

- ☐TAG Program Update -
 - L. Werlau
- Exploration of Agricultural Science and
 - Future Farmers of America -
 - B. Masopust
- □5th grade math update-Elementary Building Principals

TODAY'S AGENDA

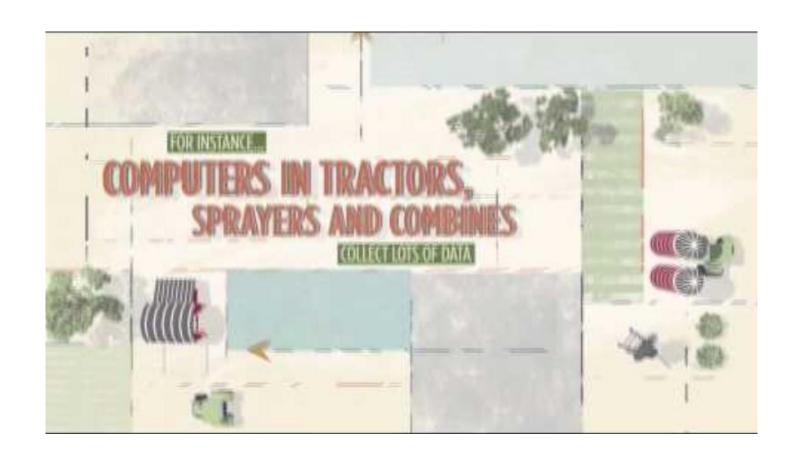
TAG Renzulli Learning **System**

Renzullilearning 21st Century Skills



Agricultural Science and Future Farmers of America (FFA)

What is Agricultural Science?



- Established over 85 years ago, with the goal of providing high school students with premier leadership skills, personal growth, and career success through agricultural education.
- Plant Science Unit in Class: Club Visits the Greenhouse in Plattekill Elementary School
- Local, Regional, and State Competitions
- Service Projects

<u>Civic Readiness</u>, <u>Capstone Work</u>, <u>and the shift to Portrait</u>
 <u>of a Graduate</u>

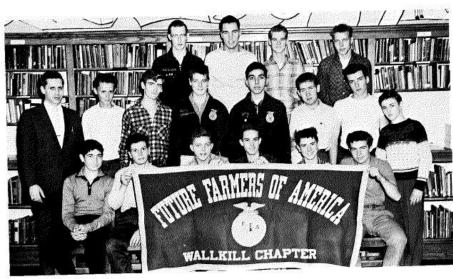


What is Future Farmers of America? (FFA)

Example of an FFA Competition



Previous Panther FFA Chapters



FUTURE FARMERS OF AMERICA
Row 1 (L. to R.): N. Appuzzo, G. Sevasta, R. Witherel, J. Sherwood,
G. Masterson, E. Skoski, R. Gunsch; Row 2: Mr. R. Peterson, Adviser,
H. Dawes, R. Richards, H. Schoppman, G. Paribelli, D. Zwart, F. Fetter; Row 3: R. Dolan, K. Rumsey, H. Nop, T. Sammons

FFA



ROW ONE: J. McCann, D. McCord, J. Malloy. ROW TWO: J. Kelly, B. Engle, B. Diedrich, H. Hanewich. ROW THREE: D. Millsaps, A. Apuzzo, Mr. Sanders, advisor, C. Millsaps, E. Malloy. ROW FOUR: H. VanHouten.









Rich History of Agriculture in Our Community



Benefits of Agricultural Science as an Elective to Our Students

- Interest Driven Option for Students After Completing Living Environment Lab Science
- College and Career Readiness
- Community Service Opportunities
- Pathway to Ulster <u>BOCES Agricultural</u>
 <u>Science Program</u>
- Potential for this to be college credit bearing. (SUNY Cobleskill, SUNY Morrisville)

Benefits of Adding These Programs For Our Students and for the Agricultural Community



Students:

- Positive Attitudes
- Premier Leadership
- Communication Skills
- Career Readiness and Opportunities

Food, Fiber and Natural Resources Systems:

- Motivated Competent Workforce
- Entrepreneurs
- Leadership For The Industry, Community, and Nation

Agricultural Science and FFA in Local Schools

- The Mount Academy
- Pine Plains
- Red Hook
- Rondout Valley
- Tri-Valley
- Ulster BOCES
- Warwick



Available Grants and State Financial Incentives



New York State Agricultural Education Start Up Grant - Non-Competitive Grant for New Programs (\$4,000-10,000)



United States Department of Agriculture Development Grant - Competitive Grant for Agriculture Education Programs (\$20,000-100,000)



Private Company Grants (Home Depot, Tractor Supply) - Competitive Grants for Agriculture Education Programs & Projects (Amount Varies)

Timeline for Exploration and Implementation

April 2025: Mr. Masopust meets with the Science and Technology department to discuss ideas for the Agricultural Science Elective as well as the potential for an intra-curricular FFA club. (2026-2027) Review College, Career, and Civic Readiness indicators and Portrait of a Graduate information to identify how these programs can provide our students with opportunities for success.

May 2025: Identify local schools in the area who are currently offering the program with a plan for visitation in 2025-2026.

<u>August/September of 2025:</u> Create and distribute a student survey at Freshman Orientation and in Science classes grades 9-11 to gauge interest in an Agricultural Science course.

November 2025: Propose Agricultural Science Elective at Curriculum Committee Meeting. Provide an update at CDEP on Course and Club exploration. Report out on school visits and student survey.

Timeline for Exploration and Implementation (Continued)

<u>December 2025:</u> Visit Ulster BOCES at Ipark to see their Agricultural Education Program and explore how a high school course could feed this program.

January 2026 – June 2026: Teachers will plan and develop curriculum, projects and assessments for the Agricultural Science Course. Additionally, a course syllabus will be created.

* **Please Note:** Any curriculum work for Agricultural Science that isn't completed can be finished over the summer at curriculum rate.

<u>September 2026:</u> Agricultural Science Course and FFA Club is offered at Wallkill Senior High School







- Grade 5 teachers, Math AIS Teacher, and Tier 3 teacher collaborate to help increase 5th grade math scores on the state assessments.
- Utilize the 5th grade Tier time for math. Students are provided with additional support on ACE Days with two teachers in each classroom for 30 minutes. All teachers teach math.
- Mrs. Detoro and the Math AIS Aide work with 3/4 level students.
- Mrs. D'Addario and Mrs. Tanner (Math AIS teacher) work with 2/3 level students.
- Mrs. McDevitt and Ms. Vallaro (Tier 3 teacher) work with 1/2 students level and split into two smaller groups.

The Process

- Math AIS teacher pushes into 5th grade more than any other grade.
 - She pushes into the ENL Cluster 5th grade math class everyday
 - B & F days she pushes into all three 5th grade math classes
 - D & E she pushes into 2 math classes
- 5th grade Math teacher and Math AIS teacher received additional PD with Jane O'Donnell
- Tier 3 teacher collaborates with the team and focuses on students that are Level 1 on Numbers and Operations on ACE Days for 30 minutes in her classroom.
- Math AIS teacher, 5th Grade math teacher and Tier 3 teacher meet weekly to plan from 8:30am-9:00am.
- Progress Monitoring occurs often.
- This team meets regularly to review data, discuss individual student progress, switch tier groups, and decide standards that need extra attention.
- Groups are flexible and fluid based on assessments, observation, and anecdotal notes.

Goals

- Build Math vocabulary
- Build critical thinking
- Build stamina
- Build perseverance
- Create a collaborative atmosphere but also build independence (*like on the assessment*).
- Word Problem Wednesdays
- How to unpack a word problem
- Consistent Progress Monitoring

Standards Focus During Tier Time

• In the fall the team (Gr. 5 math teacher, Math AIS, & Tier 3) focused on the following standards during ACE days Tier time based on NYS Math Assessment data and STAR Data:

Above level	On Level	Below Level (Created 2 groups)
problems • 5NBT.3b (STAR) • 5NBT.4 (STAR)	 5.NF Fractions Comparing Fractions Finding Equivalent Fractions Adding & Subtracting Fractions Multiplying & Dividing Fractions 5NBT.3b (STAR) 5NBT.4 (STAR) 	 Multi digit multiplication Multi digit division Mrs. McDevitt - 5NBT 4-7 (started with multiplication, then to division, and multiplying decimals). Ms. Vallaro - 4OA (gain familiarity with factors and multiples). Number sense and Operations 5NBT.3b (STAR) 5NBT.4 (STAR)

STAR DATA — Proficiency Growth

Above Level On Level Below Level

5NBT.3b Fall 2024	5NBT.3b Winter 2024	5NBT.4 Fall, 2024	5NBT.4 Winter, 2024
35	47	43	56
57	77	66	83
57	60	66	69
40	54	49	62
67	73	74	80
71	73	78	80
39	55	47	64
42	56	50	64
38	60	46	68
38	56	46	65
37	42	45	51
51	55	59	64
44	71	53	79
63	66	71	74
52	63	60	72
56	57	65	65
50	70	59	78
58	73	75	80
65	67	73	75
45	55	53	64
68	66	75	73

NBT.3b Fall 024	5NBT.3b Winter 2024		5NBT.4 Winter, 2024	,
40%	42%	48%	51%	f
30%	45%	37%	53%	ŀ
21%	54%	26%	63%	ļ
36%	43%	44%	52%	
57%	60%	66%	69%	
43%	50%	51%	59%	Ī
29%	58%	36%	67%	ł
51%		60%		ŀ
27%	65%	33%	73%	ļ
49%	67%	58%	75%	
29%	38%	36%	46%	
27%	33%	24%	40%	Ī
35%	46%	42%	55%	f
40%	39%	48%	47%	ł
29%	27%	35%	34%	L
42%	35%	50%	43%	
29%	46%	36%	54%	
23%	40%	29%	48%	
26%		32%		ľ
24%	30%	30%	38%	ł
22%	24%	28%	30%	ŀ
50%	70%	59%	78%	ļ
28%	23%	35%	28%	

	5NBT.3b Winter 2024	5NBT.4 Fall, 2024	5NBT.4 Winter, 2024
19	20	25	25
6	31	7	38
11	18	14	23
17	4	22	4
38	19	46	25
19	45	24	53
11	18	15	22
6	9	8	11
11	14	14	18
19	17	24	21
28	29	35	36
18		23	
12	32	15	40
25	32	31	39
24	34	30	41
9		12	
13	24	17	30
1	6	1	8
3	4	4	5



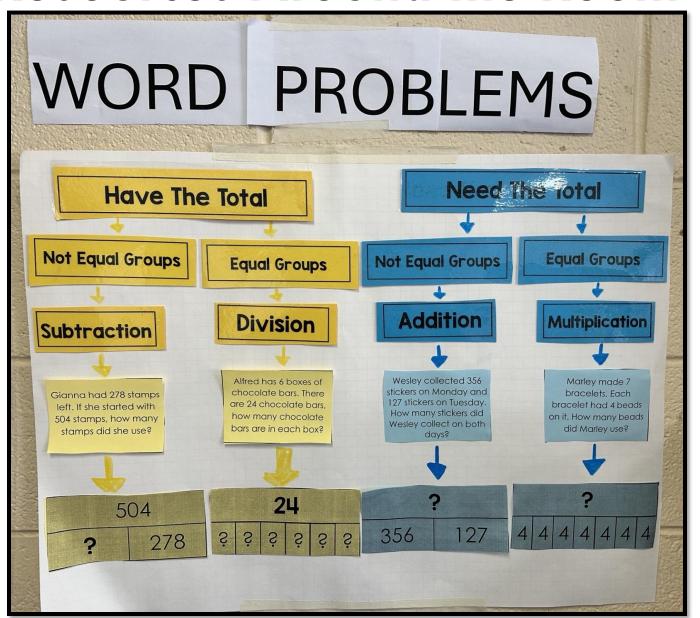
STAR

Beginning
0-59%

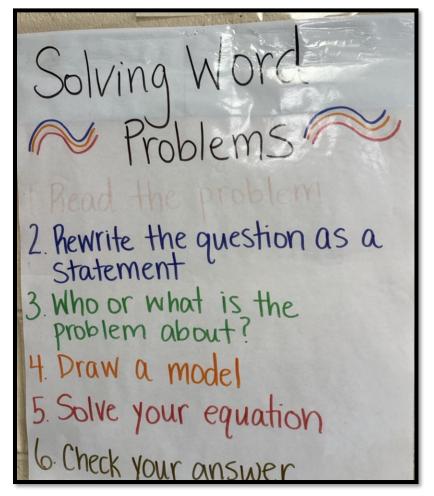
Developing
60-79%

Secure
80-100%

Resources Around the Room







Math Organizer

Step 2: Create a tape diagram about what you know.
Step 4: Solve and add a unit (hint: look at step 1)
-



What Teachers noticed....

- When students are in their tier groups, level 1 students participate more and have confidence. Many have moved up into level 2.
- They see students building stamina. They will push through a math problem, rather than give up and guess.
- Students are speaking and thinking mathematically.
- Students are learning to unpack the word problem, like a story.
- Students are able to work collaboratively without one person doing the "most" work.
- Above level students can soar and complete above grade level work.
- Word Problem Wednesdays have been a huge success.
- Having time to meet, plan, analyze data, and strategize has been a huge help.



Next Steps

- Meet March 6, 2025, to analyze data, plan, and look at groups.
- Review NYS Math Scores for students who took it last year.
- Remarketing ideas for students to get excited about new and fresh ideas:
 - Maker Monday hands on
 - Thinking Thursday projectbased style
 - Fluency Friday Using Sprints but make it a competition.

School-Wide

- Implement these ideas school wide
- Allowing for more opportunities to meet as a team.
- Create a K-6 version of the same math organizer.
- Word Problem Wednesdays
- Fluency Fridays



MATH SUPPORTS

- Meetings every F Day for update and discussion
- Collaboration with 4th grade math, math AIS teacher and math lab aide
- Structured supports during math blocks and tier time
- PD with Jane O'Donnell
- Regular assessments and restructuring of lessons, activities, and student groupings

AREAS OF FOCUS

- Facts and fluency
- Number Sense
- Place Value
- Decimals
- Fractions

MATH INSTRUCTION

- Focus on foundational skills (math facts and building fluency)
- Incorporate state testing questions into teacher-devised tests and daily practice
- Morning Math Sprint
- Daily Word Problems and Organizational Support
- Design and Implement "Math Challenges"
- Fostering Engagement and Excitement for Math

BUILDING EXCITEMENT



MATH GAMES





ESCAPE ROOMS





MATH INSTRUCTION

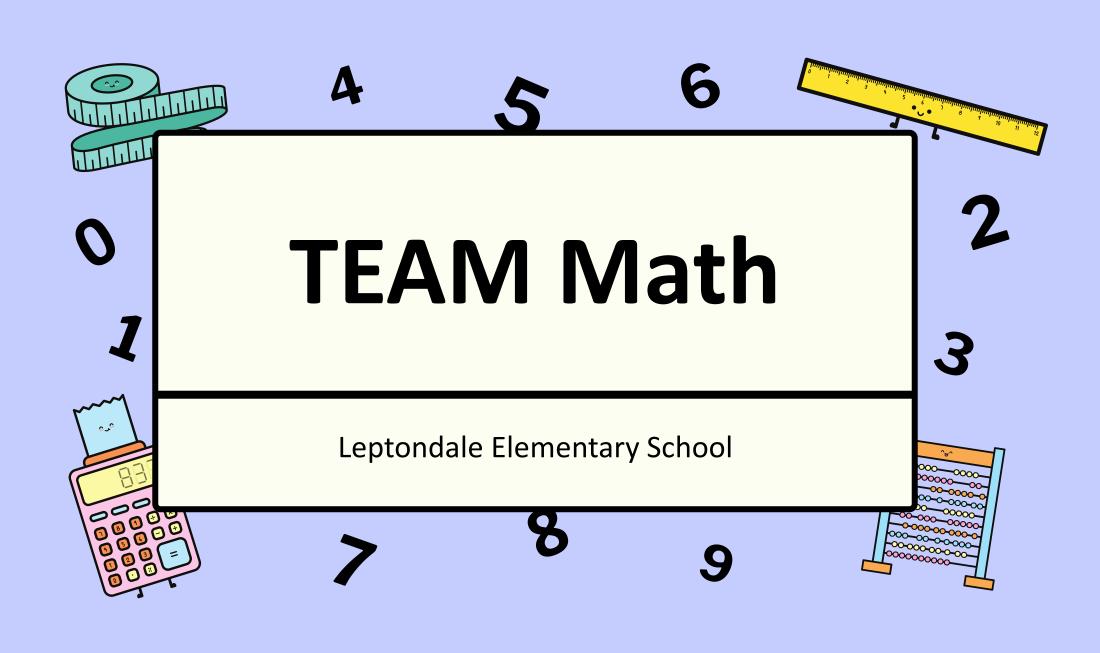
- Reviewing winter benchmark and Star data to identify low performing standards
- Compare with fall benchmark, Star, and state testing data from spring 2024
- Identify steps to continue to address low performing standards and reassessment timeline
- Adjust tiered groups as needed
- Progress Monitoring

VERTICAL ALIGNMENT

- Current collaboration with fourth grade math teacher to vertically align math instruction and change instructional practices to address the need
- Break apart state testing standards and data from the spring to connect vertically with grade below

MOVING FORWARD

- Extend vertical alignment data work to third grade
- Continue to review assessment data and adjust tiered groups as needed to better support student learning
- Continue to collaborate with math AIS
- Continue to build excitement for math
- Explore ideas for parent resources
- Review and adjust curriculum maps

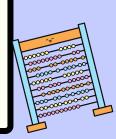




Rationale

Improve 5th Grade State Test scores based on a reflection of 2022-2023 and 2023-2024 data





5th Grade TEAM Math Program Homogeneous groups divided into 3 sections Groups formed using standard scores on STAR CBM & STAR Math Levels 3 and 4 Taught by 5th Grade teacher, Mrs. Barbato and Mrs. DeSantis Opportunity for enrichment Levels 2 and 3 Taught by content teacher, Mrs. Dore, and Special Education teacher, Mrs. Berger Maintain or improve 3s Push 2s to 3s Levels 1 and 2 ■ Taught by Math AIS Teacher, Mrs. Hanke and 5th Grade teacher, Miss Gross AIS strategies used to close gaps in skills Meet 3 Days in a 6-Day Cycle • Additional support during regular math time with AIS provider pushing in once in a 6-day cycle

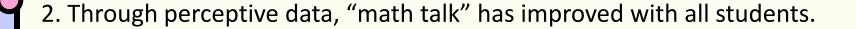
Protocols and Procedures Where does it take place? M: Math Class, T: Tier Time Spiral Review/ Daily Assessment (M,T) Grade Level Question (M,T) State Test Question (M,T) Instruction for the targeted skill is done at the level of the group (T) Use Assessment to address additional weaknesses (M,T) Additional Support during Math content time (M) Additional time for math dedicated 3 times in a 6-day cyle ■ PLC (Professional Learning Communities) meet monthly to review data Use of perceptive and objective data 6-Week review of assessment data to reconfigure groups (T)

Moving Forward...





- 1. Overall, 88% of 5th grade students show positive growth (SGP) on STAR, from Fall to Winter administration.
 - ICT Classroom has shown the most growth (89%).



- 3. Classroom test scores have improved, as well as scores on Math AIS Progress Monitoring.
- 4. Next Steps: Groups have been adjusted to reflect gaps in three priority skill areas fractions, mixed numbers, and decimals



5. Started 4th grade TEAM Math January 2024 and expanding to 3rd and 4th grade for 2025-2026 School year.



