

The Bulletin Board

News from the Hicksville UFSD



PROFESSIONAL DEVELOPMENT AT ALL LEVELS

In accordance with the district's commitment to providing professional development, staff members at both the elementary and secondary levels are being presented with opportunities to further their own learning.

READING STREET

One significant initiative at the elementary level is Reading Street, a Common Core-aligned reading program that guides teachers in how to effectively use instructional resources to improve literacy instruction. The district is working with a Reading Street literacy consultant, who is providing professional development to support K-5 teachers with the program's implementation. Each of the seven elementary school principals has coordinated with the consultant to schedule 10

continued on page 2

Polishing 'People' Proficiencies

The "People" component of the Three Ps model — People, Program and Plant — is premised upon ensuring that all individuals and groups within the district maintain and make use of open lines of communication, are presented with ample opportunities to remain informed and updated on issues, and continue polishing their proficiencies.

One of the district's main goals for the school year is to provide professional development for all stakeholders, including the Board of Education, community, staff and administrators. The Board of Education is able to achieve this through Board retreats, the purpose of which is to address labor and legal matters, as well as New York State Education Department mandates such as the revised Annual Professional Performance Review requirements.

Members of the community will have the opportunity to expand their horizon of understanding by participating in Parent University sessions, which are workshops that inform families on topics such as Common Core updates, student assessment information and the access of school district information.

Staff members participate in professional development through design sessions that enable them to meet 21st-century instructional program demands, including expanded technology tools, Common Core and student assessment information, and SED mandates. Professional development is provided to administrators by way of peer mentoring opportunities and Leadership Academies, which heighten

awareness of evolving technologies, staff supervision models and SED mandates.

A second goal outlined by the district is to create effective channels of communication with school community stakeholders, the chief way of which is to review two-way communication strategies that are able to most effectively reach them. Another priority associated with this goal is to maintain and expand relationships with the public. To accomplish this, the district will perform a communications audit to identify which communication methods and channels are most effective, and has scheduled dates to personally meet with members of the community. These meetings, which include Supe's On and Key Communicator sessions, serve as forums to discuss pertinent issues (Supe's On serving as a series of superintendent-led workshops for community members, and Key Communicator meetings serving as superintendent meetings with business leaders). In addition, the expansion of Web outreach, as well as exploring and making use of other technological means to strengthen community relations, remains a priority.

By reaching these two goals, the "People" component of the Three Ps model is fulfilled.

...continued from page 1

professional development days — five for K-2 teachers, five for 3-5 teachers. Special education, ENL, AIS and reading teachers are also included in the training, and they attend sessions with the grade level best aligned with their assignments. Each grade level meets separately, enabling the consultant to focus her training on the specific needs of that level. In addition, principals are learning alongside their teachers.

During the September session, titled “Core and More Backwards Planning: How to Plan and Deliver Instruction,” the consultant provided teachers with tips and tricks to navigate the teacher manual. She also trained them on how to prioritize instructional planning to first address tested skills and then use their discretion to address non-tested skills. The consultant led teachers through weekly assessments to identify tested skills, which she referred to as “core instruction,” and demonstrated how to work backwards to identify where those tested skills are addressed during weekly instruction. During a staff development session on Sept. 30, the consultant worked with reading and AIS teachers to analyze the Reading Street Response to Intervention kits, which are used to support classroom instruction.

In October, the consultant helped teachers understand how to use baseline data gathered from the administration of a Reading Street Baseline Group Test to guide instructional planning and determine how best to teach students after dividing them into small groups.

Reading Street literacy consultants will also work with elementary teachers during Superintendent’s Conference Day on Nov. 3 to discuss the topic of differentiation and small-group instruction using leveled readers.



WRITERS’ WORKSHOP

To supplement Reading Street,

primary-level teachers will continue their professional development for effective writing instruction through participation in a writers’ workshop, which will be conducted by a literacy consultant trained in the Teachers College Writers Workshop as well as a former Teachers College trainer. The consultant will provide embedded professional development with grade-specific support, the modeling of strategies within lab classrooms, and direct teacher coaching and contact.



ALGEBRA II

Secondary mathematics teachers are currently receiving training and professional development for the implementation of the Common Core-aligned Algebra II curriculum. Teachers work through the State Education Department Curriculum Modules as part of this instructional training and share their exploration of the modules with jigsaw presentations at each staff development session. This form of training provides a collaborative platform where teachers can learn from one another.



TRAINING FOR ENL TEACHERS AND CO-TEACHERS

This year, Molloy College professor Dr. Andrea Honigsfeld will conduct a series of interactive workshops for K-12 English as a New Language teachers and general education co-teaching partners in order to meet the new legislation for the Commissioner’s Regulations for Part 154. In the workshops, teachers will explore evidence-based collaborative practices of effective co-teaching models that allow for differentiation of instruction and enhance English language learners’ academic and linguistic development. The workshops will take a closer look at effective teacher collaboration and examine essential frameworks for English as a New Language, as well as innovative approaches to integrated instruction that benefits all students.

In addition, Mary Stephens, Nassau BOCES supervisor for language programs and assessment services, will conduct a separate series of workshops for ENL teachers and co-teaching partners. Ms. Stephens will work with them on developing academic language and instructional strategies when teaching English language learners. As a result, teachers will familiarize themselves with the Sheltered Instruction Observation Protocol (SIOP) model, which supports teachers in planning and delivering high-quality instruction for all students.



NEW SOCIAL STUDIES TEXTBOOK TRAINING

The new social studies textbook being used at the middle school — “Discovering Our Past: History of Our Nation” — is in the form of an e-textbook. In October, staff of the publisher visited the district to provide professional development for seventh- and eighth-grade teachers in using the e-textbook and taking advantage of all it offers.



DR. DODA AT HMS

This year, staff members at the middle school will be working with renowned specialist and staff developer Dr. Nancy Doda. Dr. Doda will be providing professional development that focuses on instructional and interdisciplinary strategies, maximizing teaming efforts, and exploring advisory programs to further enhance the middle school experience for students. Throughout the year, workshops will be conducted for teachers.

In addition, a team of middle school teachers and administrators will participate in a series of Nassau BOCES Middle Level Collegial Network workshops, which will provide a platform for participating middle schools to share and explore best practices and instructional strategies for adolescent learners. Hicksville Middle School will be hosting two of these sessions during the school year.

NEW FACES Around the District

NEW ASSISTANT SUPERINTENDENT FOR PERSONNEL

The district is proud to announce Rosemarie Coletti as the new Assistant Superintendent for Personnel. Ms. Coletti will be working closely with the staff in all nine schools to ensure students continue to receive the finest possible education.

Ms. Coletti steps into her new role with extensive experience, including her most recent positions as Assistant Superintendent for Human Resources in the Northport-East Northport and Baldwin school districts. Her prior positions include Assistant Superintendent for Personnel and Administration in the Mamaroneck School District and Southern Westchester BOCES, and Personnel Administrator for the Uniondale School District. She has also been a teacher at the elementary, middle and high school levels and served as an adjunct instructor at both Fordham and St. John's universities.

The new administrator is an alumna of St. John's University, where she earned a Bachelor of Science in education and English and a master's degree in reading. She received her professional diploma in administration and supervision from LIU Post as well as additional credits from the Cornell School of Industrial and Labor Relations.



"Although I have only had the pleasure of serving the district and community for a few short weeks, it is obvious to me that I have been invited to be a part of something very special. The students, faculty, parents and community as a whole exude an energy that is palpable."

Ms. DuBeau was an Assistant Principal in the Spackenkill School District for the past two years. She served on and chaired numerous teams and committees at Spackenkill, most notably the districtwide School Attendance Committee, for which she developed attendance protocol and early interventions for at-risk students. She also received a \$10,000 STLE-D grant for developing a Signature Practice Proposal as related to a schoolwide mentoring program. Prior to her administrative role in Spackenkill, she taught earth science in the Baldwin School District for 11 years.

DISTRICT WELCOMES 33 NEW EDUCATORS

Prior to the start of the 2015-2016 school year, the district hired 33 new teachers. These educators are eager to continue the district's mission of encouraging students to strive for academic excellence and success.

In preparation for their new roles, the teachers participated in a two-day orientation in August. The program included an official welcome by Superintendent of Schools Dr. Carl Bonuso and featured informational sessions conducted by Rosemarie Coletti, Assistant Superintendent for Personnel; Marianne Litzman, Assistant Superintendent for Curriculum and Instruction; Susan Guiliano, Director of Curriculum, Instruction and Assessments; and Daniel Friedman, Director of Educational Technology and Grants.

In September, a new teacher reception, also attended by administrators, school principals, fellow teachers and Board of Education members, gave the new educators an opportunity to connect and mingle with their colleagues. All of the new teachers were welcomed to the district by Dr. Bonuso and Board of Education President Phil Heckler and gifted with a customary school district pin.

NEW AP AT HHS

The high school's administrative team is delighted to welcome Lauren DuBeau as its newest member. Ms. DuBeau, who has been appointed as an Assistant Principal at the high school, said she is thrilled to have been made a part of a culture so devoted to its students.

"I'm so pleased to have been granted the opportunity to join the team at Hicksville," she said.



THE HICKSVILLE PUBLIC SCHOOLS
Administration Building
200 Division Avenue
Hicksville, NY 11801

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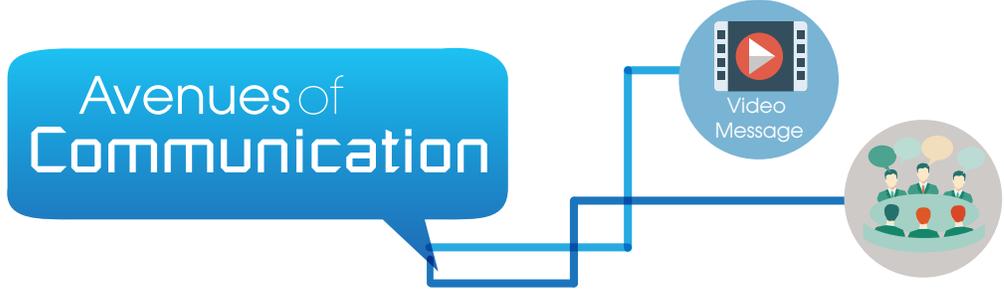
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Prior to the start of the 2015-2016 school year, the Board of Education and central administration discussed the most effective ways to reach the community while creating personal bonds with the different groups that comprise it.

“We really wanted to look at what the communication structures with the public have been, and we wanted to make them even stronger this year and moving forward,” said Rosemarie Coletti, Assistant Superintendent for Personnel. “Video messages, Supe’s On and key communicator meetings are all attempts to fortify our connections with the community.”

Video messages that have been posted to the district’s website give community members an opportunity to join administrators and staff members for various activities in the district. One video, for example, was filmed aboard a school bus on the first day of school and featured Superintendent of Schools Dr.

Carl Bonuso’s narration and interaction with students and families at bus stops. The video gave the community members a “front-row seat” in experiencing the excitement students felt on their way to school, and also gave insight to those who may not have met Dr. Bonuso yet. The main purpose behind such video messages is to strengthen the connections between the community and school district, and to provide another way for residents to stay informed and up-to-date.

Dr. Bonuso’s outreach is behind a second and brand-new initiative this year, Supe’s On, for which the superintendent makes himself available for casual conversation over coffee with community members. All are encouraged to ask questions on any topic of interest, and the casual setting is conducive to stimulating discussion. Supe’s On not only gives residents an opportunity to voice their opinions and concerns, but

also gives Dr. Bonuso a forum through which he can meet district constituents and field questions. This form of personal communication is one that will undoubtedly go a long way in fostering healthy relationships between the schools and community. This year’s dates for Supe’s On are October 26, January 4 and March 15.

Two Key Communicator meetings will also be hosted this year, during which significant stakeholders in the community, including business leaders, will have the opportunity to meet administrative and instructional leaders to discuss pertinent issues. Held in roundtable format, the meetings are similar to Supe’s On in that they offer a casual setting for conversation. The difference is that Key Communicator meetings are typically concerned with matters regarding the tax cap, the State Education Department and issues rooted in Albany, since such issues can impact the school district and may therefore affect the community and local businesses. The Key Communicator meetings will be held on Dec. 2 and April 14.

The district’s commitment to strengthening the ways it connects to the community is reflected in its implementation of these innovative modes of communication.

UP NEXT PROGRAMS

Throughout the year, each newsletter will be featuring one “p” of the Three P’s —People, Program and Plant — to highlight the district’s

initiatives with regard to that particular component. In the upcoming winter newsletter, the “Program” component will be analyzed, with the focus on curriculum initiatives, continued implementation of state-of-the-art instructional methods, and the steps

the district is taking and has taken to ensure that all students are college- and career-ready upon graduation. “Program” will look at what the “people” are doing to carry out the goal of providing an exceptional level of education for students.