



CURRICULUM COMMITTEE

TUESDAY, OCTOBER 24, 2023

TODAY'S AGENDA

- TAG Program Overview E.Werlau
- Credit Recovery Program Review R.Albanese
- Grades 7-12 Summer School R.Albanese
- Grades K-6 Summer School N. Harjes
- High School Committee Updates B. Masopust
- Writing Committee Update A.White

2023-2024 TAG Enrollment

**Elementary: 35
students**

JGBMS: 24 students

WSHS: 76 students



George Steele

Plattekill visits completed
Ostrander completed
Leptondale TBD Spring
2024



Odyssey of the Mind

JGBMS Coaches: Mike Hall, Jackie Petrie

WSHS Coaches: Nick Malgieri, Jennifer Burkhart

REGION 5 ODYSSEY OF THE MIND TOURNAMENT

SATURDAY, MARCH 2nd, 2024 at Orange-Ulster BOCES



Odyssey of the Mind™

2023-2024 Long-Term Problem Synopses

PROBLEM 1: DRIVE-IN MOVIE



Problem 1
Vehicle

OM teams get the best seat in the house as they visit a drive-in and even become part of the movie being played! In this problem, teams will design, build, and run a vehicle with a team-created rider that travels to a drive-in theater. In the performance, the movie takes place all around the vehicle when suddenly a team-created special-effect occurs on the vehicle that makes it seem to become part of the action! It will include a lead actor character along with all the fun that comes with this nostalgic outdoor movie experience.

PROBLEM 2: AI TECH-NO-ART



Problem 2
Technical

They say beauty is in the eye of the beholder, but what if the beholder is —a robot!? In this problem OM teams will design, build, and operate an Artificial Intelligence Tech-NO-Art device that determines if a work of art is beautiful or not. It will dismantle a work of art that it decides is not beautiful to create a new work of art it believes is beautiful. The humorous performance will also include an artist character that stands up for their work of art, sound effects, and team-created artwork.

PROBLEM 3: CLASSICS... OPENING NIGHT ANTICS



Problem 3
Classics

There is a saying in the theatre that no matter what happens during a performance, the show must go on. The same is true in OM! For this problem, teams will portray the Opening Night of a play based on a classic story. The Opening Night performance will not go as planned and will include a set malfunction, unexpected sound effects, and a theater critic. Despite the Opening Night Antics, the show is a success!

PROBLEM 4: DEEP SPACE STRUCTURE



Problem 4
Structure

The universe is full of mysteries we hope to discover and some we may not want to discover! In this problem, teams unravel an original mystery by portraying a balsa wood structure discovered in deep space. The structure will be examined, tested, interviewed, and observed. The performance will include an actual balsa wood and glue structure that is tested to balance and support weight, a character portraying the discovered deep space structure, and the scientists studying it.

PROBLEM 5: ROCKING WORLD DETOUR



Problem 5
Performance

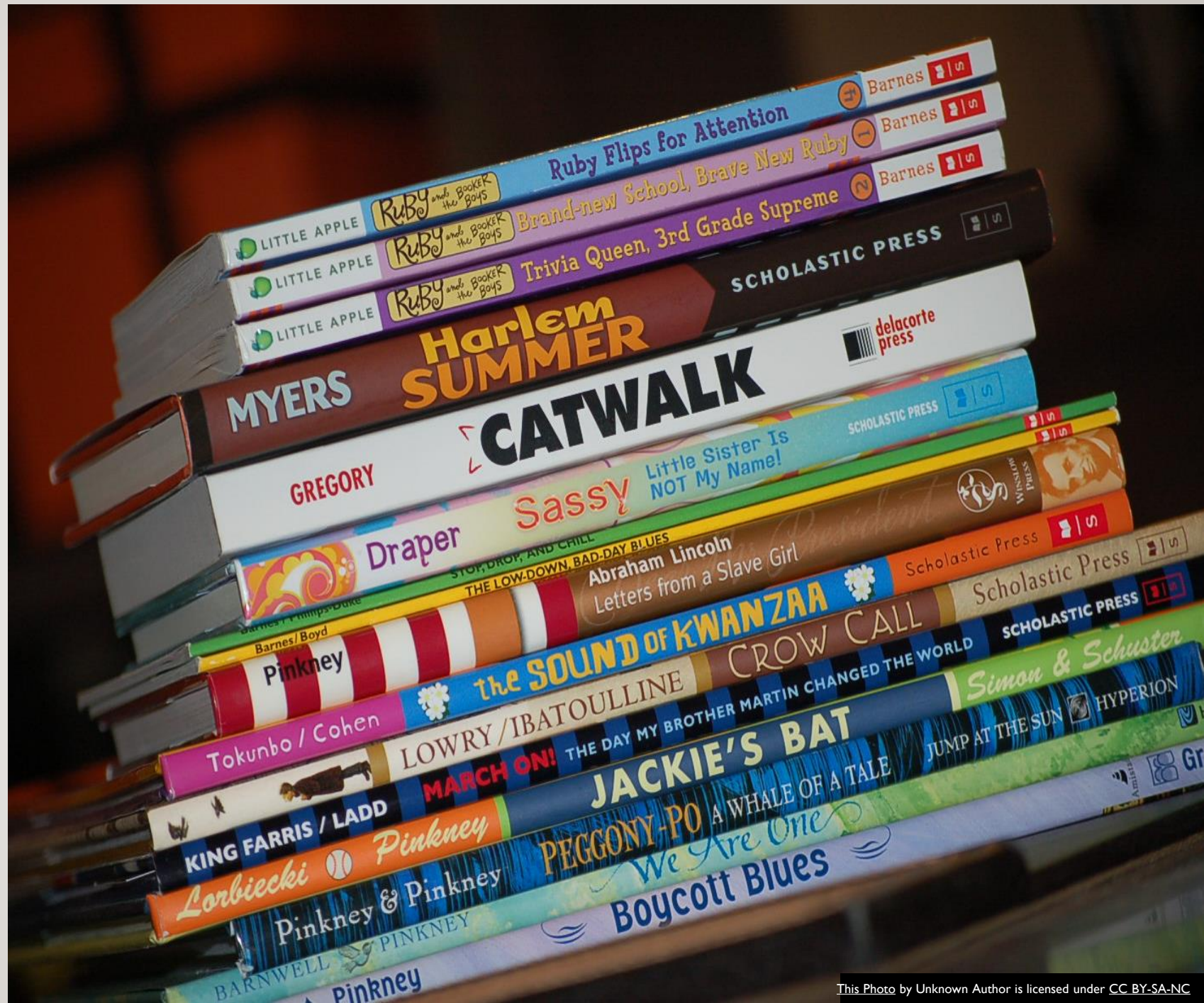
Are you ready to rock? Here is your opportunity! In this problem, OM teams will create a performance about a rock band on tour. Things get derailed in a very Odyssey way — while playing a song, the band is transported to an unexpected location. The band members must figure out how to use music to get them back on their tour. The performance will also include band merchandise and original hairstyles. Sponsored by ARM & HAMMER™



AUTHORS DAY

April/May 2024, dates TBD

- One author for the entire district
- Elementary presentations/secondary writing workshop/book signing sessions/lunch with the author



FIRST® LEGO® League Challenge Overview

CORE VALUES

Demonstrate *FIRST® Core Values* in everything you do. Your team will be evaluated during the robot game and the judging session.



Your team will:

- Apply **teamwork** and **discovery** to explore the challenge.
- **Innovate** with new ideas about your robot and project.
- Show how your team and your solutions will have an **impact** and be **inclusive**!
- Celebrate by having **fun** in everything you do!

ROBOT DESIGN

Your team will prepare a short explanation on your robot design, programs, and strategy.



Your team will:

- **Identify** your mission strategy.
- **Design** your robot and programs and create an effective plan.
- **Create** your robot and coding solution.
- **Iterate**, test, and improve your robot and program.
- **Communicate** your robot design process and everyone's contributions.

ROBOT GAME

Your team will have three 2.5-minute matches to complete as many missions as possible.



Your team will:

- Build the mission models and follow the field setup to put the models on the mat.
- Review the missions and rules.
- Design and build a robot.
- Explore building and coding skills while practicing with your robot on the mat.
- Compete at an event!

INNOVATION PROJECT

Your team will prepare a live, engaging presentation to explain the work you have done on your innovation project.



Your team will:

- **Identify** and research a problem to solve.
- **Design** a new solution or improve an existing one based on your selected idea, brainstorming, and plan.
- **Create** a model, drawing, or prototype.
- **Iterate** on your solution by sharing it with others and collecting feedback.
- **Communicate** your solution's impact.

Innovation Project

How we share our own hobbies and interests with others can be an expression of our creative selves. People who work in the arts can teach us a lot about how to communicate, how to engage, and how to entertain an audience of any size. What can you learn from museums, theaters, and films that can help you share what you love to do?

Innovation Project
Resources



START

How can you use technology and the arts to help engage others or increase participation in what you love to do?

→ Identify a specific problem related to sharing your hobbies or interests.

Performing. Reading. Collecting. Skateboarding. Your hobbies and interests might be different from your friends'. Can you teach people about your hobby in a way that makes it fun and engaging?

→ Research your problem and solution ideas.

Explore the many ways people share their interests with others. Using the arts as a guide, think about creative ways you could teach people about what you love to do. Can you find a fun way to get more people interested in your hobby? How can you use technology to make learning about your interests more immersive? Are there any experts you could interview?

→ Design and create a solution that helps people learn about your passions!

Use your research and explorations to either improve an existing way your hobby is shared or design a new innovative way to share! Can you think of any technology that could be used in a new or creative way? Make a drawing, model, or prototype of your solution.

→ Share your ideas, collect feedback, and iterate on your solution.

The more you iterate and develop your ideas, the more you will learn. What impact will your solution have on your audience?

→ Communicate your solution with a live presentation at an event.

Prepare a creative and effective presentation that clearly explains your innovation project solution and its impact on others. Make sure your whole team is involved in sharing your progress.

Use your critical thinking and innovation to inspire others to learn and be entertained with **FIRST® IN SHOWSM** presented by Qualcomm.

A low-angle, upward-looking perspective of several modern skyscrapers with glass and steel facades. The buildings converge towards the top of the frame, creating a sense of height and scale. The sky is a clear blue with some wispy white clouds. The text is overlaid on the central part of the image.

2023-2024 CREDIT RECOVERY

It is an individualized, self-paced,
blended online learning program
that uses APEX Learning
(computer enhanced instruction)

2022 -2023 CREDIT RECOVERY PROGRAM STATS

SENIORS

- 13 seniors completed credit recovery
- 4 seniors recovered credit from 2 or more classes
- Seniors completed 28 quarters of credit recovery and 4 full course credit recovery through the four core curriculum areas
- Credit recovery students contributed to the graduation rate of an overall 94%

2022 -2023 CREDIT RECOVERY PROGRAM STATS

JUNIORS

- 6 juniors completed credit recovery
- 2 juniors recovered credit from 2 or more classes
- Juniors completed 16 quarters of credit recovery and 2 full course credit recovery through the four core curriculum areas
- Credit recovery students contributed to the graduation rate of an overall 94%

2023 – 2024 CREDIT RECOVERY FORMAT

- Meets weekly every Tuesday and Wednesday after school in room 106
- Offer full course credit recovery (CR) and quarter credit recovery aligned to NYS and Common Core standards
- Students are required to meet with APEX teachers for three hours a week
- Must attend one or two sessions (transportation)
- May work at home to catch up or get ahead usually focusing on one course at a time
- Tuesday Nights:
 - Melissa Tierney: All Integrated Algebra Courses
 - Glenn LaPolt: Global History; American History; PIG; Economics
 - Lucas Mann: Liv. Env.; Conservation; Health, Earth Science
- Wednesday Nights:
 - Gary Tuttle: Math Essentials; Practical Math;
Geometry
 - Jaime LaPolla: English Courses (Grades 10-12)

2023 – 2024 CREDIT RECOVERY POSSIBLE COURSE OFFERING

- **Science:** Conservation, Living Environment, Earth Science, Health
- **Math:** Math Essentials, Practical Math, Algebra 1/1a/1b, Geometry, Analytical Geometry
- **English:** English 10/11/12
- **Soc. St.:** Economics, Global History 9/10, Part. in Gov.

2023 – 2024 STEPS PREPARING FOR QUARTER CREDIT RECOVERY

- Meet with counselors after the first quarter 5-week progress reports are completed
- Identify seniors that are failing essential credit courses required for graduation
- Coordinator/teachers added quarter credit recovery classes as identified by quarter
- First week in November: Counselors will begin the enrollment process for seniors that will likely fail the 1st quarter
- Credit deficient juniors will be added next to the quarter credit recovery program

2023 – 2024 CREDIT RECOVERY CURRENT ENROLLMENT

- 19 Students enrolled in full credit recovery:
 - 8 seniors
 - 6 juniors
 - 5 sophomores
- 3 seniors are enrolled in 2 full courses for credit recovery

**START DATE: MONDAY, JULY
10TH, 2023**

**END DATE: THURSDAY,
AUGUST 17TH, 2023**

**REGENTS EXAMS: AUGUST
16TH AND 17TH, 2023**

SECONDARY SUMMER SCHOOL 2023

HIGH SCHOOL TOTAL ENROLLMENT:

- 126 Students Enrolled in Classes
- 19 Students Enrolled to Audit Classes
- 16 Students Dropped (Attendance)

CLASS OFFERINGS & RESULTS:

Algebra 1A - 19 Enrolled, 11 Passed, 8 Failed

Algebra 1B - 11 Enrolled, 6 Passed, 5 Failed

Earth Sci. - 7 Enrolled, 4 Passed, 3 Failed

Living Env. - 8 Enrolled, 6 Passed, 2 Failed

US Hist - 16 Enrolled, 16 Passed, 0 Failed

Global 9/10 - 14 Enrolled, 13 Passed, 1 Failed

English 9-12 - 35 Enrolled, 34 Passed, 1 Failed

110 Students
Completed
Summer School

90 Course Credits
Earned

82 % Pass Rate!

REGENTS EXAM OFFERINGS & RESULTS:

Algebra I - 8 Passed* , 2 Failed

Geometry - 1 Passed

Earth Sci. - 1 Passed* , 2 Failed

US Hist. - 6 Passed* , 1 Failed

Living Env. - 8 Passed* , 8 Failed

Global - 5 Passed*

English - 10 Passed* , 3 Failed

***Total Results – 39 passed (*19 with special appeal),
16 failed***

August Regents Results Last 5 Years

2017:	34 Passed, 31 Failed (52%)
--------------	-----------------------------------

2018:	52 Passed, 36 Failed (59%)
--------------	-----------------------------------

2019:	57 Passed, 30 Failed (65%)
--------------	-----------------------------------

2022:	46 Passed, 11 Failed (81%)
--------------	-----------------------------------

2023:	39 Passed, 16 Failed (71%)
--------------	-----------------------------------

MIDDLE SCHOOL OFFERING:

- 7th Grade Math and English Skills Development
(3 one -hour sessions: enrollment: 19, dropped 0)
- 8th Grade Math and English Skills Development
(2 one-hour sessions: enrollment: 12, dropped 0)

WALLKILL ELEMENTARY SUMMER PROGRAM

JULY 10-AUGUST 3, 2023



ELEMENTARY SUMMER PROGRAM

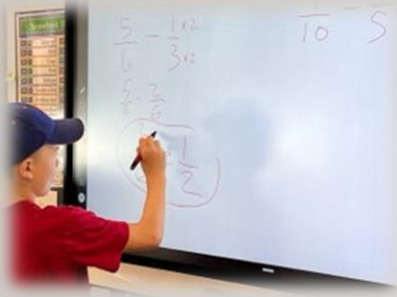
Student Enrollment - 120

Faculty & Staff - 19

Monday – Thursday 9:00 a.m. – 11:00 a.m.

Transportation Provided





ENROLLMENT BY GRADE

TOTAL ENROLLMENT:

Grade	# of Students
K	15
1	21
2	18
3	13
4	15
5	12
6	12
On-line Reading Tutoring	14
Total	120

ATTENDANCE RATE

- There were **16 days** the students could attend the **Wallkill Elementary Summer Program**.
- The attendance rate was: **75%**
- The Virtual Reading Tutoring attendance rate was: **64%**





ATTENDANCE AVERAGE

Grade	# of Students	%Percentage
K	15	74%
1	21	81%
2	18	82%
3	13	74%
4	15	70%
5	12	74%
6	12	83%
On-line Reading Tutoring	14	64%
Total	120	75%

CURRICULUM

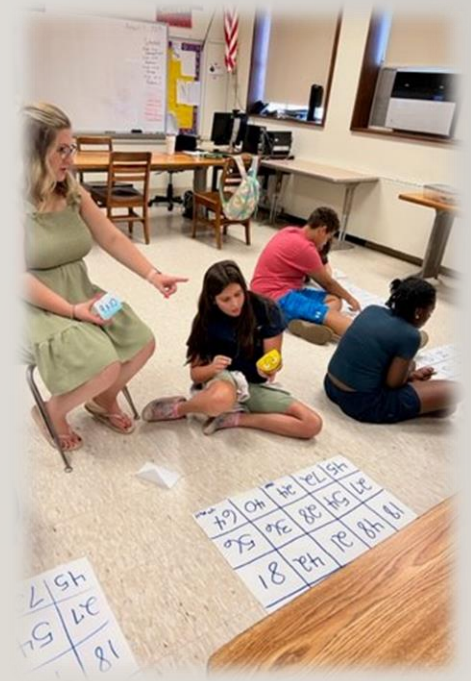
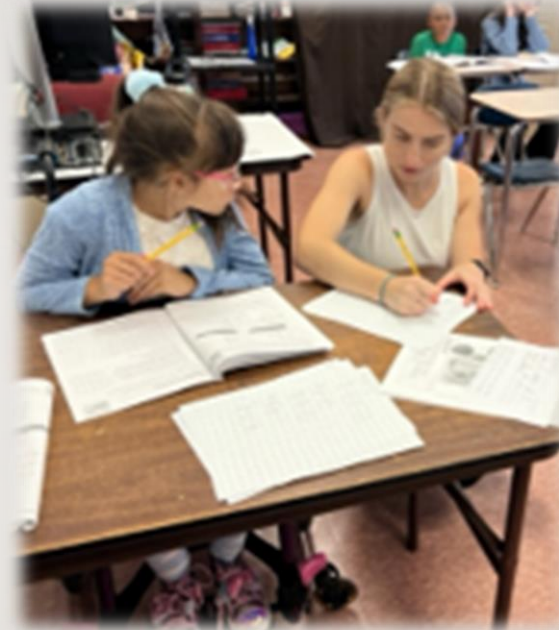
Curriculum was created by K-6 classroom teachers based on data from the 2022-2023 school year.

ELA & MATH

Phonics Instruction K-3 – *FUNdations*

Reading Instruction – aligned to the New York State Literacy Standards

Math Instruction K-6 – *Envision* -
aligned to the New York State Math
Standards



PROGRESS MONITORING ELA K-6

Grade	Areas of Strength	Areas in need of Improvement
K	<ul style="list-style-type: none"> Letter names Letter sounds Tap out and blend consonant-vowel-consonant (CVC) words 	<ul style="list-style-type: none"> Reading and writing CVC words Blending CVC words when reading Trick words Reading and writing sentences vocabulary
1	<ul style="list-style-type: none"> Letter sounds Digraphs (ch, sh, th, wh, ph, ck) Glued sounds (ng – ang, ing, ong, ung) Blends (st, dr, cr, gr) 	<ul style="list-style-type: none"> Trick words Writing
2	<ul style="list-style-type: none"> Short and long vowel sounds Vowel teams (ee, ea, ey, ou, ow) Prefixes and suffixes Contractions 	<ul style="list-style-type: none"> Writing
3	<ul style="list-style-type: none"> Read multi-syllabic words that include (silent e, vowel teams, r-controlled vowels, prefixes, suffixes) Identify main idea and supporting details of a text Prefixes and suffixes 	<ul style="list-style-type: none"> Writing Vocabulary
4	<ul style="list-style-type: none"> Literary Story elements (characters, plot, point of view, setting, main idea, details) Listening comprehension 	<ul style="list-style-type: none"> Writing Using text evidence to support answers Identifying story elements (characters, setting, problem, solution)
5	<ul style="list-style-type: none"> Story elements Writing complete sentences Four paragraph essay 	<ul style="list-style-type: none"> Writing conventions grammar
6	<ul style="list-style-type: none"> Story elements (main idea, cause and effect, inferencing, drawing conclusions) 	<ul style="list-style-type: none"> Writing vocabulary

PROGRESS MONITORING MATH K-6

Grade	Areas of Strength	Areas in need of Improvement
K	<ul style="list-style-type: none">• 1:1 correspondence• Identify numbers• Identifying + and - symbols• Using a 10-frame	<ul style="list-style-type: none">• Number formation• Writing a number sentence• Fact fluency
1	<ul style="list-style-type: none">• Place value (tens and ones)• Subtract within 20	<ul style="list-style-type: none">• Fact fluency
2	<ul style="list-style-type: none">• Fact fluency• Place value• Double digit addition and subtraction	<ul style="list-style-type: none">• Fact fluency• Solving word problems
3	<ul style="list-style-type: none">• Place value of two- and three-digit numbers• Adding and subtracting• Multiplication• Division• Solving word problems	<ul style="list-style-type: none">• Add and subtract larger numbers that require regrouping• Fact fluency
4	<ul style="list-style-type: none">• Multiplication• Division• Place Value• Fractions	<ul style="list-style-type: none">• Fact fluency
5	<ul style="list-style-type: none">• Add and subtract decimals• Multiply and divide numbers with and without decimals• Add, subtract, multiply and divide fractions	<ul style="list-style-type: none">• Fact fluency
6	<ul style="list-style-type: none">• Long division• Fractions – find the least common denominator• Divide fractions.	<ul style="list-style-type: none">• Simplifying improper fractions• Write a fraction as a decimal• Find percent of a whole number

ONLINE SUMMER READING TUTORING PROGRAM

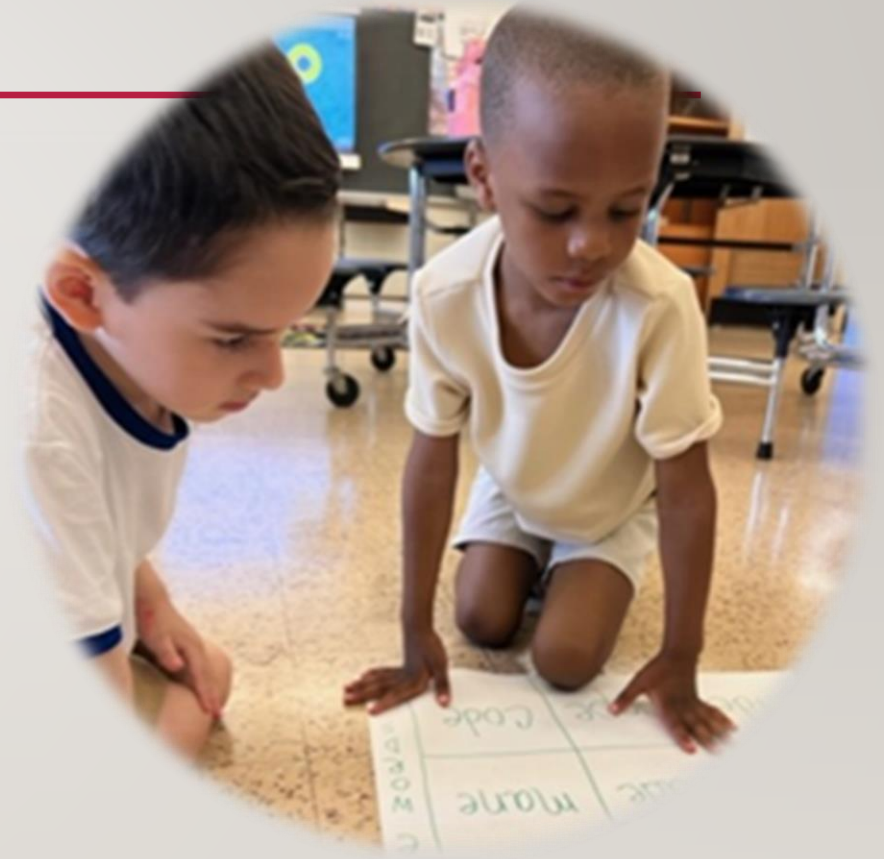
- **14 students in grades 1 & 2 enrolled in the online summer reading tutoring program**
- **Certified Reading Teacher – Rachel Zarett**
- **Students received daily reading instruction using FUNdations and Orton Gillingham methodologies**
- **Students met with MS. Zarett 2-4 times per week for a 30-minute small group tutoring session.**

ONLINE SUMMER READING TUTORING CURRICULUM

- **Review and improve foundational skills using multisensory techniques**
 - **Letter sounds**
 - **Blends (st, dr, cr, gr)**
 - **Diagraphs (ch, sh, th, wh, ph, ck)**
 - **Vowel teams (ee, ea, ey, ou, ow)**
 - **R-controlled vowels (ar, er, ir, or, ur)**
 - **Reading consonant-vowel-consonant (CVC) words**
 - **Writing consonant-vowel-consonant (CVC) words with magnetic letters and a dry erase board**

SURVEY FEEDBACK FROM FACULTY & STAFF

Please provide your feedback	What recommendations would you make for future programs?
Being able to Co-teach was a wonderful thing!	Having a smaller class was helpful this year. This allowed me to focus on the students needs.
Materials were given that were needed and curriculum was easy to follow and modify if needed.	I would recommend continuing to keep the primary numbers lower to ensure students are getting instruction targeted at their skill level.
The curriculum and the materials were wonderful! This was my first experience in the WCSD and I felt like the curriculum was super easy to follow and was just right for my group of students.	Maybe just a little more time to cover the curriculum.
I am always impressed with how the students show growth in one month.	I think having Summer Academy at one site is helpful. Team teaching was helped teachers differentiate instruction so that all needs were met.
It was nice to see how much progress the students made in a short amount of time. With co-teaching and small class sizes you were really able to get to know all the students.	Having A/C available in all rooms being used would have been more comfortable.



SURVEY FEEDBACK FROM FAMILIES

What were the strengths of the program?	What recommendations would you make for future programs?
The program strengthened my child's knowledge of math and reading.	I definitely think that the children should have more than just two hours of learning.
It kept my child ready to learn during the summer and she is excited for September.	Possibly a newsletter to explain what is being reviewed so skills can be also practiced or reinforced at home.
Keep my son on track and minimal regression for next year.	Nothing, this program is amazing as it is.



DEAR CENTRAL ADMINISTRATION &
THE WALLKILL BOARD OF
EDUCATION
THANK YOU

FOR ALLOWING US TO RUN
ANOTHER SUCCESSFUL SUMMER
SCHOOL PROGRAM FOR OUR
ELEMENTARY STUDENTS!
SINCERELY,
MRS. HARJES



CURRICULUM COMMITTEE MEETING 10-24-2023

WALLKILL SENIOR HIGH
SCHOOL

PRINCIPAL MASOPUST



CREATIVE WRITING AND PUBLIC SPEAKING

- Creative Writing and Public Speaking were both ELA electives offered as a part of our humanities track within our academy model.
- Due to low enrollment, they have not been offered for several years.
- These electives were promoted by our English Department at our Annual ELECTIVE EXPO, which this year was held IN-PERSON.
- Interest returned, and we now have over 20 students signed up to take both this school year!

EXPLORE THE POSSIBILITY OF ADDING **ELECTIVE CLASSES** AT THE HIGH SCHOOL, INCLUDING **COLLEGE CREDIT BEARING COURSES**

- *College Course Offerings
Committee*
- *Freshman Experience
Committee*
- *Program of Study Guide Review
Committee*



COLLEGE COURSE OFFERINGS/ELECTIVES

- Committee met on 9/27/2023
- Public Speaking/Creative Writing (Returned for 23-24 School Year)
- Reviewed Goals and Timeline for Implementation
 - Taking Current Elective Courses and Partnering with Colleges to Offer College Credit
 - Developing a *Spanish 6 Course* via SUNY Ulster
 - Tied to Seal of Biliteracy
 - Student Interest Surveys (Financial Algebra, Gaming Design Course PLTW, Collegiate Conservation)
 - ELA Advanced Course Analysis (SUNY Ulster vs. SUNY NP)
 - Staggered Approach

MONTHLY MEETING GOALS

Overview

Syllabi and Resumes to Colleges
for Potential Approval

Prepare Presentation of Findings

Oct

Dec

Feb

Sept

Nov

Jan

Identify Courses to Prioritize for
24-25 with a plan for 25-26

- Potential Benefits to the Program
- Cost for Students
- Impact to Course Catalogue (Program of
Studies Guide and Pre-Requisite Review)

Program of Studies Identification
and Modification

Curriculum Committee Meeting
Seeking Approval

FRESHMAN EXPERIENCE COMMITTEE

- Met on 10/3/2023
- Reviewed Current Freshman Experience Curriculum Components That Have Been Successful
- Identified the need to build greater community partnerships and skill building activities in various fields.
- Discussed inviting community partners in to work with students on particular projects.
- Potential Collaboration with students in elective classes:
 - Ex: Partner with Creative Writing to Draft Letters to Community Partners
- Discussed the idea of a community partner expo, where students in Freshman Experience would participate in an in-house field trip engaging in different activities designed to expose students to various career paths and other interests.
- How do we bridge the gap between Freshman Experience and Senior Capstone?

CURRICULUM REVIEW FOR FRESHMAN EXPERIENCE

- Develop a Concept
- Review Current Curriculum
- Build Throughout the Year
- Implementation for 2024-2025
- ***Incorporating Real Life Skills and
Community Partnerships***

Potential Community Partners

Local Restaurants

Banking

Insurance

Auto Mechanic and Auto Body

Physical Therapy

Gas Stations

Salon/Barber Shops

Wallkill Valley Times

Chocolate Shop

PROGRAM OF STUDIES REVIEW

- **State Memos:** November 2019, September 2023
- **October 2023/November 2023:** Meet with instructors of advanced level courses to review memo from 2019
 - Teachers will be provided time to review/revise prerequisites for adv. Level courses in preparation for the 2024-2025 school year.
 - Teachers will also draft the benefits of advanced level courses.

November 2023: Draft a letter to families to explain the benefits of participating in advanced level courses and how students can prepare for and enroll in adv. Courses.

November 2023: Program of Studies Guide Updated with description of district provided supports.

- Financial Assistance
- Academic Assistance

PROGRAM OF STUDIES REVIEW

- **December 2023/January 2024:** Review draft letter to accompany Program of Studies Guide. Make Draft Revisions to the Program of Studies Guide
- **January 2024:** Complete Revisions to Program of Studies Guide and Share With Students, Staff and Parents in Preparation of the Elective Expo in February



CREATE A PLAN FOR COMMUNICATION AND IMPLEMENTATION OF BOTH THE NEW YORK STATE SEAL OF CIVIC READINESS AND SEAL OF BI-LITERACY OPPORTUNITIES FOR STUDENTS AND FAMILIES.

- *Seal of Biliteracy*
- *Seal of Civic Readiness*





SEAL OF BILITERACY/CIVIC READINESS

- ♦ Created [Handbooks](#) and Student Applications
- ♦ Identified Timeline for Students to Follow in their Quest for Seals
- ♦ Checklist for Office Use
- ♦ Identify Projects already embedded into current curriculum
 - [Senior Capstone Project](#)
- College Course Offerings (Spanish 6)