



RISE SUMMER INSTITUTES I

June 27 – 29th

Open to all independent and religious school teachers and administrators - SEND A TEAM!
Go to any Institute anywhere in the state
(and be reimbursed for your travel and hotel!)

Albany - The Century House Hotel and Conference Center – Latham, New York.

Understanding by Design including assessments - The Understanding by Design[®] framework (UbD[™] framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends. Presented by Dr. Sandy Kleinman of the McTighe Group.

Pre-session –Formative and Summative Assessment Tools – Fun, interactive data gathering tools, to liven up assessment.

Buffalo – Niagara Marriott Hotel – Amherst, New York

Social Emotional Learning - Studies show that students have academic achievement gains in classrooms where Social and Emotional Learning (SEL) is the foundation. Learn how to integrate SEL into all aspects of your classroom teaching, as well as school-wide initiatives. Presented by The Children’s Institute.

Pre-session –Formative and Summative Assessment Tools - Fun, interactive data gathering tools, to liven up assessment.

Westchester – Iona College – New Rochelle, New York

Math and Science – Aligned to the new NYS Science Standards we will be training teachers to help students “come to know” their mathematical and scientific knowledge; to use what we learn from research to inspire teachers to deeply & thoughtfully consider how to change their own classroom practice – passionate, reflective teachers who will take their students’ thinking seriously; and to broadly share that which is learned with the educational community. Presented by the AIMS Center for Math and Science Education.

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Save the Date

CSAANYS Gathering will be Sunday, December 3rd at the Albany Marriott Hotel

The Annual RISE Conference will be December 4th and 5th at the Albany Marriott Hotel.

Most Gracious Heavenly Father, You gave Saint Valentine the courage to witness to the gospel of Christ, even to the point of giving his life for it. Help us to endure all suffering for love of you, and to seek you with all our hearts; for you alone are the source of life and love. Grant that we may have the courage and love to be strong witnesses of your truth to our friends and family and to the whole world. We ask this through our Lord Jesus Christ, **Amen.**

CSAANYS News

Instructional Leadership—Assessments

Many principals collect teacher plan books, sometimes weekly. In those plan books there is probably a notation at least once for a TEST, sometimes written in bold, red letters. Assessing students to determine if they are making growth is a very important aspect of the teacher's role. Assessment can take many forms, including the much mentioned formative assessments, those day to day ongoing checks to determine learning. The TEST is often a summative assessment of a chapter or unit. This is the item principals should be taking a look at regularly. Tests that do not have a balance of fluency, comprehension, application, and transference are missing the mark on assessing achievement and growth. Take for example a social studies test that asks students to only give answers that are solely facts from the chapter. This is a fluency test that requires rote memorization of information. This is a great test for kids to find memorizing easy, but do the students remember the information a month or 4 months down the road? Too often assessments are heavy on the fluency aspects and very light on application and transference. I have seen this over and over while coaching teachers. It can be a hard transition, and if teachers are relying on publisher prepared materials for tests, getting balance will be difficult. As the most important instructional leader in your building I encourage you to review tests frequently. Have the teachers go back to the essential question with you and show you how the assessment is determining what students should know and be able to do. Encourage teachers to look critically at how an assessment is being given, is a test necessary? Could a project, demonstration, oral report, or other measure give better data? Paper/pencil tests are quick and easy to grade, but do they always give great data about student growth and learning? If you would like help or need more information please don't hesitate to contact CSAANYS. Our mission is to help you do your job easier and more efficiently!

CSAANYS Executive Board

The Executive Board will be meeting on March 14th & 15th at the Legislative Office Building to advocate for our needs with the NYS Assembly and Senate. We will be reminding our representative that our schools need help and support. I encourage you to touch base with your CSAANYS rep. to discuss the day or follow-up after March 15th to see how our advocacy efforts went.


The CSAANYS Executive Board Buffalo Secondary, and Staten Island seats are open. If you are interested or know someone who might be interested please call CSAANYS.

Advocacy News

The push for Education Tax Credits is on! Please make sure you, your teachers, families and community supporters are a part of the Network. We need the support this bill will bring. If you need information or talking points please don't hesitate to call or email CSAANYs. Please go to www.nyscatholic.org, click Join the Network to be a part of advocating for Catholics.

NYS Budget Updates


- **Smart Schools Bond Act:** The Governor appropriated an additional \$25 million to supplement the religious and independent share of school districts' Smart School Investment Plans.
- **State Office for Religious and Independent Schools:** The current unspent \$2 million has been appropriated for SORIS, the Executive Budget recommends \$800,000 for 2017-2018, which will cover salaries, but does not cover initiatives conducted through the office.
- **Health, Safety, and Security:** Under the Governor's plan, the \$15 million appropriated last year will be available beginning April 1 and funding is projected to be maintained at \$15 million next year.
- **CAP, 2-Year Lag:** The \$60 million appropriated last year, to be available April 1, 2017 designed to eliminate the 2-year lag was appropriated.
- **Mandated Services and CAP:** A 4% increase (\$180,988,000) is provided for both programs, this is an increase of \$6.9 million over last year. Language was maintained that permits schools to continue to receive reimbursement based on the standard instructional day of 5 hours for K-6, 5.5 hours for grades 7-12.
- **Textbook Aid:** \$58.25 per pupil
- **Software Aid:** \$14.98 per pupil
- **Hardware Aid:** Average of \$12 per pupil
- **Library Materials:** \$6.25 per pupil



Catholic School Education

176

Dioceses with Catholic schools



TOTAL NUMBER OF CATHOLIC SCHOOL STUDENTS:
two million students
in preschool, elementary and secondary schools

High School Graduation Rate
99%

New Catholic Schools that opened in the 2015-2016 academic year:
14

A Gift to the Nation: Based on the average public school per pupil cost of **\$12,608** Catholic schools provide more than **24 billion dollars** a year savings for the nation.

SPECIAL NEEDS:
78.4 percent of Catholic schools serve students with mild to moderate special needs.

The total, full-time equivalent (FTE) teaching staff in Catholic elementary/middle and secondary schools is
151,101.

Student Diversity:
20.3% are racial minorities,
16.1% are Hispanic/Latino

Staffing Ratio (National Average) 13:1

School Waiting Lists 1,795

Top 10 Cities with Highest Catholic School Enrollment: Los Angeles, Chicago, Philadelphia, New York, Cleveland, Cincinnati, Brooklyn, Boston, St. Louis, New Orleans

Currently, **27 states** and the District of Columbia have legislation that provides some form of financial assistance to parents to help them choose a private or faith-based education for their children. Currently there are **59 publicly-financed programs** (vouchers, scholarships, education savings accounts and tax relief) available to assist parents with financial resources that enable them to exercise choice in their selection of a school for their children.



CSAANYs News sponsored by:

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At FACTS, we've spent over 20 years defining what tuition management should be. Today, we unveil a new vision for serving your school and families. In addition to better helping families manage costs, we also offer expanded flexibility for parents and schools that meets your high expectations—and ours. To experience [FACTS Tuition Management](#) for yourself, visit our website to sign up for a free Webinar or give us a call. www.factsmgt.com | 877.606.2587

Source: National Catholic Educational Association, United States Catholic Elementary and Secondary Schools 2015-2016: The Annual Statistical Report on Schools, Enrollment and Staffing

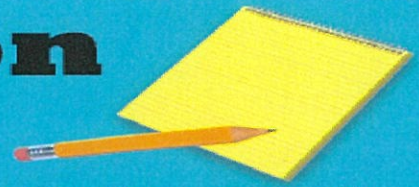
New York State Education Department
Every Student Succeeds Act (ESSA)

Draft Characteristics of Highly Effective Schools

The following are characteristics of a school that provides a highly effective education to students and enables them to become prepared for college, career, and civic responsibility:

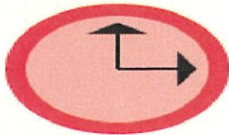
1. Visionary instructional leaders partner with all stakeholders. Visionary leaders create a professional, respectful and supportive school culture and community that values and promotes diversity and leads to success, well-being, and high academic and career expectations and outcomes for all students. This is accomplished through the use of collaborative systems of continuous and sustainable school improvement.
2. All students receive curricula in all disciplines that are challenging, engaging, and integrated. The curricula are tied to appropriate formative and summative assessments, which are aligned to State learning standards. This results in instruction that is relevant and responsive to student needs and modified to maximize student growth and learning outcomes.
3. Teachers and staff engage in ongoing professional development to equip themselves with effective, research-based, strategic instructional practices. Teachers and staff use multiple measures, so that targeted instruction maximizes student learning outcomes. Teachers and staff address the needs and interests of diverse learners and design lessons and activities that are responsive to what students need to learn. These efforts allow students to consistently experience high levels of engagement and achievement.
4. The school community identifies, promotes, and supports social, emotional, physical, and cognitive development throughout the school day. This is accomplished by designing systems, programs and strengths-based experiences that identify and foster healthy relationships, as well as safe, inclusive, and respectful environments. These efforts lead to students developing social emotional skills and barriers to learning being removed.
5. The school has active partnerships that are culturally and linguistically inclusive and in which families, students, community members and school staff respectfully collaborate. These partnerships support student academic progress, social-emotional growth, well-being, and personal and civic responsibility, so that students have the opportunity to reach their full potential.
6. The school community identifies, promotes, and supports multiple pathways to graduation and career readiness based on individual strengths, needs, interests, and aspirations. These pathways create access to multiple opportunities for students to pursue advanced coursework and actively explore and/or pursue specific career-related coursework and experiences in the arts, languages and Career and Technical Education. Consequently, students develop the knowledge and skills to meaningfully transition to postsecondary opportunities and to exercise civic responsibility.
7. The school community continuously and critically examines and challenges its own cultural assumptions to understand how they shape school-wide policies and practices, so as to inform plans for continuous movement towards a school environment that is inclusive, as well as linguistically and culturally responsive.
8. The school community promotes cultural responsiveness and appropriate responses to individuality and differences, as reflected in policies, programs, and practices. The school examines its cultural assumptions to inform practice and professional development on culturally and linguistically responsive pedagogy.

Observation Look-Fors



What can coaches give teachers feedback on?

Use of Time



- Transitions from one activity to another
- Time spent with individual students or small groups
- Time spent getting lesson/class started

Pacing



- Too fast, too slow?
- Time spent in each lesson component

Strategic Questioning

- Connect to lesson target/objective
- Assess understanding
- Stretch student thinking beyond yes/no



Clarity of Presentation

- Modeling
- Clarifying
- Providing clear directions



Student Movement



- Positive: quickly transitioning, following directions, taking initiative
- Negative: getting out of seat frequently, fidgeting, interfering with others

Differentiation

- Scaffolding of lesson to meet diverse student needs



Material Management

- Student and teacher materials organized to support flow of lesson
- Handouts are clear, meaningful and appropriate



Classroom Arrangement

- Furniture placement
- Visual supports on walls
- Environment for learning
- Provision for multiple uses of space



Monitoring/Checks for Understanding

- Monitoring student progress during independent work time
- Pauses at appropriate points in lesson to check for student understanding



Participation Strategies

- Use of cold call to ensure variety of student voices
- Use of discussion protocols
- Opportunities for partner or small group collaborative work



Student Engagement

- Positive: volunteering responses, on task student-student interaction, listening, carrying out roles
- Negative: speaking out while off task, off task student-student interaction, interrupting, interfering





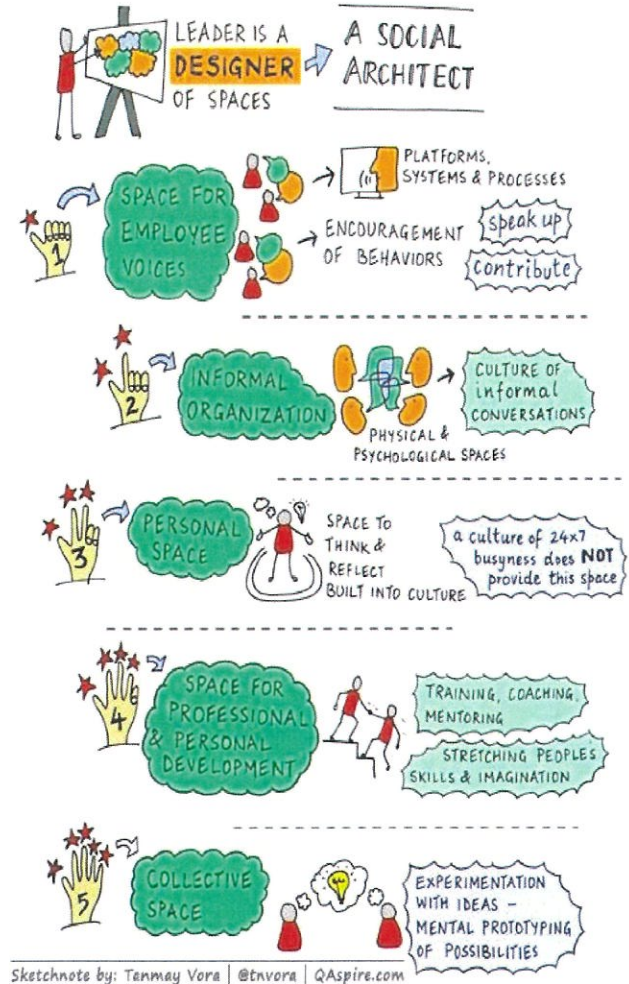
Though these are written by leaders in the business industry, I found them to be practical advice for school leaders. Replace company with your school name, employees with teachers, and clients with students and families.

- Lean out into the future. Pretend you go in a time machine, three years out. Write down in three to four pages exactly what your company looks like. Describe every aspect of your company at that time. That's your "painted picture." Then hand that vivid description to your team. Now that they can see what you can see, they can figure out how to make it happen. – Cameron Herold, founder of BackPocket COO and author of "Double Double" (Greenleaf Book Group, 2011)
- The first thing you think of in the morning and the last thing you think of at night is either the cause of your career happiness or the cause of your career pain. If it's pain, focus on changing that. – Anthony Lolli, founder and CEO of Rapid Realty
- Learn to give up trying to control everything. Being a great leader is about influence and listening to those around you. These are attributes rarely taught in school or training, but most often the ones that define how successful of a leader you are. – Jose Li, founder and CEO of 711bs
- Place a greater emphasis on improving strengths in an employee or your core competency. The impact will be much greater than fixating on weaknesses. – Ruben Soto, CEO and president of Hourglass Angel
- The best thing you can do is always follow your gut. The clients and potential partnerships that make you weary from the get-go are the ones that will cause you the most problems in the long run. Only work with people you respect and clients you are passionate about. Usually your first instinct is the right one. – Lais Pontes, president and principal of The Pontes Group

Published in Business News Daily – click the link to see the article in its entirety - <http://www.businessnewsdaily.com/5541-best-leadership-advice.html>

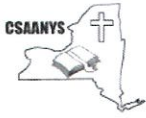


LEANDRO HERRERO
FIVE SPACES
LEADERS NEED TO DESIGN & NURTURE



ESSA Think Tank Regional Meetings

CSAANYS is an active member of the ESSA think tank, which is working on preparing information for the NYS plan. This plan is for the NYS money our schools receive to implement the Title programs. Please plan to attend a regional information meeting over the coming weeks. The schedule for the meetings can be found at - <http://p12.nysed.gov/accountability/WinterRegionalMeetings2017.html> Please contact your local BOCES District Superintendent's office for more information and agenda.



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New website
password –
case sensitive



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Lighting the Fire for Catholic Education 2017 Honorees

Jane Kromm—Diocese of Albany

Maureen Harten—Archdiocese of New York

Maureen McElduff—Archdiocese of New York

Kathleen Buscemi—Diocese of Brooklyn

Debora Hanna—Diocese of Brooklyn

Maureen Ingham—Diocese of Buffalo

Monsignor David LiPuma—Diocese of Buffalo

Dr. Kathleen Walsh—Diocese of Rockville Centre

Recent NYSED changes to High School Graduation Requirements

At a recent NYSCEA (www.nyscea.org) meeting, Mary Beth Casey, Associate at the NYS Education Department presented on the recent changes made by the NYS Board of Regents relating to Graduation requirements. The full slide deck can be found at www.csaanys.org, members page, please take a few minutes and review it. A FEW of the high-lights of the talk include:

All students who transfer to a NY State high school from outside the State at any time during their high school career

- earn ¼ credit of PE for every semester they are enrolled in a NY high school regardless of the number of PE credits they bring with them; AND
- enroll in PE every semester they are in a NY high school until they have completed 8 semesters (4 years) of high school.
- Students may cease enrolling in PE when both of the following criteria have been met
- They complete the eighth semester of high school.

Students who enter a registered New York State high school for the first time in grade 11 or who re-enter after having been enrolled for 3 or fewer semesters in a New York State high school, may be exempt from the *Global History and Geography* Regents and may meet the assessment requirements for a Regents or local diploma by passing the Regents Exams in: ELA, 1 Math, 1 Science, US History.

Students who enter a registered New York State high school for the first time in grade 12 or who re-enter after having been enrolled for 3 or fewer semesters in a New York State high school, may be exempt from the Global History and Geography Regents and the Science Regents and may meet the assessment requirements for a Regents or local diploma by passing the Regents Exams in : ELA, 1 Math, US History.



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At A nelnet COMPANY FACTS, we've spent over 20 years defining what tuition management should be. Today, we unveil a new vision for serving your school and families. In addition to better helping families manage costs, we also offer expanded flexibility for parents and schools that meets your high expectations—and ours. To experience FACTS Tuition Management for yourself, visit our website to sign up for a free Webinar or give us a call. www.factsmgmt.com 877.606.2587.