

A Plan for Shared Decision Making

Submitted to the
Byram Hills Board of Education
by the
Byram Hills District Committee
for Site-Based Teams

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September 2007
January 2010
April 2012
April 2014

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INTRODUCTION

The first Byram Hills Plan for Shared Decision-Making was written in compliance with the State regulations that existed in 1993. In July of 1991, a new Compact for Learning had been initiated by Commissioner of Education, Thomas Sobel, and the New York Board of Regents. The plan for shared decision-making, at that time, encouraged school districts to embrace a method of decentralized planning to address educational needs.

In 2012, the Byram Hills School District continues to embrace the concept that substantive and lasting change must respect the multiple perspectives of stakeholders and seek input from those stakeholders in multiple venues. Ongoing dialogue through formal and informal methods among teachers, parents, administrators, students, community members and board members is part of the system that makes Byram Hills an effective, high performing school district for students and staff.

The current plan for shared decision-making builds on the understanding that there is interdependency between district goals and building initiatives. Similarly, district goals are built on the needs of students and the input received from stakeholders who have both district and individual school perspectives.

The district committee for shared decision-making includes the Superintendent (ex-officio), District Assistant Superintendent for Curriculum and Instruction, the President of the PTSA, the President of the Byram Hills Teachers Association, and the Byram Hills Administrators Association. This group has meetings at least once a year to discuss matters related to site-based teams.

The district committee will review regularly with the Superintendent the focus of proposed goals for any given year. The Site-Based Teams will provide a report to the Superintendent and Board of Education annually.

In 2003-2004, the district committee proposed all Site-Based Teams join with the Board of Education Curriculum Committee in promoting actively the goals for Character Education. In 2008, Education for Sustainability was added to the goals; and in 2011 the committee included Cultural Proficiency in the Site-Based Team focus.

Parents who are not members of the Site-Based Teams or Curriculum Committee interested in attending these committee meetings are invited to call the school principal.

**Byram Hills School District
Committee Members for Site-Based Teams
2014 - 2016**

**Dr. H. Evan Powderly
BHAA President**

**Mr. Angelo Ancona
BHTA President**

**Ms. Lara Stangel
PTSA President**

**Dr. Tim Kaltenecker
Assistant Superintendent for Curriculum and Instruction**

**BYRAM HILLS SCHOOLS’
PLAN FOR SHARED DECISION-MAKING**

I. SITE-BASED TEAMS

A. Composition

1. **Wampus, Coman Hill, and H.C. Crittenden** - total of seven (7) members each.
 - a. Permanent stakeholder members (A stakeholder is a member of a group that has an interest in the issues to be decided within that school.)
 1. Building Principal
 2. 2 teachers
 3. 2 support staff members (optional)
 4. 2 parents
 - b. Alternate stakeholder members may attend meetings, with full power of participation, whenever their respective stakeholder member(s) is (are) unable to attend. One alternate per stakeholder group.
2. **Byram Hills High School** - total membership of nine (9) members each.
 - a. Permanent stakeholder members
 1. Building Principal
 2. 2 teachers
 3. 2 support staff members (optional)
 4. 2 parents
 5. 1 junior student
 6. 1 senior student
 - b. Alternate stakeholder members may attend meetings, with full power of participation, whenever their respective stakeholder member(s) is (are) unable to attend.

B. Terms of Office

1. The principal shall be a permanent member.
2. A year of service shall be from July 1 to June 30.
3. Terms are limited to two consecutive year terms per site.

C. Selection of Members

1. When a vacancy occurs, the appropriate stakeholder group will be notified, in writing, of the selection process at least fifteen (15) business days in advance.
2. Permanent member:
 - a. Teachers, support staff members, and parents shall be chosen by the BHTA, CSEA, and PTSA, respectively.
 - b. High school students shall submit letters of interest and references to the BHHS principal who will interview students and make the final selection(s).
3. An alternate shall be selected using the same methods as listed above by each stakeholder group.

D. Roles and Responsibilities

1. Permanent Members
 - a. To attend meetings
 - b. To ensure that School Improvement Plans are consistent with district goals, and to develop, implement, and evaluate the plan.
 - c. To ensure open communication within the teams, and amongst the stakeholder groups they represent.
 - d. To evaluate the shared decision-making process.
 - e. To keep alternate members informed.
2. Alternates
 - a. To attend meetings, with full power of participation, whenever their respective stakeholder member(s) is (are) unable to attend.

E. Team Guidelines

1. The team should meet on a regular basis during non-instructional time as determined by the team.
2. Notice of all meetings shall be posted.
3. All meetings shall be opened to observers: a portion of every meeting should be set aside for public discussion.
4. All decisions shall be made by consensus.
5. The chair and recorder shall be chosen by consensus of the team.
6. It shall be the responsibility of the recorder to take and publish minutes, which will be made available on a timely basis in the principal's office and the district office.
7. Teams should communicate with other buildings by providing minutes of their meetings.

8. Whenever necessary work advisory committees may be established with membership, wholly or in part, from outside the established site-based team.
9. Working within the Commissioner's Regulations and district policies, site-based teams will pursue the general goal of energizing all stakeholders to share in decisions which may impact student performance.
10. Each site-based team should receive consensus building, team building or conflict resolution training early in its tenure.
11. The team will be responsible for reporting annually to the Board of Education an evaluation of its School Improvement Plan and proposed modifications for the following year's School Improvement Plan .

II. DISTRICT-WIDE TEAM

A. Composition - Total membership of four (4)

1. Permanent Members
 - a. Assistant Superintendent for Curriculum and Instruction
 - b. President of the BHTA (or designee)
 - c. President of the BHAA (or designee)
 - d. President of the PTSA (or designee)

B. Terms of Office

1. The Assistant Superintendent for Curriculum and Instruction shall have a permanent position.
2. Suggested terms: Designees for each stakeholders group will be appointed by the PTSA, BHAA, or BHTA presidents.
3. A year shall be from July 1 to June 30.

C. Method of Selection

1. Appointments will be made by the BHTA, BHAA, and PTSA

D. Roles and Responsibilities: The district-wide team shall act as an advisory body to the site-based teams in the following ways:

1. Make recommendations to the Board of Education to amend this document, with the approval of the Board of Education, whenever it be deemed necessary by the team;
2. Provide training for building teams; and,
3. Act to resolve building team disputes.

E. Team Guidelines

1. All decisions shall be reached by consensus.
2. All meetings shall be open to observers; a portion of every meeting should be set aside for public discussion.
3. The chair and recorder shall be chosen by consensus of the team.

III. LOCAL LEVEL DISPUTE RESOLUTION

Each site-based team will receive conflict training early in its tenure to determine how to deal with conflict.

Each site-based team must clearly outline the process it will utilize to resolve disputes. In general, all building level disputes will be resolved following these steps:

- An attempt will be made to resolve the issue within the site-based team.
- The dispute will be referred to the district-wide team only if the building team is unsuccessful in satisfying the issue(s) within the site-based team itself.

THE SCHOOL IMPROVEMENT PLAN

The site-based team operates within a broad context of state regulations and district policies.

Within this context, each site-based team will be responsible for identifying the educational issues it chooses to address in order to enhance the delivery of education to students and to improve student achievement. The population and issues will be defined and measured. Timelines must be set, but need not be driven by the school calendar.

The process of developing goals will include ongoing consultation between the site-based team and its constituencies. All stakeholder groups will be involved at critical decision points through their representatives, so that members of the school community may enjoy ownership of the issues and the processes involved.

Site-based teams will use the “Site-Based Team School Improvement Plan” for goal developing.

The minutes of site-based teams will use the form entitled, “Site-Based Team Meeting Minutes.”

GUIDELINES FOR THE SCHOOL IMPROVEMENT PLAN

1. In preparing the School Improvement Plan, each site-based team will evaluate achievement by looking at school achievement data, set priorities and a timeline for school improvement plans, and assess results of the plan.
2. All discussions of instructional matters must respect the integrity and judgment of professional practitioners.
3. The evaluation of the School Improvement Plan shall be measured by both qualitative and quantitative methods; Data for evaluating schools improvement plans can come from surveys, observations, student work, dialogue, and standardized assessments.
4. School Improvement Plans are subject to revision by the district-wide committee.
5. When new members are identified and appointed both outgoing and incoming members will reach consensus on the continuation of activities.
6. Issues before the team will not focus on individuals, parents, teachers or students, or deal with individual concerns or complaints.
7. Issues that fall outside the team's purview will be referred to the administration for disposition.

When developing/implementing the School Improvement Plan, site-based teams have the authority to access the following resources:

- Review of student assessment methods and results
- Building budget
- Allocation of resources
- Practices and policies for enrichment/remediation
- Behavioral expectations for students
- Staff development/training
- School climate, learning environment and staff morale
- Community participation in school affairs
- Recommendations regarding qualifications in staff selection
- Food service
- Articulation between buildings
- Curriculum
- Scheduling and deployment of staff
- Practices regarding placement of students
- Uses of technology
- Parent education
- Health and safety
- Home-school-community communications
- Transportation issues
- Building and grounds maintenance
- Use of building and grounds
- Extracurricular activities
- Field trips
- Instructional methodologies/materials and supplies

In developing/implementing the School Improvement Plan, site-based teams must be bound by the following:

- District Mission
- New York State Standards
- Board of Education Goals
- District pupil performance expectations
- Regents rules/regulations
- SED/Commissioner's Regulations
- Legislative/statutory requirements
- District budget
- Capital expenditures
- School boundaries (adding/closing schools)
- Textbook approval
- Employee performance evaluation
- District curriculum
- Collective bargaining issues
- Transportation policy
- Food service contract
- Maintenance services
- Purchasing, warehousing and distributing supplies and equipment
- District level community relations/public relations
- Employee performance evaluation
- Board of Education policy development
- Selection of personnel and allocation
- State and district testing requirements

EVALUATION/ACCOUNTABILITY

Each site-based team will establish an assessment process to determine whether or not it has achieved its goals. Periodic reviews and a final evaluation will be included. If attainment is not being reached, corrective measures will be taken at the earliest point a problem is discovered.

Progress regarding the School Improvement Plan will be formally presented as follows:

- To building constituencies as needed
- To Board of Education once annually as provided under site-based team guidelines.

Part 2. STATEMENT OF SUCCESS: Required Components

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making					
Involvement of All Parties					
Means and Standards Used to Evaluate Improvement of Student Achievement					
Accountability for Decisions					
Dispute Resolution Process					
Coordination of State and Federal Requirements for Parental Involvement					

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**THE COMAN HILL SCHOOL
Site-Based Team Year End Report
2011-2012**

1.	Identification of goals from the School Improvement Plan
	<ol style="list-style-type: none">1. Positive Behavioral Interventions and Supports: The Site Based Team at Coman Hill devoted time this school year to implementing the PBIS framework into different compartments of the students' lives. The meetings were dedicated to building a shared understanding of how the framework supports students' behaviors and actions. The committee encouraged students' participation by having students create posters. Time was spent time educating parents on the vocabulary, visuals, and tools used throughout this framework. The Site Based Team educated the parent population of Coman Hill by informing them about the "Be All 3" matrix: be safe, be responsible, and be respectful.2. Sustainability: The Site Based Team supported nutrition week by implementing a "Waste Free Lunch" for all students to participate. Students were encouraged to bring in lunch materials that were reusable and compostable food like banana peels.3. Cultural Proficiency: The Site Based Team supported the district's cultural proficiency goal of creating a culturally proficient school community by developing and promoting the skills and knowledge for respectful dialogue and respect for self and others.
2.	Activities or processes used to achieve goals
	<ol style="list-style-type: none">1. Positive Behavioral Interventions and Supports: The Child created posters' activity was developed by the committee and students devoted time during recess to create the posters, if there was a desire. The themes of the posters changed on a monthly basis based on the PBIS framework of how to act and behave in a safe, respectful and responsible manner. Parents were informed on how they could implement Positive Behavioral Interventions and Supports through the PBIS matrix and parent-letter that was created by the committee to ensure consistent, clear, and focused use of language and behaviors in school and at home.2. Sustainability: The committee actively researched different activities that could be implemented in school during lunch to support nutrition week and being more sustainable. The committee determined the best approach would be to encourage students to have a "waste free lunch." Parents volunteered during students' lunch time to help students pack/unpack reusable containers, and to aid students in the compostable and recyclable bins.3. Cultural Proficiency: The committee supported the cultural proficiency study group's efforts identifying books and creating lessons that help students see multiple perspectives, and identifying books that reflect diversity in our classrooms and diversity outside of Byram Hills.
3.	Methods of evaluating school improvement goals
	<ol style="list-style-type: none">1. Positive Behavioral Interventions and Supports: A substantial described in the amount of discipline referrals to the main office. Students also possess the tools to articulate when they need improvement in a targeted area on the PBIS matrix. Students will state that they did not act in a safe manner when they were in the hallway. They are fluent with the PBIS matrix and have a mental model for the expected, desired behaviors.2. Sustainability: A decrease in the amount of recycling and the amount of garbage in the cafeteria.3. Cultural Proficiency: By using literature to build understanding, students are far more knowledgeable of how others are different and how to embrace multiple perspectives.

4.	Projected or suggested recommendations for the following school year's School Improvement Plan (the remainder of this year).
	<ol style="list-style-type: none">1. Positive Behavioral Interventions and Supports: Deepening our knowledge of how to improve Coman Hill's value system of being safe, being respectful, and being responsible.2. Sustainability: Increase our efforts in classrooms to reduce the amount of recyclable materials.3. Cultural Proficiency: Implement lessons in all classrooms that support the identification of mental models our students possess and our efforts to adapt these mental models.

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**WAMPUS ELEMENTARY SCHOOL
Site-Based Team Year End Report
2011-2012**

1.	Identification of goals from the School Improvement Plan
	<ul style="list-style-type: none">- Continued to provide support for Efs implementation through Helen Pashley as a consult, dedication of budget monies for resources, enhancements of existing lessons- Focused on cultural proficiency including anti-bullying (bullying prevention), through evaluation of programs, research, and continued work with Brenda and Franklin CampbellJones
2.	Activities or processes used to achieve goals
	<ul style="list-style-type: none">- All teachers worked with Helen Pashley to begin examining the new science guidelines. The work that was done this year took a shift towards the science frameworks and the common core learning standards- Additional lessons were completed to enhance the science probes- Third grade teachers continued to expand Nature Trail lessons adding non-fiction literature- Green Committee continued developing activities such as the “no-idling” and “Care for the Air” projects- Three bully prevention programs were evaluated summer of 2011- Olweus, PBIS, Steps to Respect- Bullying Prevention Committee, chaired by Assistant Principal, met with teachers from Coman Hill and from HCC to hear about their programs and to discuss a seamless transition from Coman to Wampus and from Wampus to HCC- Members of Bullying Prevention Committee attended DASA workshops to become familiar with new legislation- Code of Conduct was reviewed over the year- Cultural Proficiency workshops scheduled with Brenda and Franklin CampbellJones, generated strong level of interest and participation
3.	Methods of evaluating school improvement goals
	<ul style="list-style-type: none">- Completed science lessons- Bulletin boards developed through work of Green Committee- “No Idling” signs ordered for Wampus- Care for the Air activities throughout June- No Waste Day for Earth Day- Nature Trail lessons with additional non-fiction resources- Notes from Coman Hill and HCC Bullying Prevention meeting- Attendance at cultural proficiency workshops and subsequent recommendations for expanding work to the students- Further exploration of resources for celebrating diversity

4.	Projected or suggested recommendations for the following school year's School Improvement Plan (the remainder of this year).
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- With a new assistant principal, continue the work in a bully prevention program selection with timeline for resources and training
- Combine the topics of Efs and Cultural Proficiency in an investigation of resources to be used in developing Socratic Seminars with topics of respect, sustainability - this would be aligned to the Common Core Learning Standards addressing peer discussions about topics and would introduce rigor to these topics through quality resources

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**H.C. CRITTENDEN MIDDLE SCHOOL
Site-Based Team Year End Report
2011-2012**

1.	Identification of goals from the School Improvement Plan
	<p>The goals from our School Improvement Plan continue to be focused on building an awareness for others (both locally and globally), and on the environment. The H.C.Crittenden staff is committed to integrating service activities into the daily lives of our student body. Students are offered numerous opportunities to make changes and contribute to our world.</p>
2.	Activities or processes used to achieve goals
	<p>Organized by grade level:</p> <p>Grade 6:</p> <ul style="list-style-type: none">- Food drive—November- Toy drive for Pleasantville Cottage School--December- Book Drive for Justin Tuck and Children's Hospital Montefiore--Jan-Feb- Power of One Day- Walk for Water: Power of One Club <p>Grade 6 Curriculum Connections:</p> <ul style="list-style-type: none">- Human Rights and sustainability (as it relates to bottled water). Culminating activity is a Make a Difference project.- In math and social studies we research companies and their sustainability (human rights, environment, and profit) records, with emphasis on how consumer choice can make a difference in how corporations operate.- In science children are learning about the issues/causes of global warming and they have made new year's resolutions to promise to reduce waste and energy consumption <p>Grade 7:</p> <ul style="list-style-type: none">- Collected Halloween Costumes for the Cottage School- Collection of Glasses- Adoption of families for Thanksgiving- Made Holiday Boxes for Coachman Family Shelter(homeless shelter) – members of the shelter visited HCC- Participated in Operation Support Our Troops- Collected food for Valentine's Day for the Food Bank- Spring/summer - collect towels and camp supplies for Coachman <p>Collection of Glasses</p> <p>Grade 8:</p> <ul style="list-style-type: none">- Origami Cranes for 9/11 Project for the ten year anniversary- The entire HCC community folded cranes to be distributed at the World Trade Center Tribute Centers in New York, Washington and Pennsylvania to commemorate the ten year anniversary.- The Pajama Program- over 140 pajamas and books donated to children in need- <i>Crittenden Cares Coat Drive</i> - collected over 200 coats distributed to children and adults in New York City homeless shelters. The grade 8 team members have been supporting this program since 2004.

Music Department:

- CD recording for soldiers (grade 8 band)
- Frosty the Snowman

Physical Education:

- Students wrote letters of gratitude to our soldiers presently stationed abroad

Activities and Clubs:**Power of One Club:**

- Fair Trade Chocolate--educating for justice.
- Pulsera sale for Nicaraguan Orphans
- Bake Sale for Namibia Orphans

VIP/LEO Club:

- Eye Glass Collection, School Grounds Clean-up, Letters to Soldiers, Food Drive, Toy Collection, Recycled Cards for St. Jude's Children's Ranch, Children's Village Performance and Valentines Breakfast, "Helping Hands for Japan", Visit and food/toy drive for Guiding Eyes Program.

Methods of evaluating school improvement goals

To evaluate the success of our school improvement goals, teachers informally monitor student feedback regarding service projects and activities. Those students participating in curricula with connections to sustainability and service are monitored on their progress and understanding through formative and summative assessments. Scott Harrison returned as the keynote speaker for the Power of One day and encouraged many students to make a difference. Our service activities continuously involve a significant portion of the student body. Towards the end of the year, the VIP/LEO club successfully raised approximately \$2000.00 to be divided amongst various charities.

4. Projected or suggested recommendations for the following school year's School Improvement Plan (the remainder of this year).

The H.C.Crittenden community will continue to focus on participating in local and global service projects. The teachers have expressed their appreciation and excitement for developing and implementing integrated curriculum involving the idea of service and sustainability. The Site Based Committee team will pursue the continued efforts to reduce or eliminate the use of plastic bottles and install water fountains that also allow for the filling of reusable water bottles. Jaimie Cloud will be invited back to work with all faculty on the teaching of sustainability in the classroom.

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**BYRAM HILLS HIGH SCHOOL
Site-Based Team End of Year Report
2011-2012**

1.	Identification of goals from the School Improvement Plan
	<ul style="list-style-type: none">• To continue our focus upon sustainability in both our curricula and our facilities management practices• To develop a peer to peer and parent to parent mentoring and support program for new families entering the district
2.	Activities or processes used to achieve goals
	<ul style="list-style-type: none">• Several Byram Hills teachers are participating in the collaborative Education for Sustainability program organized through PNW BOCES• Established more curricular connections through English, science, and social studies• 3rd Annual Bottle Cap Contest for sustainability• Recycling awareness campaign• Friends of Rachel students served as mentors for transfer students in grades 10-12, Hurricane Irene interfered with the execution• Friends of Rachel students served as welcoming guides to BHHS in the opening days of school• Planning meetings aimed at developing a parent to parent mentoring program• Development of a questionnaire for new families to be included in the high school new entrant packet to gauge interest in a parent to parent mentoring program.
3.	Methods of evaluating school improvement goals
	<ul style="list-style-type: none">• Documenting curricular connections through content curriculum maps• Student participation in sustainability awareness programs and observed student behavioral changes which support a sustainable existence• Expansion of the Education for Sustainability initiative to include more teachers across content areas• Process for establishing peer to peer and parent to parent mentoring relationships is developed• New student interviews regarding the effectiveness of our transitional support
4.	Projected or suggested recommendations for the following school year's School Improvement Plan.
	<ul style="list-style-type: none">• To maintain our focus upon the goals we have established to support a more sustainable BHHS and to assist new student and family transitions• To explore and develop opportunities to engage students, parents, and faculty in programs focused upon ethical development and decision making

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**COMAN HILL
Site-Based Team Year End Report
2012-2013**

1.	Identification of goals from the School Improvement Plan
	<ol style="list-style-type: none">1. Dignity for All Act: PBS Home Matrix; PBIS Referral Data Collection and Targeted Mobilization2. Sustainability: Waste Free Lunch Week Program
2.	Activities or processes used to achieve goals
	<p>Site-Based Committee Meetings</p> <ol style="list-style-type: none">a.) PBIS Framework: We discussed the PBIS framework and identified settings throughout the school where the framework is implemented. We brainstormed settings at home where a PBS framework (positive behavior supports) could be resourceful to families.b.) Waste Free Lunch Week: Discussed procedures and brainstorm volunteers to assist with the week.c.) PBS Home Matrix: Identified examples of positive behavior for being respectful, being responsible, and being safe in the kitchen, playroom, car, bathroom, and bedroom.
3.	Methods of evaluating school improvement goals
	<ol style="list-style-type: none">1. PBIS Data Collection: referrals to the assistant principal's office were collected and analyzed to understand where the referrals occurred, and provided supportive, deliberate, and careful methods to decreasing undesired behaviors.2. Recyclable and Compostable Data Collection: Head custodian collected and tracked data on the recyclable and compostable bags being used in the cafeteria.
4.	Projected or suggested recommendations for the following school year's School Improvement Plan (the remainder of this year).
	<ol style="list-style-type: none">1. Waste Free Wednesdays: Lunch Program in the Coman Hill Internal School calendar.2. Instructional Videos on Recycling, Composting, and Disposing of Items: second graders teach younger students how to recycle, compost, and dispose of garbage.3. PBS Home Matrix: Coman Hill families use matrix to support children in their home environment.

BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK
Wampus Elementary School

Site-Based Team Year End Report
2012-2013

1.	Identification of goals from the School Improvement Plan
	<ul style="list-style-type: none">- Study the topic of social emotional development as a focus of the team this year in response to addressing the needs of the whole child
2.	Activities or processes used to achieve goals
	<ul style="list-style-type: none">- Site-based team decided to focus on the study of social/emotional development and developed list of “I wonder...” questions to guide the work- Reviewed current support structures for students in need- Identified areas of concern- Collaborated with High School principals, psychologists, and guidance counselors to learn about the progression of student social emotional development across grades 9-12 and the Flex Program- PBIS was adopted as the bullying prevention framework with training to start in summer 2013
3.	Methods of evaluating school improvement goals
	<ul style="list-style-type: none">- Soft data regarding incidents of students needing emotional intervention- Data regarding incidents of discipline referrals
4.	Projected or suggested recommendations for the following school year’s School Improvement Plan (the remainder of this year).
	<ul style="list-style-type: none">- Site-based team will continue to study the issue of emotional and social development, structures to support the students and parents, and to make recommendations for any appropriate actions- Collaborate with Coman Hill regarding PBIS- Collaborate with HCC principal, assistant principal, psychologist, and guidance counselor to learn about the progression of student social emotional development across grades 6-8- Continue work in bully prevention through scheduled meetings, roll out of PBIS recommendation, and plan for training and implementation if supported

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**H.C. CRITTENDEN MIDDLE SCHOOL
Site-Based Team Year End Report
2012-2013**

1.	Identification of goals from the School Improvement Plan
<p>The goals from our School Improvement Plan focused on continuing to heighten students' awareness towards the needs of others in our school, local, state and national communities. We continued to emphasize the importance of caring for our environment. The site based committee stressed a single theme of "Respect" to support these efforts. Students and faculty were reminded to "Respect Your Earth" and "Respect Others" throughout the year, through both a school-wide approach as well as individual group efforts. H.C.Crittenden is committed to integrating service activities into the daily lives of our student body. Students are offered numerous opportunities to make changes and contribute to our world.</p>	
2.	Activities or processes used to achieve goals
<p>February</p> <ul style="list-style-type: none"> - Children's Village Visit for Valentine's Day, which included a performance by our H.C.C. students of <i>Annie Jr.</i> - Waste Free Week – During lunch, students were encouraged to pack lunches with only materials that they would bring back home, limiting their waste. It was a "carry in, carry out" approach. - Students created Valentine Cards for Sandy Hook teachers and HCC support staff <p>March</p> <ul style="list-style-type: none"> - Power of One Day - Selamawi Asgedom (Mawi) was the keynote speaker who discussed how the smallest actions can turn into huge results and the importance of being an "upstander". All three grades participated in the assembly. Sixth graders participated in over 20 workshops run by local volunteers, teaching students how to make a positive change in the world. <p>April</p> <ul style="list-style-type: none"> - Students cooked a dinner for the Ronald McDonald House residents. In addition to serving the food, the students played music for the residence. - The students used a Global Village Day club booth to heighten others' awareness about community service. <p>May</p> <ul style="list-style-type: none"> - A school wide assembly, <i>The New Kid</i>, heightened students awareness of respecting one another. <p>June</p> <ul style="list-style-type: none"> - School wide/District Wide "First Annual Crittenden Car Cruise" to raise funds for the Wounded Warrior Fund - School supplies collection for students in need - Students collected items and visited Guiding Eyes - Students participated in the annual Folderol 	
3.	Methods of evaluating school improvement goals
<p>To evaluate the success of H.C.Crittenden's school improvement goals, students participate in an end of the year survey. Teachers also assess the success of their activities through feedback and data collection, identify modifications and revisions for the next year, and begin to plan those future events with students.</p>	
4.	Projected or suggested recommendations for the following school year's School Improvement Plan (the remainder of this year).
<p>H.C. Crittenden will continue to use the teams, clubs and the entire faculty to support students in gaining a greater awareness of the communities around them. In addition, H.C. C. will be more active in sustainability efforts through its participation in Waste Free Wednesdays.</p>	

**BYRAM HILLS SCHOOL DISTRICT
ARMONK, NEW YORK**

**BYRAM HILLS HIGH SCHOOL
Site-Based Team Year End Report
2012-2013**

1.	Identification of goals from the School Improvement Plan
	<ul style="list-style-type: none">• To explore and develop opportunities to engage students, parents, and faculty in programs focused upon ethical development and decision making• To maintain our focus upon the goals we have established to assist new student and family transitions
2.	Activities or processes used to achieve goals
	<ul style="list-style-type: none">• Friends of Rachel students served as welcoming guides to BHHS in the opening days of school• Planning meetings aimed at developing a parent to parent mentoring program• Development of a questionnaire for new families to be included in the high school new entrant packet to gauge interest in a parent to parent mentoring program.• Freshmen Transition series through the Guidance Discussion structure.• Principal's Advisory met with David Wangaard from the School for Ethical Education to enhance our knowledge of the ethical and academic integrity challenges facing high schools. We also learned about the structured approach he and his organization have developed to help schools understand and address these challenges.• Members of the Site Base team and Principal's Advisory will participate in an Ethics/Academic Integrity Committee headed by Ken Cotrone.• David Wangaard will serve as a consultant in this work during the 2013-2014 school yaer.
3.	Methods of evaluating school improvement goals
	<ul style="list-style-type: none">• Process for establishing peer to peer and parent to parent mentoring relationships is developed• New student interviews regarding the effectiveness of our transitional support• Discussions at Principal's Advisory and Site Based Team meetings indicate a need to further explore ethical decision making and academic integrity.• A small sampling of senior students were surveyed as to their beliefs of whether or not a scenario constituted a violation of academic integrity
4.	Projected or suggested recommendations for the following school year's School Improvement Plan.
	<ul style="list-style-type: none">• To continue our focus upon student transition to BHHS.• To transition from the exploration of how to asses and address ethical decision making/academic integrity to the implementation of a comprehensive, research based process.