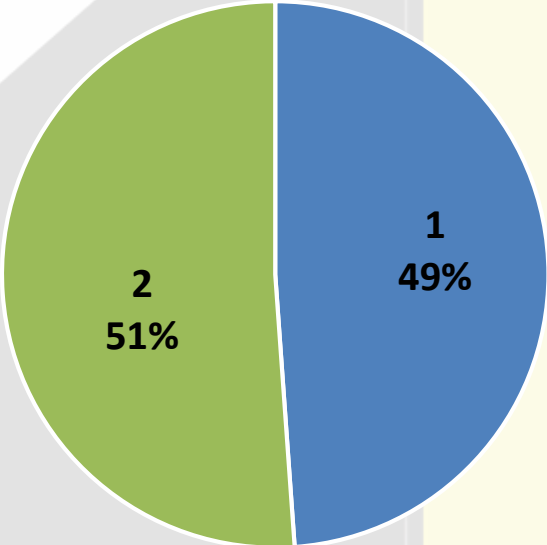
## Class of 2018

### **Class of 2018** **Demographic Statistics**

#### 573 Students

- 293 Females
- 280 Males
- 487 General Education Students
- 86 Students with Disabilities
- 3 English Language Learners (ELLs)
- 75 (13%) Economically-Disadvantaged (ED)

Note: The number of economically disadvantaged (ED) students attending Commack has increased over time. Three percent (3%) of the Class of 2010 included ED students.



# CLASS OF 2018: GRADUATION STATISTICS AND DIPLOMA ACHIEVEMENT

## Class of 2018 Graduation Statistics

560 (98%) Students Graduated\*

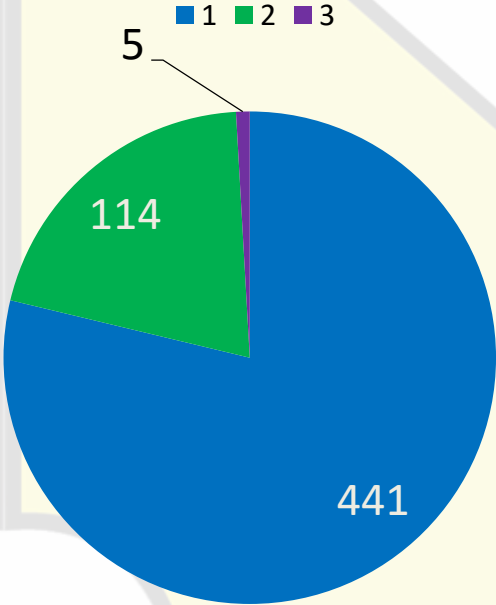
- 441 (79%) Regents Diplomas with Advanced Designation
- 114 (20%) Regents Diplomas
- 5 (1%) Local Diplomas
- Other
  - 11 Still Enrolled (9 SWDs, 1 Late Graduate, and 1 student arrived in the US in 2017 and enrolled in an outside program)
  - 1 Dropped Out (Special Circumstance)
  - 1 Transferred to “GED” Program at Wilson Tech and earned an equivalency diploma

Note: “Other” do not count towards graduation rate

*“Our aim in Commack is to prepare every student for whatever they want to achieve when they leave our schools.”*

*-Dr. Donald James*

## Diploma Achievement: Class of 2018



\*As of June 30, 2018

# CLASS OF 2018: SPECIAL EDUCATION GRADUATION STATISTICS

**92% of all SWD at CHS Graduated with Either  
a Regents or Advanced Regents Diploma**

**Total # of SWD graduating or aging out from CHS: 87**

<b>Credential</b>	<b># of Students</b>
Skills and Achievement Commencement Credential (SACC) Previously IEP Diploma	1
Career Development and Occupational Studies Commencement Credential (CDOS) as a standalone credential	0
Local	6
Regents	54
Advanced Regents	26

# 2018 GRADUATES EARN THE NYSED SEAL OF BILITERACY

## The Seal of Biliteracy:

Encourages the study of languages

Identifies high school graduates with language and biliteracy skills for employers

Provides universities with additional information about applicants seeking admission

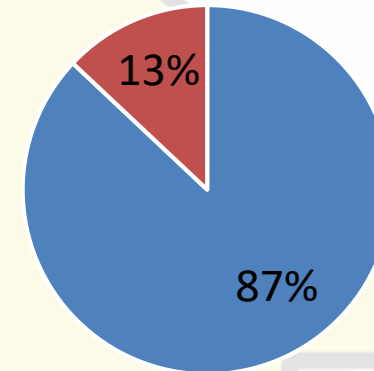
Prepares students with twenty-first century skills

Affirms the value of diversity in a multilingual and global society

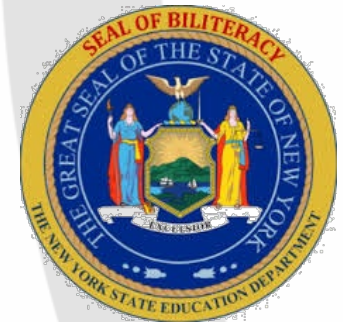
## NOTE:

The Class of 2018 is the second class eligible to receive the Seal of Biliteracy upon graduation.

Of the Class of 2018, 198 graduates pursued the Seal of Biliteracy and 135 were awarded.



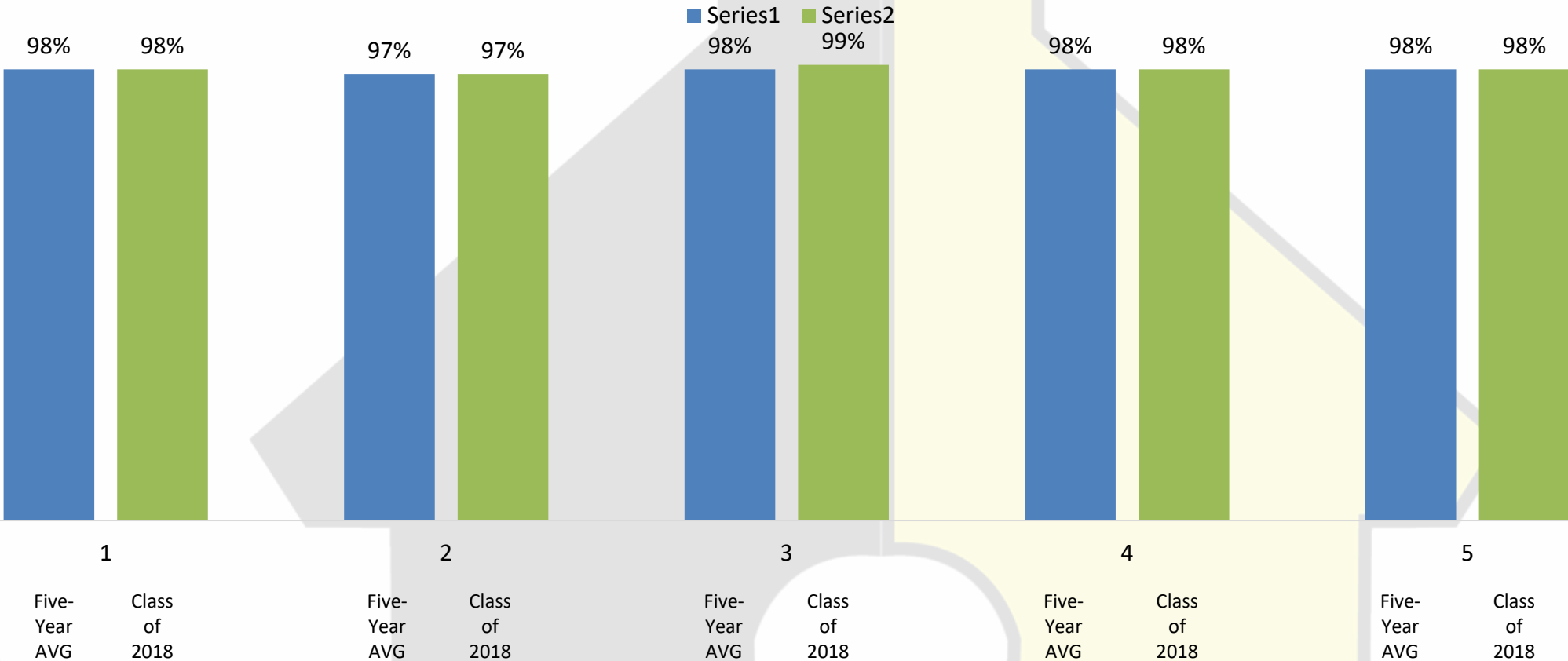
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# COMMACK HIGH SCHOOL: CLASS OF 2018 REPORT

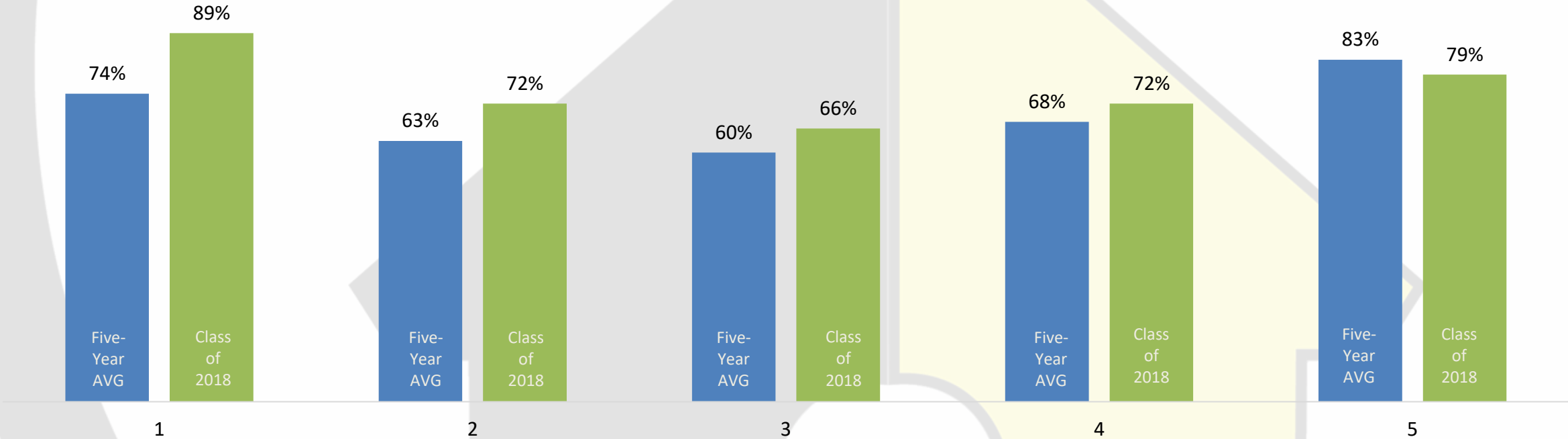
## Regent Passing Rate (65+)



# COMMACK HIGH SCHOOL: CLASS OF 2018 REPORT

## REGENTS MASTERY RATE (85+)

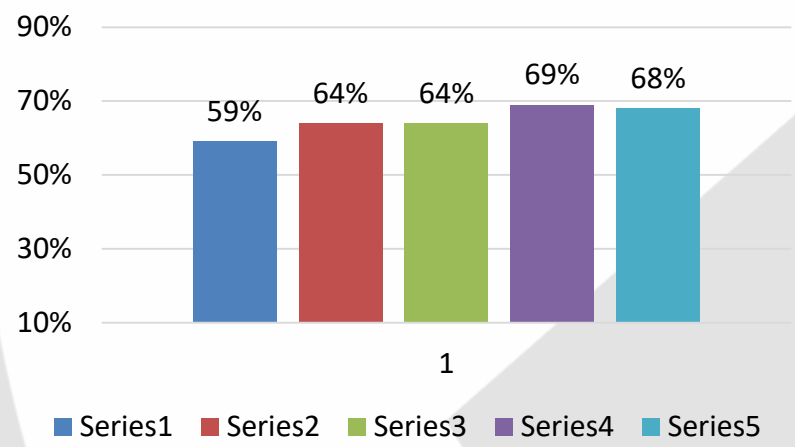
Series1 Series2



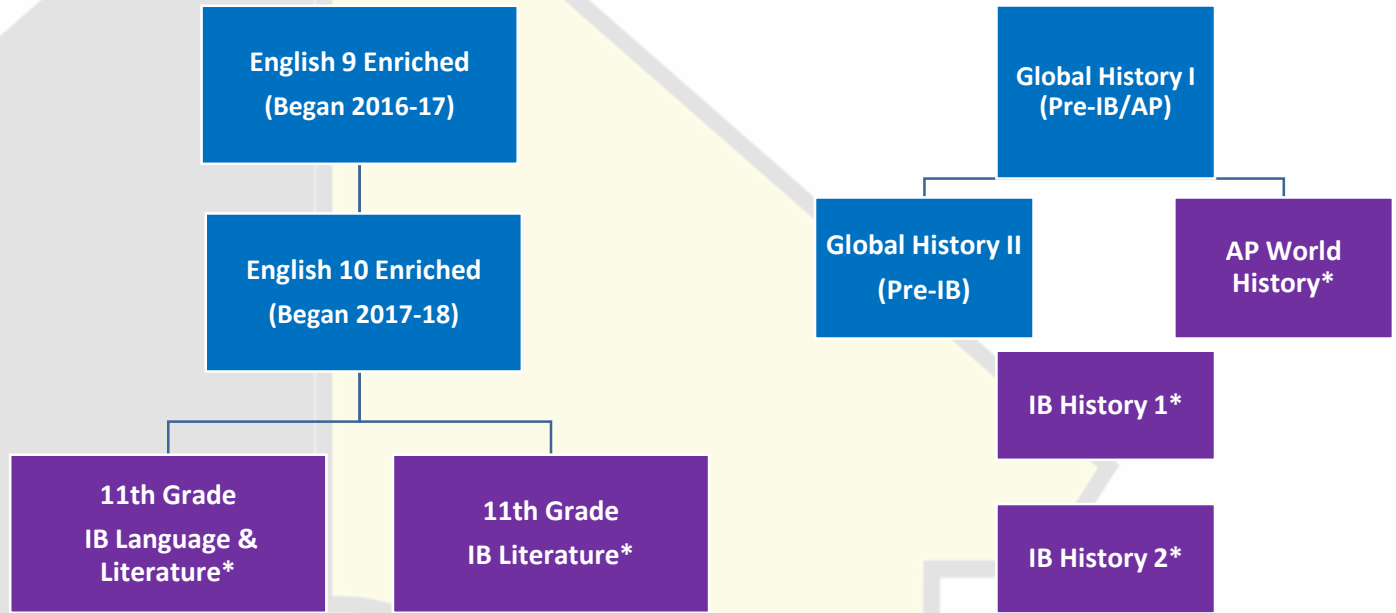
Providing a  
Balanced-Education!

# Preparing for College-Level Learning: New to Access & Opportunity

### Cohort Enrollment in Pre-IB, Pre-AP, or "Enriched" Courses



NOTES:  
All 9<sup>th</sup> and 10<sup>th</sup> graders are invited to enroll!  
Students who do not choose to enroll, take English 9R or 10R

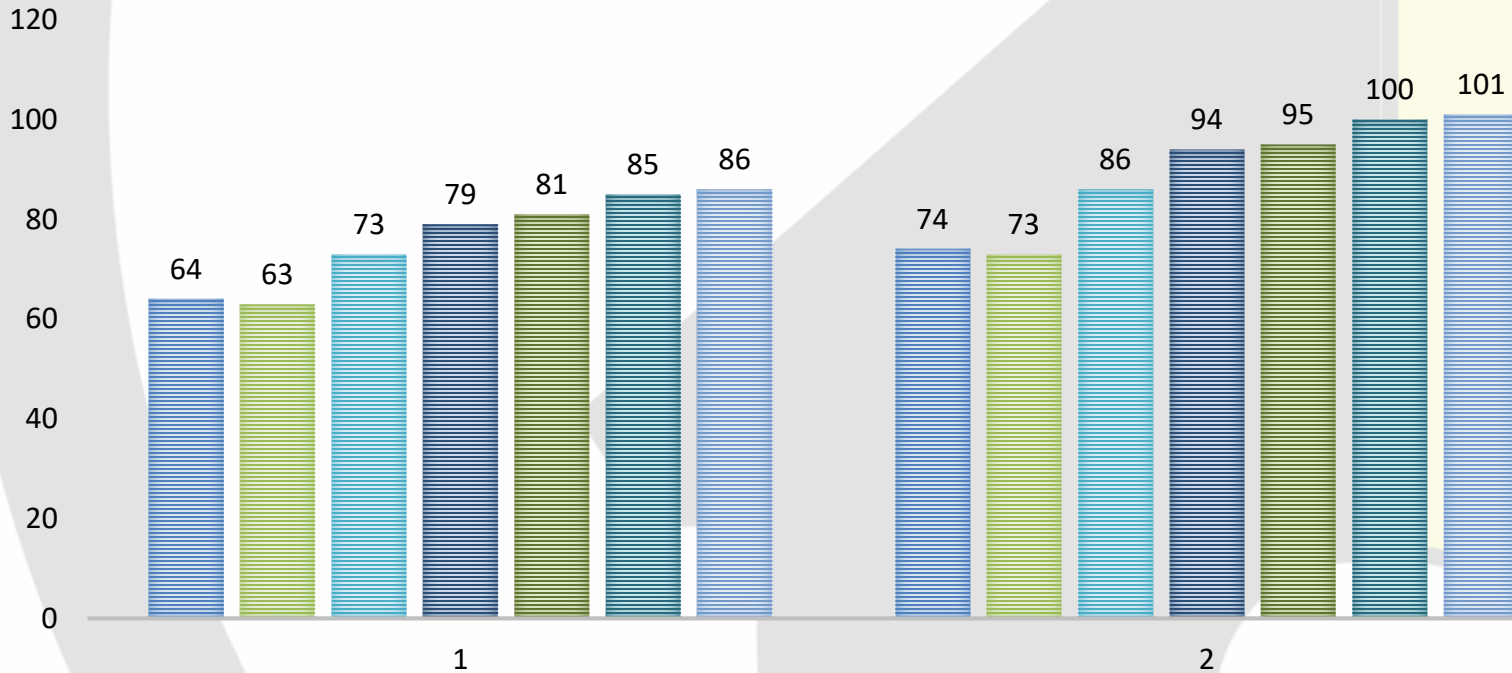


Providing a  
Balanced-Education!

# PROVIDING ACCESS & OPPORTUNITY

## COLLEGE-LEVEL COURSES OFFERED

Series1 Series2 Series3 Series4 Series5 Series6 Series7

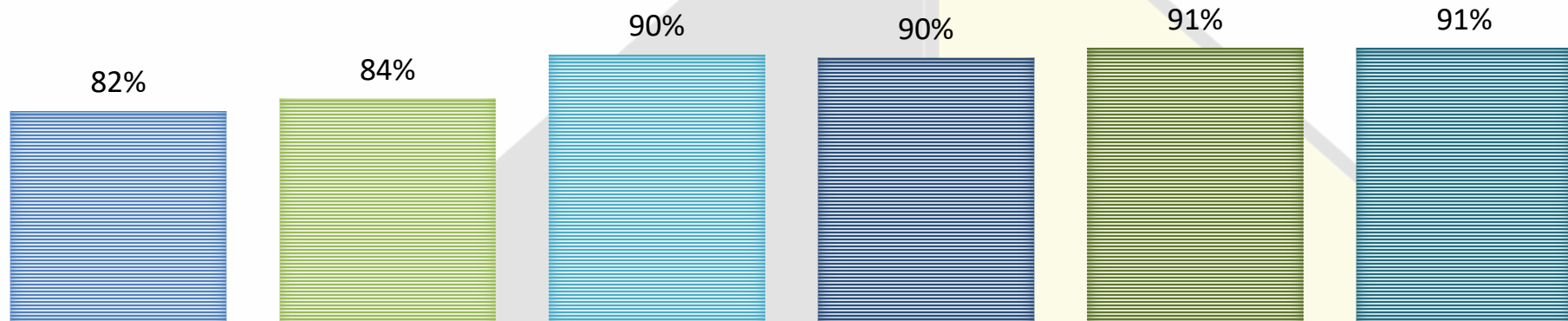


Examples of New Courses Over the Years	
IB Chemistry SL	Business and Personal Law
Adv. Studio Production	AP Human Geography
TV Studio Production	IB Language and Literature
Pre-Calculus	Intro to Dance
College Marine Bio	PLTW DDP
Spanish Language and Culture 2	PLTW Computer Science
AP World History	Italian Language and Culture
PLTW Civil Engineering and Architecture	IB Global Politics SL
PLTW Computer Integrated Manufacturing	College Geology
College Anatomy and Physiology I&II	AP Human Geo
PLTW POE	

# COMMACK HIGH SCHOOL: CLASS OF 2018 REPORT

## Student Participation In At Least One College-Level Course by Graduation

Series1 Series2 Series3 Series4 Series5 Series6



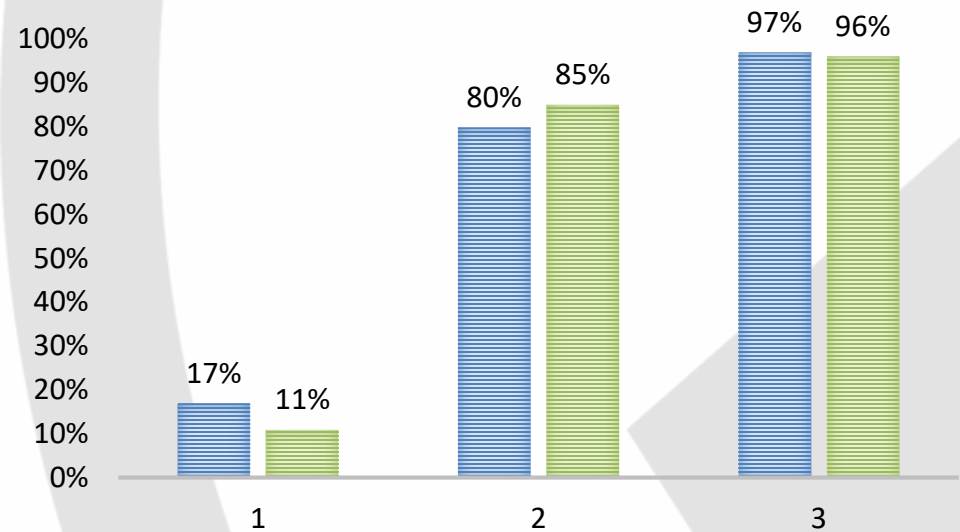
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	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Enrolled in <u>1 or more</u> college-level course	84%	86%	88%	91%	91%
Enrolled in <u>3 or more</u> college-level courses	65%	70%	73%	74%	78%
Enrolled in <u>5 or more</u> college-level courses	53%	59%	62%	59%	64%

# COMMACK HIGH SCHOOL: CLASS OF 2018 REPORT

## COLLEGE ATTENDANCE FOR THE 2018 COHORT

Series1 Series2



Note: 8 students are entering the military, 5 are attending a vocational school, 7 are entering the workforce, 1 entered the Junior Hockey League, and 3 self-reported they are "undecided." The CHS Counseling Center is actively following-up with students who self-reported as "undecided."



### The Class of 2018: SAT and ACT Performance

- Outperformed the State SAT AVG of 1068 by 105 pts (Class of 2018 AVG is 1173).
- The Class of 2018 meets the State ACT average of 24.5



### The Class of 2018 Earns Millions of Dollars in Scholarships

- Graduates earn \$44,291,914 in scholarships
- Includes: 1 National Merit Scholarship winner, 4 National Merit Scholarship semi-finalist/finalist, 11 National Scholarship Commended students, 14 NYS Merit Scholarships, and more



### The Class of 2018 Attends Various Colleges and Universities

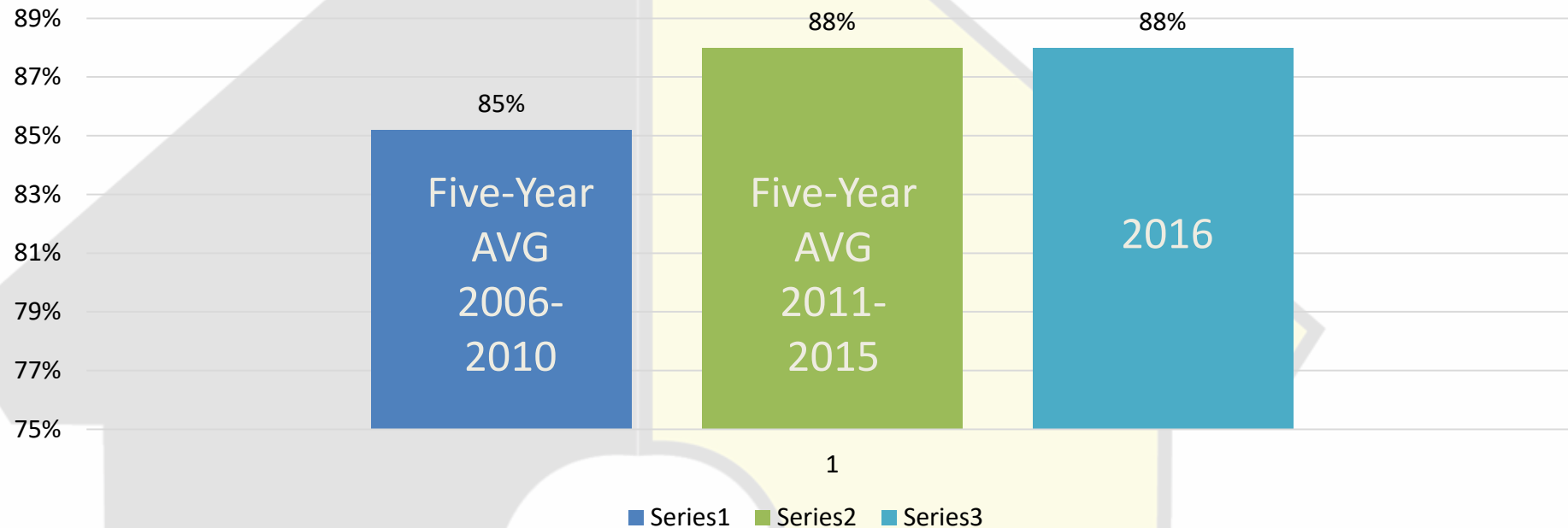
- 147 Attending Most- and Highly-Competitive Schools
- 321 Attending Very/Competitive Schools
- 68 Attending Less-/Non-Competitive or Specialized/ Foreign Schools



# WHERE ARE COMMACK GRADUATES NOW? COLLEGE ENROLLMENT PERSISTENCE

Percentages from the National Student Clearinghouse (Newsday, 2014) indicate that 89.5% of Commack graduates enrolled in colleges or universities within one year of graduating high school. Commack was in the Top 10 on Long Island *and #1 in schools with enrollment of 400+ in a class!*

## Commack UFSD: College Enrollment Persistence



In 2014, the Suffolk County average for graduates enrolled in colleges or universities within one year of graduating high school was 80%.

QUESTIONS FROM THE BOARD OF EDUCATION?



# UPDATE: COMMUNICATIONS PLANNING



## Our Commitment to Communication

The Commack Union Free School District is committed to open and effective communication with students, parents, staff, and the community

-and-

endeavors to provide various opportunities for timely, relevant, and consistent communication that can reach all stakeholders.

As part of the Districts' ongoing efforts to ensure effective communication that is designed to engage all stakeholders, the District is **set to engage in a year-long communications planning process**, simultaneously, ENHANCING our communication protocols as we go.

# UPDATE: COMMUNICATIONS PLANNING

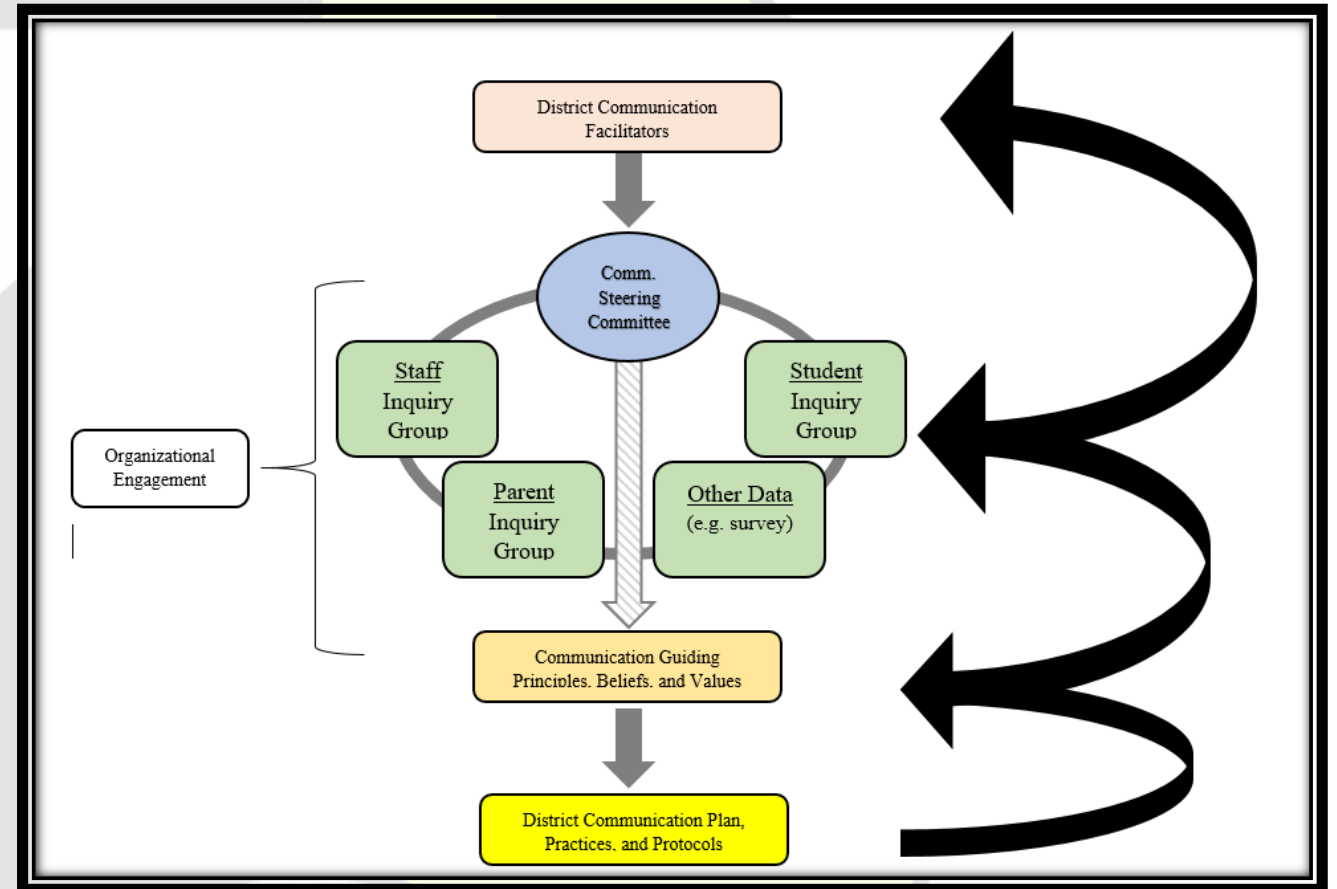
**Goals** **engaging as many stakeholders as possible** to gather the voice of the school-community;

**objectively review** the District's current communication practices;

develop a communications plan that is steeped in **research and best-practice**;

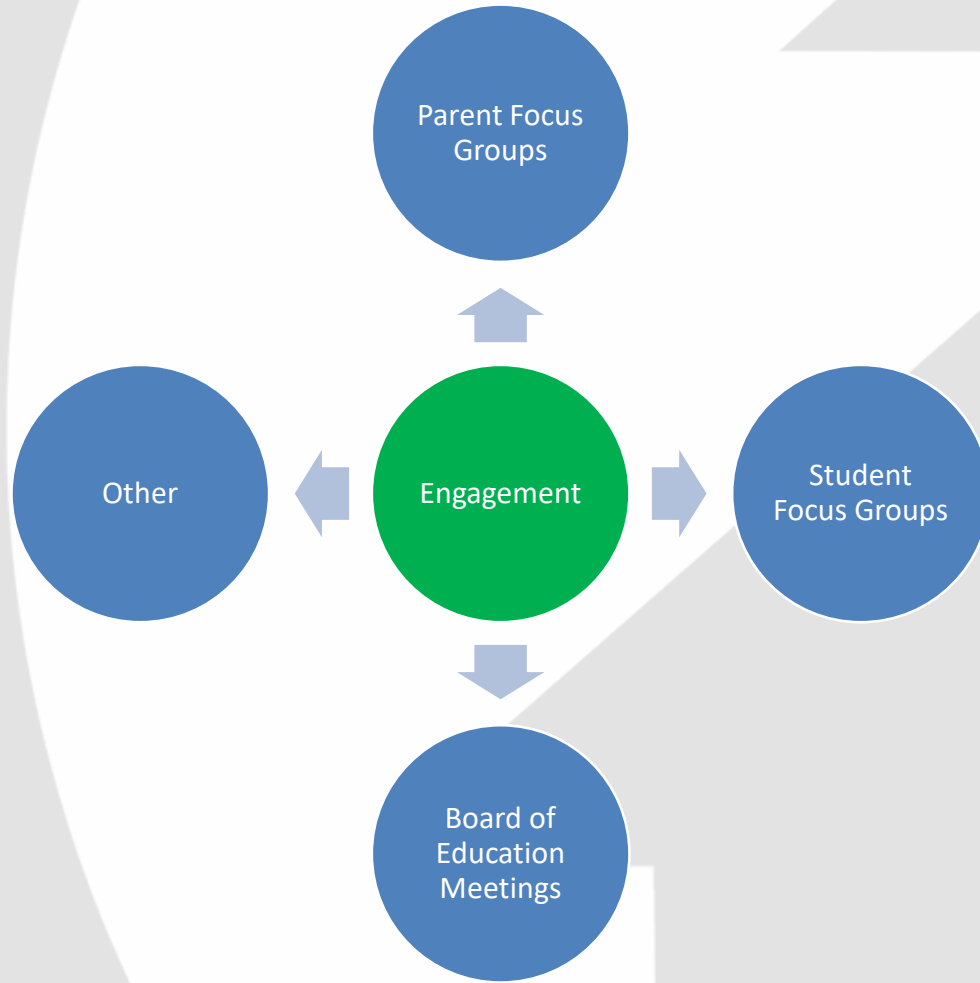
designing a communications plan that **protects individual privacy** and complies with State and Federal law as well as Board policy;

engaging in communication that **puts students first, keeps parents informed, and supports enhanced safety and security.**





# ENGAGEMENT METHODOLOGY



## Notes:

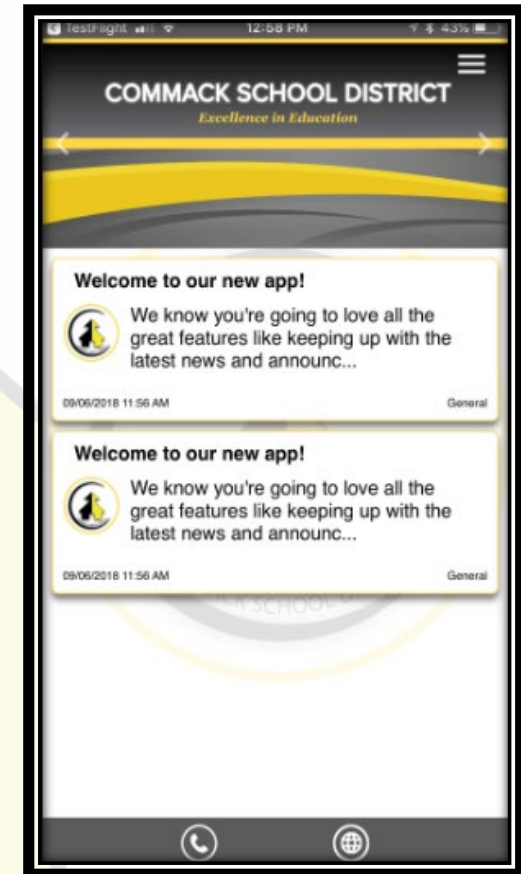
- Approximately 15+ high school students provided input during focus group sessions.
  - Approximately 25+ parents participated in a focus group or another means of providing input.
  - Dozens of parents were engaged using a “Connector” model. Input was brought back to the Steering Committee by committee members.
  - Monthly Communication-related updates to the Board were provided and community members were offered an opportunity to speak.
- 
- Steering Committee members and parent focus group participants reviewed a draft community survey and provided input.

# GENERAL FINDINGS

- The District communicates about the educational program and student successes and achievements extremely well.
- The district has multiple communication tools at its disposal to reach a larger audience.
- The district website is sometimes difficult to navigate and does not have a clear, logical path to reach a webpage or document. Often reported is that the website requires too many clicks.
- In general, teachers and staff communicate back to parents and students in a timely manner.
- From both the parent and student perspective, communication should be relevant “to me.”
- Communication can be inconsistent from building-to-building, some use email, some post to the web, and others send home paper, or any combination thereof.
- Parents and students indicate that greater communication is wanted but are concerned about saturation and desensitization.
- Backpacks News is helpful but sometimes inconsistent between schools and items can be out-of-date.
- Parents expressed frustration that teacher phone calls have diminished as a result of the Parent Portal and teacher websites.
- The Parent Portal should continue to grow.
- Commack’s active communication is outstanding but Commack’s passive communication (timing, relevance, form, function) needs redesign and refocus.
- Communication protocols should be consistent across the buildings.
- Parents state that some students have voiced frustration that their teachers’ websites are not kept up-to-date.

# RECOMMENDATIONS/NEXT STEPS

- [Continue to grow](#) the Commack Mobile App, Parent Portal, and Teacher Websites.
- [Review the current design and logic of the website](#) for flow and function. Make adjustments as necessary.
- Develop and adopt a set of communication [guiding principles](#).
- Adopt a [communications framework](#).
- Identify [target audiences, communication channels, and “levels of communication.”](#)
- Set [communication goals and strategies](#). Align actions to these goals and strategies.
- Gather a larger set of parental communication input via a [community survey](#).
- Use the data from the larger community survey to:
  - Establish [internal communication protocols](#): when to communicate and how,
  - Establish protocols for continued [monitoring and evaluation](#) of communication practices.



QUESTIONS FROM THE BOARD OF EDUCATION?





# UPDATES FROM VARIOUS COMMITTEES

Legislative  
Advocacy

Marion Carll  
Farm  
Committee

Security  
Connector  
Group

# MARION CARLL PROPERTY COMMITTEE



Various other interested parties continue to visit the property.

- Parties will be preparing proposals for BOE review.

Next MCP Committee Meeting is Feb. 13, 2019

# SECURITY CONNECTOR GROUP

District Safety and Security

Completed or Current Work

Safety and Security

- Follow-up, comprehensive security review
- Implementation of the RAVE app
- District Security Connector Group updated on security review progress and RAVE app implementation
- Purchase of 2 new security vehicles
- Replacement security radios
- Relocation of repeater



What's Next?

- Security review results provided to Board of Education in Executive Session
- Public summary presentation of the security review results
- Continue Connector Group Meetings
- Analysis and review of recommendations

Next meeting is scheduled for January 22, 2019.

During the next meeting, the security review report will be reviewed in some detail.

(Similar to what was presented at the Dec. BOE meeting)

# LEGISLATIVE ADVOCACY COMMITTEE (LAC)

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The Committee met last on January 3, 2019

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A CHS graduate and former LAC member attended the meeting

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LAC members formed the following subcommittees: Access & Opportunity, School Funding, Common Core Testing, Teacher Evaluations, Charter Schools, and School Safety

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LAC subcommittees began shaping the 2018-2019 District Advocacy Platform

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Mr. Hartman will be traveling to Albany to attend the NYSSBA Advocacy Conference and meet with representatives

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The Committee will meet again on January 22, 2019

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The Committee will travel to Albany on March 5, 2019 for Lobby Day and student advocates will advocate District Platform

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January 31, 2019

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February 28, 2019

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- Technology, Athletics, Etc. - State of the District Presentation