



October 3, 2017
Patrick Breen, Principal

C.S.I.P. Overview

Suffern High School

2017 NYS *High Performing* Reward School

Suffern High School Mission Statement

The mission of the Suffern High School community is to graduate confident, caring students committed to achieving their full intellectual, social creative potential, and to maintaining an active interest in their own personal wellness.



SHS Class of 2017 Profile

| | | |
|---------------------|---------------------|---------------|
| Total Class: | 370 students | |
| | 5 Non-Grads | 365 Graduates |
| | 99% Graduation Rate | |

| | | |
|------------------------------|-----|------------------------|
| Of the 365 Graduates: | 70% | Attend 4-year college |
| | 24% | Attend 2-year college |
| | 3% | Other educational plan |
| | 1% | Military |
| | 1% | Seek Employment |
| | 98% | continuing education |



School Counselors: Promoting College Readiness

- Senior college assembly with information unique to each student (college application information)
- Junior pre-college assembly
- Senior parent night with streamlined information
- Increased number of colleges visiting our campus
- Immediate decision weeks in January
 - RCC, Sacred Heart University, STAC, Dominican, Ramapo College, Manhattanville
- FAFSA night in Fall (open to all parents)
- College Panels (10th and 11th grade parents)
- Revamped course selection process to student interests and goals.
- *Spring College Fair* at Suffern High School



CSIP Review 2016-2017

Four Priorities

- **Priority 1-** Literacy: Students will demonstrate proficiency on 11th grade NYS English Regents Exam (Common Core) Year 1.
- **Priority 2-** Math: Students will demonstrate proficiency on *Algebra I, Geometry and Algebra 2* Regents.
- **Priority 3-** Social-Emotional Learning and Positive Behavioral Intervention Strategies
- **Priority 4-** STEM: Increased participation in STEM electives and opportunities.

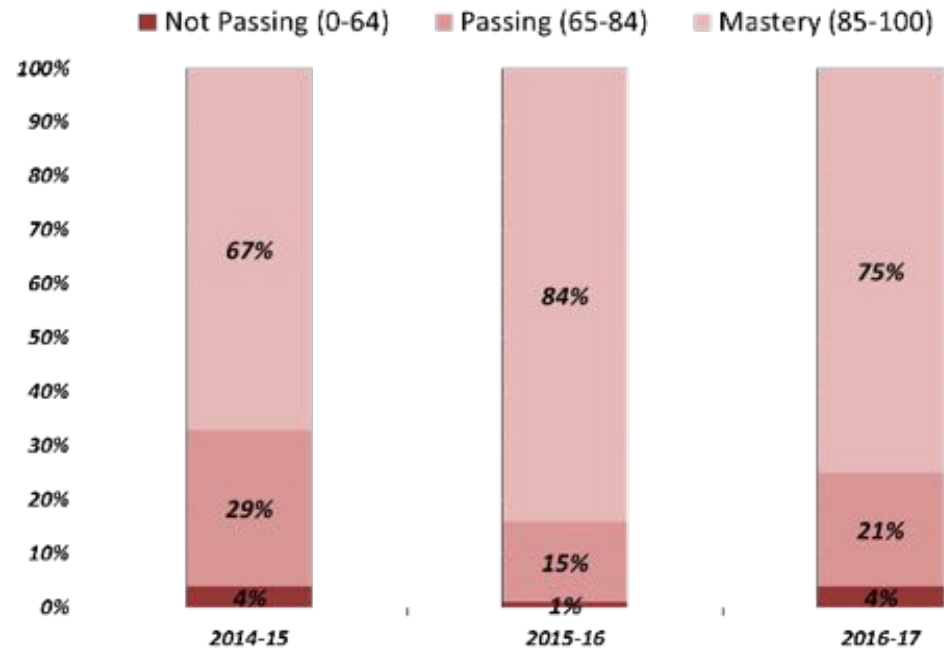


Priority 1: Students will demonstrate proficiency in literacy

Goal: 95% of students will meet or exceed proficiency on the 11th grade English Regents exam

Actual: 97% of students met proficiency on the 11th grade Regents exam in June 2017.

NYS Regents Data English Examinations

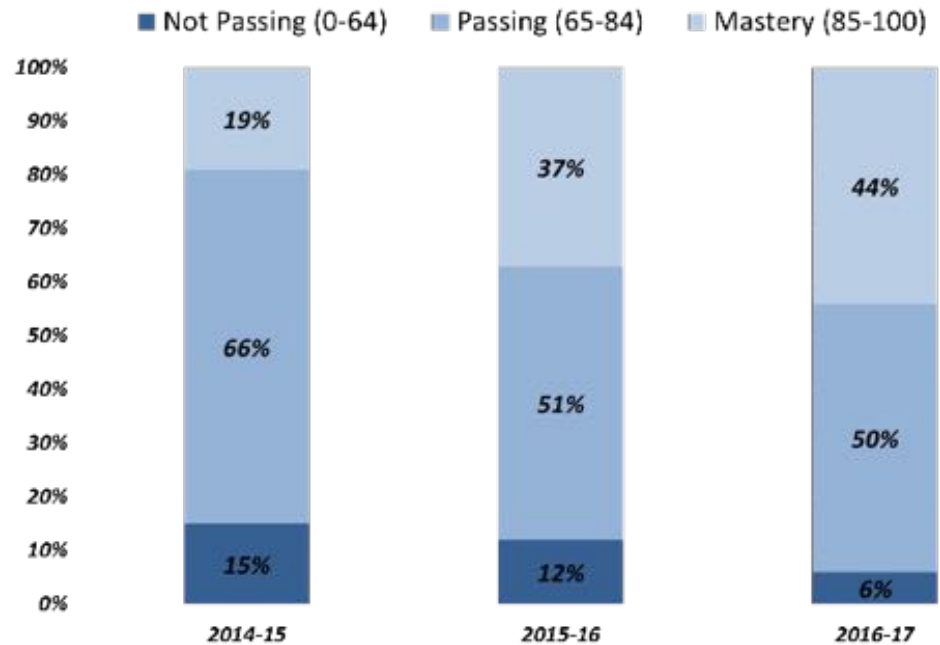


Priority 2: Students will demonstrate proficiency in mathematics

NYS Regents Data Common Core Algebra I

Goal: 93% of students will meet or exceed proficiency on end of course *Algebra I* Regents exam.

Actual: 94% of students met proficiency on the 9th grade June Algebra Regents.

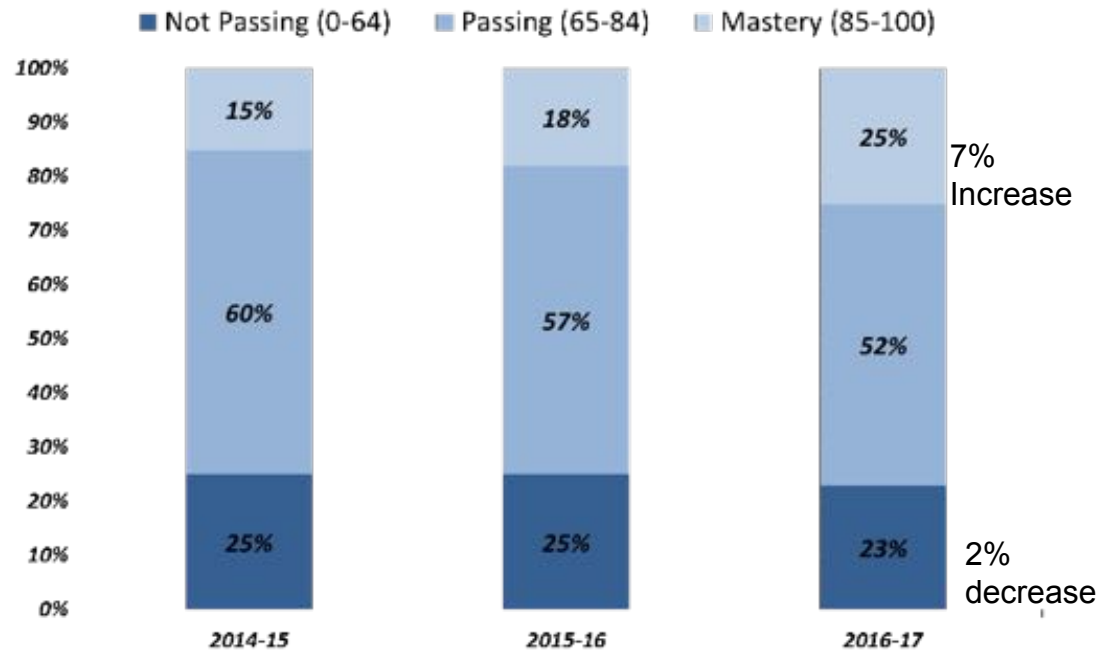


Priority 2: Students will demonstrate proficiency in mathematics

NYS Regents Data Common Core Geometry

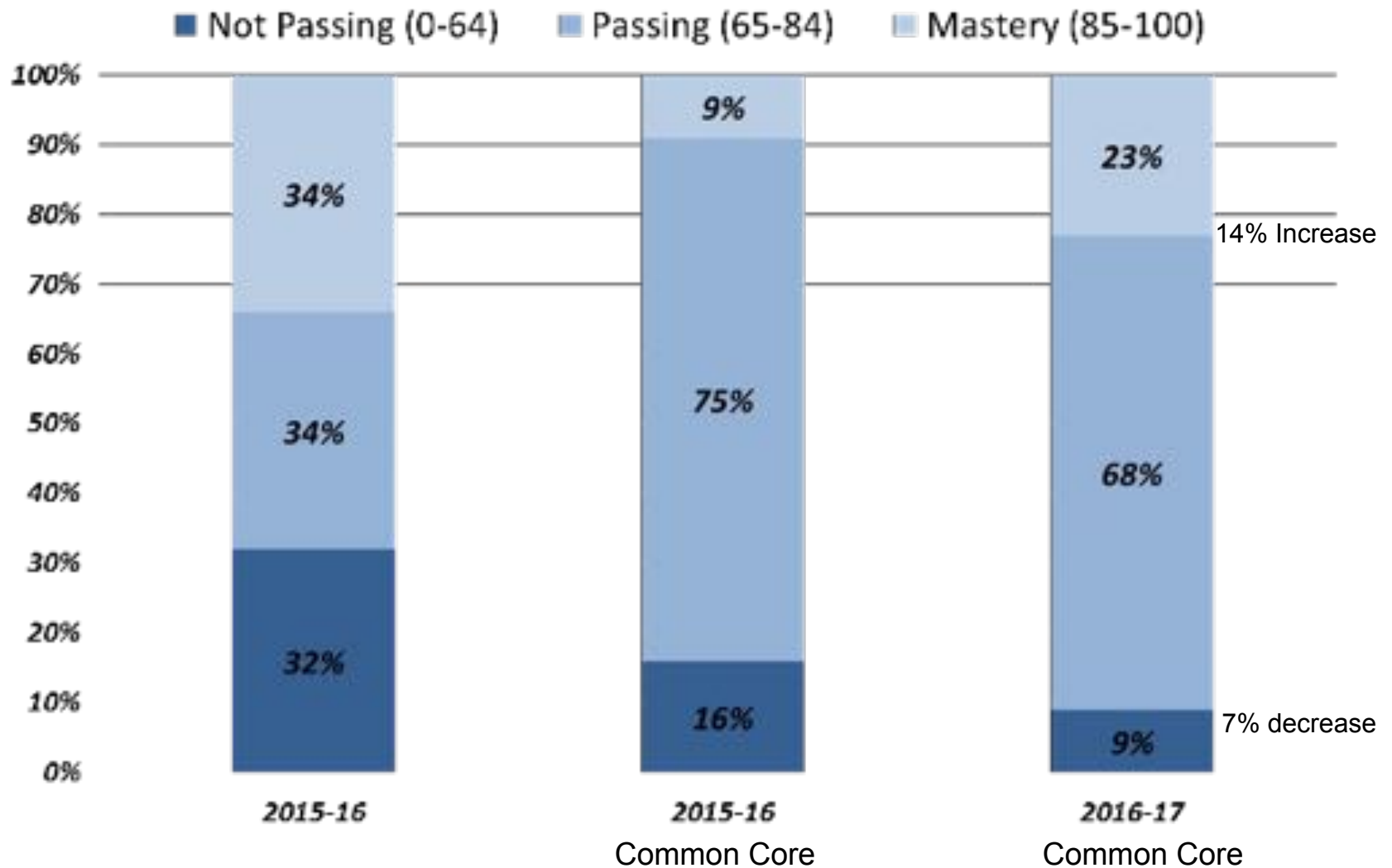
Goal: 85% of students will meet or exceed proficiency on end of course *Geometry* Regents exam.

Actual: 78% of students met proficiency on the 10th grade June Geometry Regents



NYS Regents Data

Algebra 2/Trigonometry & CC Algebra II Examinations

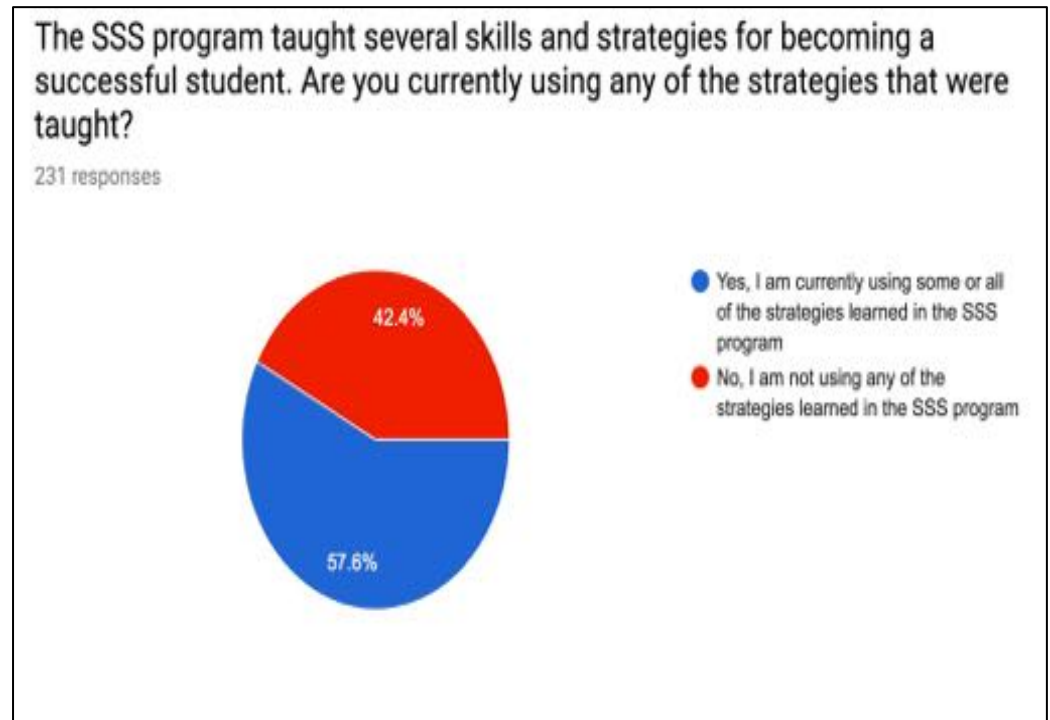


Priority 3: Social-Emotional Learning and Positive Behavioral Intervention Strategies

Goal: Implement *Student Success Skills* program to all 9th graders.

Result: *Student Success Skills* program implemented to all 9th grade English classrooms through departmental collaboration between guidance counselors, teachers and clinicians.

Post Survey: When surveyed three months after the lessons concluded, 58% of the students were using strategies learned during the program.



In School Suspension (ISS)

Goal: Reduce OSS and ISS suspension rates by 5%

Result: ISS reduced by 30%

| | ISS 12-13 | ISS 13-14 | ISS 14-15 | ISS 15-16 | ISS 16-17 |
|-------|-----------|-----------|-----------|-----------|-----------|
| Sep | 2 | 5 | 7 | 15 | 6 |
| Oct | 10 | 13 | 18 | 16 | 7 |
| Nov | 11 | 12 | 11 | 18 | 6 |
| Dec | 8 | 8 | 10 | 12 | 12 |
| Jan | 15 | 10 | 9 | 10 | 10 |
| Feb | 22 | 2 | 8 | 8 | 17 |
| Mar | 15 | 10 | 19 | 19 | 17 |
| Apr | 21 | 9 | 12 | 6 | 5 |
| May | 17 | 20 | 16 | 20 | 7 |
| Jun | 0 | 3 | 0 | 3 | 1 |
| Total | 121 | 92 | 110 | 127 | 88 |

30% decrease

Out of School Suspension (OSS)

Reduce OSS suspension rates by 5%

Result: OSS reduced by 24%

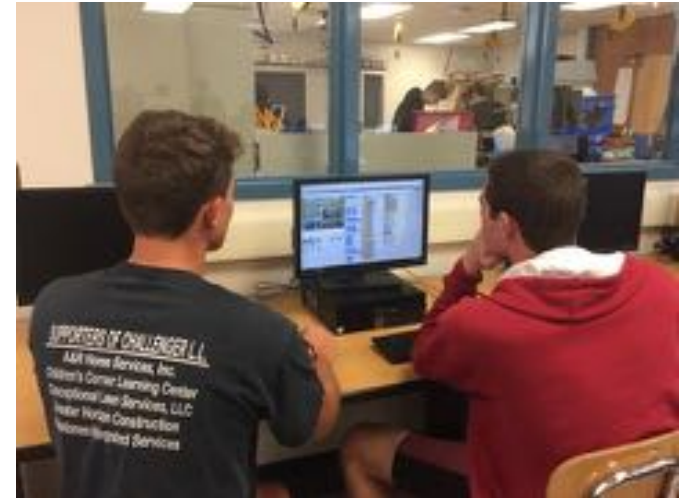
| | OSS 12-13 | OSS 13-14 | OSS 14-15 | OSS 15-16 | OSS 16-17 |
|-------|-----------|-----------|-----------|-----------|-----------|
| Sep | 10 | 6 | 7 | 1 | 1 |
| Oct | 8 | 13 | 9 | 5 | 3 |
| Nov | 12 | 15 | 7 | 5 | 4 |
| Dec | 10 | 8 | 5 | 14 | 11 |
| Jan | 8 | 1 | 5 | 12 | 10 |
| Feb | 12 | 8 | 8 | 6 | 13 |
| Mar | 9 | 7 | 13 | 14 | 8 |
| Apr | 10 | 10 | 3 | 10 | 4 |
| May | 6 | 7 | 4 | 13 | 5 |
| Jun | 2 | 4 | 3 | 0 | 2 |
| Total | 87 | 79 | 64 | 80 | 61 |

24% decrease

STEAM: Increase course offerings and opportunities in STEAM (Computer Science) to students.

Goal: Implementation of *AP Computer Science Principles*- 80% of students will score 3+ on end of year AP exam.

Actual: 100% of students scored 3+ on the *AP Computer Science Principles* course, our first year and administration of the exam.



2017-2018 CSIP: Four Priorities

- **Priority 1- Literacy:** Students will demonstrate proficiency on 11th grade NYS English Regents exam.
- **Priority 2- Math:** Students will demonstrate proficiency on the *Algebra I* and *Geometry* Regents exams.
- **Priority 3- Social-Emotional Learning and Positive Behavioral Intervention Strategies**
- **Priority 4- STEAM:** Increase broader elective offerings in computer programming outside of the AP Program



Programmatic areas of focus for 2017-2018

- Revised curriculum for *Inclusion Support* periods to include skills and strategy support.
- AVID-ize across departments (spreading best practices and instructional strategies)
- Two year ENL program supports newcomer students in core content areas: (22 students)
 - Evaluation of our two year ENL program based on proficiency levels in *Algebra*, *Living Environment* and *Global Studies* regents exams.



Literacy-Action Steps



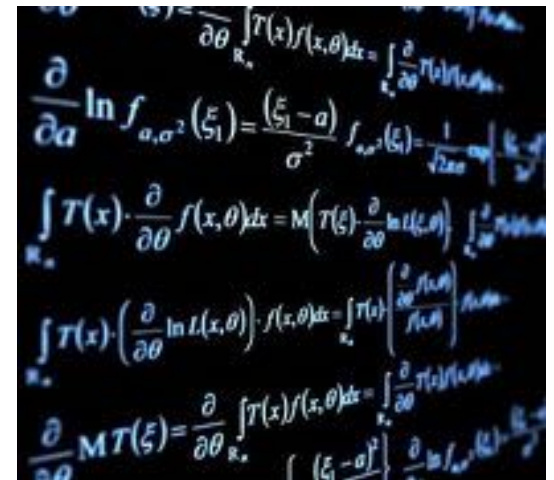
- Continued alignment and refinement of English curriculum maps and assessments.
- *Achieve 3000* expanded to all 9th grade FWS and Seminar classes to support reading comprehension strategies for students.
- Continued ENL support and professional development for teachers.



Math-Action Steps



- Continued emphasis on improving *Algebra I*, *Geometry* and *Algebra 2* proficiency/mastery levels.
- Conducting an item analysis of past Regents exams to identify standards in need of improvement.
- Quarterly common assessments designed to identify areas in need of improvement prior to Regents assessments.



P.B.I.S- Action Steps



- Continued recognition of students for *Involvement, Achievement and Citizenship* through Mountie PRIDE
- *Heroes and Cool Kids* and Peer Leadership
- Assemblies:
 - *Save a Life Tour* for 11th and 12th graders (November)
- Unifying Theme: *We Are Suffern*-Celebrating Suffern High School's rich history, diversity, cultures and talents:
 - Spirit Week
 - *We Are Suffern* (cultural expo/Winter '17)
 - New student luncheons



SEL-Action Steps (P.B.I.S)

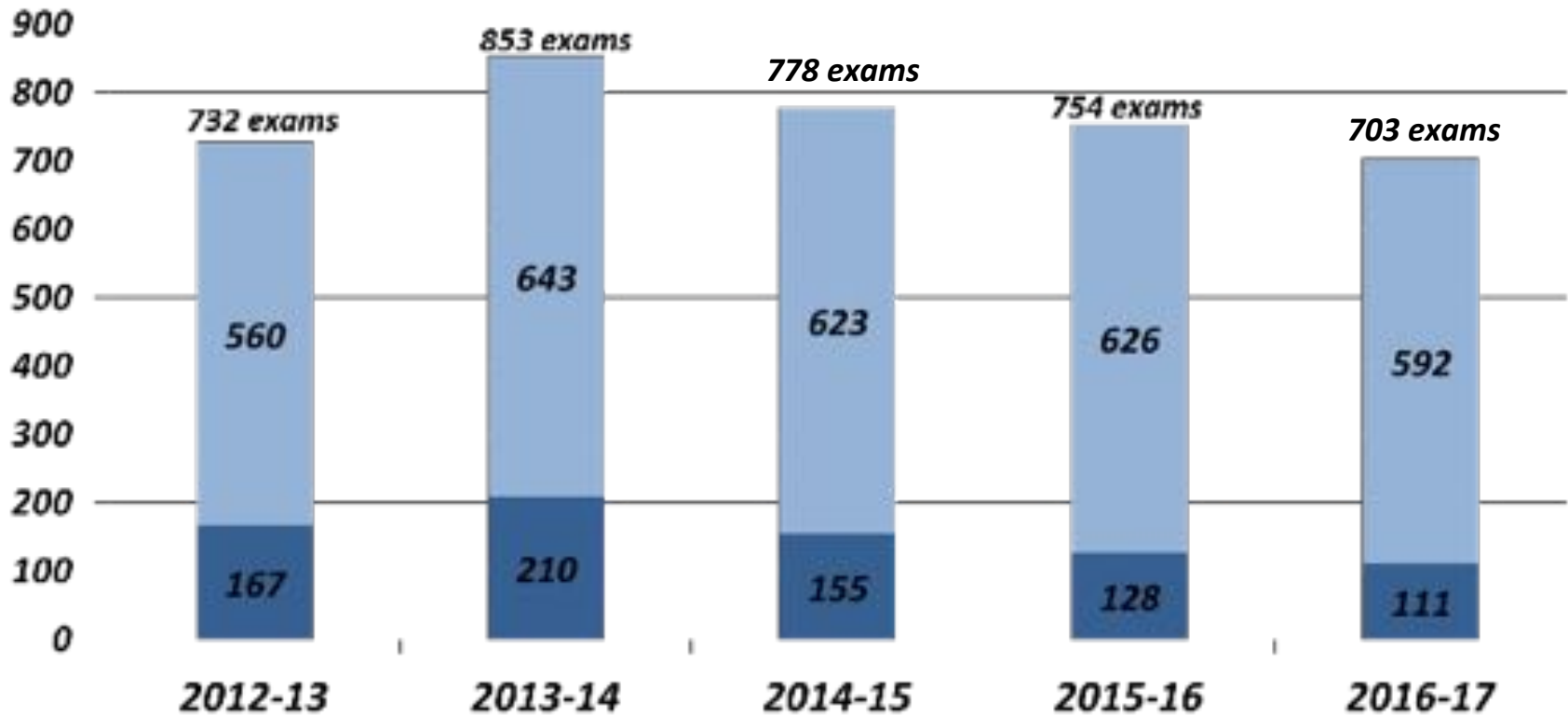


- ❑ Refining 9th Grade *Student Success Skills* Targeting five core areas:
 - ❑ Goal Setting/Planning & Progress Monitoring & Success Story Sharing
 - ❑ Creating a Caring, Supportive and Encouraging Classroom Community
 - ❑ Cognitive & Memory Skills
 - ❑ Performing Under Pressure: Managing Test Anxiety
 - ❑ Building Healthy Optimism

- ❑ Dialectic Behavioral Therapy program (DBT)
 - ❑ Skills and strategies for *Therapeutic Support Program*
 - ❑ DBT skills include skills for mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness
 - ❑ Teacher, T.A. and clinician reinforce strategies in classroom and private sessions. (Team based approach)

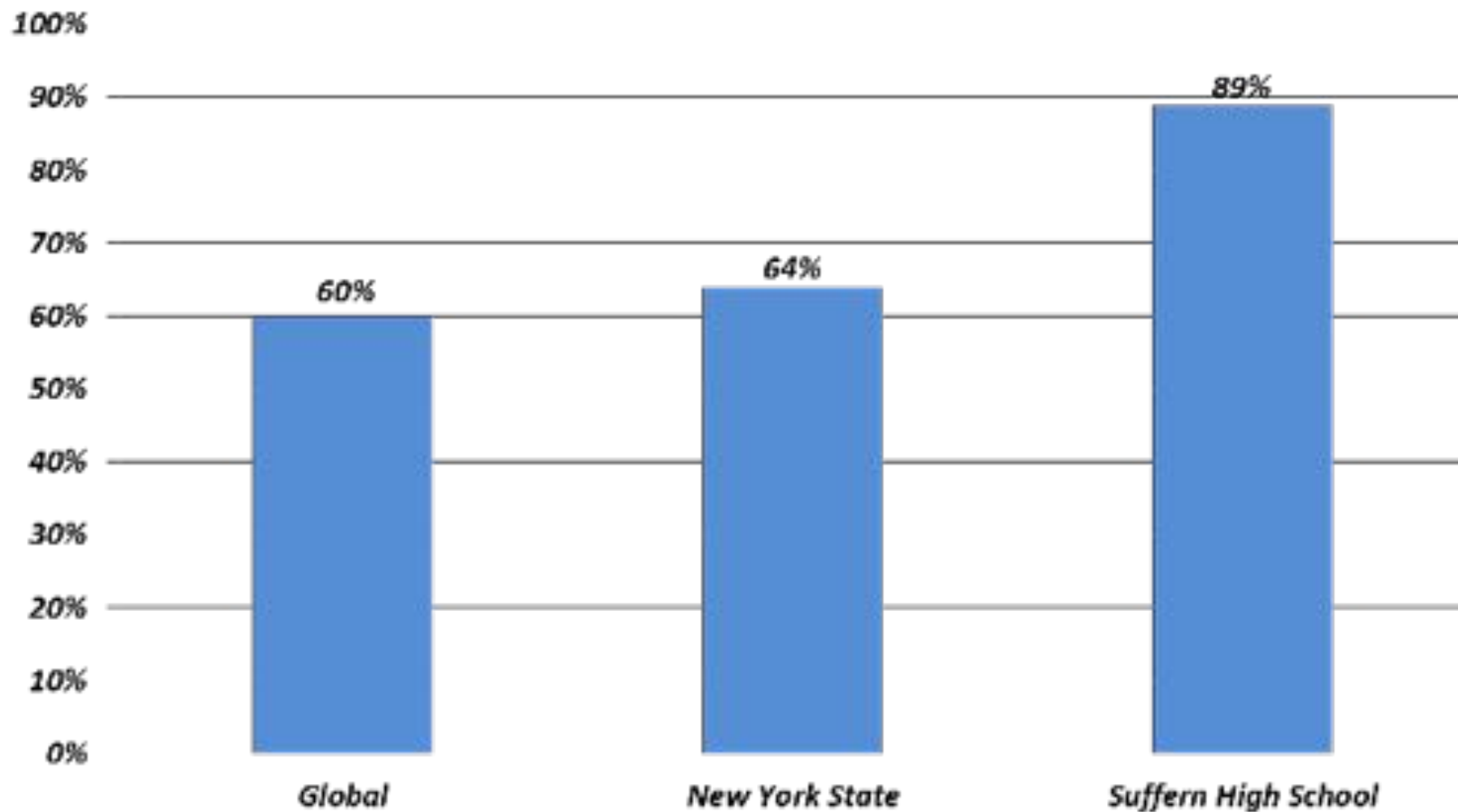


Advanced Placement Examinations Historical Performance & Participation at Suffern High School



| | | | | | |
|---------------|-----|-----|-----|-----|-----|
| # of Students | 348 | 374 | 343 | 340 | 329 |
| % Passing | 83% | 84% | 84% | 87% | 89% |

**2016 Advanced Placement Student Achievement
District, State & National Comparison
% of Students Scoring 3 or Higher**



Cambridge International

Chapter 7: Developing the Cambridge learner attributes through Cambridge Global Perspectives and Enterprise

“It is widely recognized that we live in an increasingly digitised and interconnected world. The means by which we access information and the pace with which this takes place are profoundly changing the way we learn, communicate and work. Increasingly, young people are faced with access to a multiplicity of competing ideas. In such an information-rich society, young people need the skills and dispositions to be able to think critically.”

Extract from Cambridge International A Level Global Perspectives syllabus 2017-18

Overview

This guide has argued throughout that the learner attributes need to be at the heart of approaches to teaching and learning in all disciplines and activities the school provides. This chapter focuses on two programmes that Cambridge offers that complement a discipline-focused curriculum. They are specifically designed to support habits and skills development associated with preparing students for the modern global information age and the world of work.

Cambridge Global Perspectives

Cambridge Global Perspectives is an interdisciplinary programme, currently offered through Cambridge IGCSE, Cambridge International AS & A Level and Cambridge Pre-U syllabuses. It focuses on the nature of argument and evidence, develops research and information literacy skills and encourages understanding and respect for the perspectives of others. Global Perspectives will become available for Primary and Lower Secondary (5-14 year olds) for first teaching from June 2018.

Students learn to appreciate alternative perspectives on global issues as interests compete and there are no easy answers. They learn how to evaluate arguments, in particular the evidence and reasoning used to support them, to improve the quality of their own arguments.



Case study 17:

Cambridge Global Perspectives at Suffern School, New York, USA

Two students and two teachers from Suffern High School, New York, reflect on how they find Cambridge Global Perspectives valuable in the videos below:

Hannah Conciglio - the importance of lifelong learning: Global Perspectives for international perspectives



Watch the video at <https://vimeo.com/232474032>

Alex Fernandez - skills gained from Global Perspectives



Watch the video at <https://vimeo.com/232473739>

Jarrold Gelb - collaboration peer review



Watch the video at <https://vimeo.com/232474113>

Bob Wilson - the importance of challenging students



Watch the video at <https://vimeo.com/232473942>

Suffern High School featured in Cambridge International publication

College Credit Courses

- 26 College/University level courses taught in conjunction with SUNY Albany, Syracuse University, Seton Hall, St. Thomas Aquinas and R.I.T
- Courses offered in Math, LOTE, Business, Social Studies, Science, Engineering, Family and Consumer Sciences, Art, Music, and **English (2017)**
- **Suffern HS students are currently earning over 3500 college credits!**



STEAM

Science

Technology

Engineering

Art

Mathematics

Opportunities for STEAM experiences in the following areas:

- PLTW: Engineering (4 course sequence)
- Computer Science: *AP Comp. Science A* and *AP Computer Principles*
- *Cinematography and digital media* course
- *Human Anatomy* elective (*new*)
- *Forensic Science*
- *STIR* (Science Research)
- Cambridge (*Global Perspectives*)
- Robotics Team (extracurricular)



Student Driven Learning

20% Time

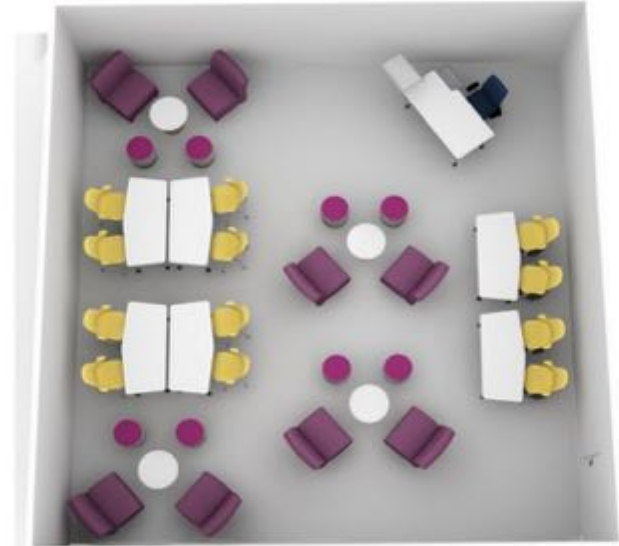
- Students given the opportunity to choose what they want to learn.
- Teachers step back and facilitate the learning.
- Initial cohort is being expanded from English, Art, World Language and Social Studies to include Science and Special Education classes as well.

WiSE Program

- Senior level course offering
- Student projects this year will range from independent films to shadowing a heart surgeon to an internship at a news station
- Students present projects to a panel of peers and faculty in May
- Satisfies English graduation requirement (12th grade only)

On the Horizon

- Active Learning classrooms
 - Working with students and faculty to design spaces that foster creativity and collaboration.
- Programming Electives 2018
 - Android/Apple App design
 - Interdisciplinary projects
- FlipGrid, Virtual Reality, Google Expeditions



LOTE Classroom Design