



# **CURRICULUM COMMITTEE**

TUESDAY, OCTOBER 21, 2025

# TODAY'S AGENDA

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- TAG Program Overview E. Werlau
- Credit Recovery Program Review R. Albanese
- Grades 7-12 Summer School R. Albanese
- Grades K-6 Summer School J. Salisbury
- Strategy Game Club Proposal N. Thompson
- Agricultural Science Elective Exploration A. Greany and E. Freer  
and Future Farmers of America (FFA) Update
- NY Inspires and Portrait of a Graduate Initiative: B. Masopust  
Design Team Committee

# **2025-2026 TAG Enrollment**

**Elementary: 38 students**

**JGBMS: 21 students**

**WSHS: 76 students**



# George Steele

Plattekill visits completed

Ostrander visits in  
progress

Leptondale Spring 2026

TAG Enrichment Activity  
Spring 2026

Possible middle school  
activity



# Elementary TAG

## Changes this year:

- FIRST LEGO in house
- November: Introductory meeting to introduce the team to the plan for the year, explaining it and the expectations we have for the students. They will also be informed that they should have an idea or area of exploration prepared for the next meeting and that they can plan to work individually or in pairs. They can also begin the LEGO builds as time allows during this session
- Presentations in April



# Odyssey of the Mind

JGBMS/WSHS Coaches: Mike Hall, Jackie Petrie

**REGION 5 ODYSSEY OF THE MIND TOURNAMENT**

**SATURDAY, February 28, 2026 at Orange-Ulster BOCES**

**\*Proposed changes to the program to be presented at February Curriculum Meeting**



Odyssey of the Mind®

# Authors Day: Timothy Young

<https://creaturesandcharacters.com/biography/>

**DATES OF VISIT: April 20th - 23rd, 2026**

**Monday, 4/20: Leptondale Elementary School: 3 presentations, K-2, 3-4, 5-6 & lunch with students**

**Tuesday, 4/21: Ostrander Elementary School- 3 presentations: PK-2, 3-4, 5-6 & lunch with students**

**Wednesday, 4/22: Plattekill Elementary School - 3 presentations: PK-2, 3-4, 5-6 & lunch with students**

**Thursday, 4/23: John G. Borden Middle School & Wallkill Senior High School - 2- 3 presentations**



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 light, wispy clouds. The text is overlaid on the central part of the image.

# 2025-2026 CREDIT RECOVERY

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

# 2024 -2025 CREDIT RECOVERY PROGRAM STATS

## SENIORS

- 6 seniors completed credit recovery
- 3 seniors recovered credit from 2 or more classes
- 1 super senior completed graduation requirements in January 2025
- Seniors completed 6 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 92% with 5 out of 6 credit recovery students graduating on time

# 2024 -2025 CREDIT RECOVERY PROGRAM STATS

## **JUNIORS**

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- 4 Juniors completed credit recovery
- Juniors completed 2 quarters of credit recovery and 4 full course credit recovery through the core curriculum areas
- Credit recovery students contributed to the graduation rate of an overall 92%

# 2024 -2025 CREDIT RECOVERY PROGRAM STATS

## **SOPHOMORES**

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- 3 Sophomores completed credit recovery
- Sophomores completed 7 quarters of credit recovery through the core curriculum areas
- Credit recovery students contributed to the graduation rate of an overall 92%

# 2025 – 2026 CREDIT RECOVERY FORMAT

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- Meets weekly every Tuesday and Wednesday after school in the active learning space
- Offer full course credit recovery (CR) and quarter credit recovery aligned to NYS 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; Practical Math; Math Essentials
  - Mike Farruggio: Global History; American History; PIG; Economics
  - Lucas Mann: Biology; Conservation; Health; Earth and Space Science
- Wednesday Nights:
  - Gary Tuttle: Analytical Geometry; Geometry
  - Jaime LaPolla: English Courses (Grades 10-12)

# 2025 – 2026 CREDIT RECOVERY POSSIBLE COURSE OFFERING

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- **Science:** Conservation, Biology, Earth and Space 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, PIG, U.S. Hist.

# 2025 – 2026 STEPS PREPARING FOR QUARTER CREDIT RECOVERY

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- 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 1<sup>st</sup> quarter
- Credit deficient juniors will be added next to the quarter credit recovery program

# 2025 – 2026 CREDIT RECOVERY CURRENT ENROLLMENT

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- 16 Students enrolled in full credit recovery:
  - 11 seniors
  - 5 juniors
  - 1 sophomore\* (Enrolled for NYS Regents Review)
- 6 seniors are enrolled in 2 full courses for credit recovery

**START DATE: MONDAY, JULY  
14<sup>TH</sup>, 2025**

**END DATE: THURSDAY,  
AUGUST 14<sup>TH</sup>, 2025**

**REGENTS EXAMS: AUGUST  
19<sup>TH</sup> AND 20<sup>TH</sup>, 2025**

# ***SECONDARY SUMMER SCHOOL 2025***

# ***HIGH SCHOOL TOTAL ENROLLMENT:***

- 139 Students Enrolled in Classes
- 91 Students Enrolled to Audit Classes
- 28 Students Dropped (Attendance)

# CLASS OFFERINGS & RESULTS:

<b>Algebra 1A</b>	<b>- 19 Enrolled, 9 Passed, 10 Failed</b>
<b>Algebra 1&amp;1B</b>	<b>- 16 Enrolled, 15 Passed, 1 Failed</b>
<b>Geometry</b>	<b>- 4 Enrolled, 4 Passed, 0 Failed</b>
<b>Analytic. Geo.</b>	<b>- 5 Enrolled, 5 Passed, 0 Failed</b>
<b>Earth/Space</b>	<b>- 7 Enrolled, 7 Passed, 0 Failed</b>
<b>Conservation</b>	<b>- 2 Enrolled, 2 Passed, 0 Failed</b>
<b>Biology</b>	<b>- 17 Enrolled, 15 Passed, 2 Failed</b>
<b>US Hist</b>	<b>- 6 Enrolled, 3 Passed, 3 Failed</b>
<b>Global 9</b>	<b>- 7 Enrolled, 5 Passed, 2 Failed</b>
<b>Global 10</b>	<b>- 5 Enrolled, 4 Passed, 1 Failed</b>
<b>English 9/10</b>	<b>- 11 Enrolled, 10 Passed, 1 Failed</b>
<b>English 11</b>	<b>- 12 Enrolled, 11 Passed, 1 Failed</b>

**111 Students**  
**Completed**  
**Summer School**

**90 Course Credits**  
**Earned**

# **REGENTS EXAM OFFERINGS & RESULTS:**

*Algebra I - 16 Passed, 22 Failed*

*Geometry - 4 Passed, 5 Failed*

*Algebra 2 - 2 Passed, 1 Failed*

*Earth/Space - 7 Passed, 5 Failed*

*Chemistry - 3 Passed, 4 Failed*

*Biology - 29 Passed, 23 Failed*

*Living Env.(Old Exam) - 0 Passed, 3 Failed*

*US Hist. - 19 Passed , 5 Failed*

*Global - 9 Passed, 3 Failed*

*English - 11 Passed, 6 Failed*

*Total Results – 100 passed, 77 failed*

# August Regents Results Last 5 Years

<b>2019:</b>	<b>57 Passed, 30 Failed (65%)</b>
<b>2020:</b>	<b>Regents Exams Cancelled (Pandemic)</b>
<b>2021:</b>	<b>Regents Exams Cancelled (Pandemic)</b>
<b>2022:</b>	<b>46 Passed, 11 Failed (81%)</b>
<b>2023:</b>	<b>39 Passed, 16 Failed (71%)</b>
<b>2024:</b>	<b>45 Passes, 86 Failed (34%)</b> <small>Special Appeals from COVID has expired</small>
<b>2025:</b>	<b>100 Passes, 77 Failed (56%)</b>

# ***MIDDLE SCHOOL OFFERING:***

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- 7<sup>th</sup> Grade Math and English Skills Development  
(2 one -hour sessions: enrollment: 18, dropped 0)
- 8<sup>th</sup> Grade Math and English Skills Development  
(2 one-hour sessions: enrollment: 13, dropped 0)

# WALKILL CENTRAL SCHOOL DISTRICT ELEMENTARY SUMMER PROGRAM

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July 7th , 2025 through July 31st , 2025

Ms. J. Salisbury, Principal

<b>Grade</b>	<b># of Students</b>	<b>% of Attendance</b>
<b>Kindergarten</b>	<b>14</b>	<b>67%</b>
<b>1st</b>	<b>21</b>	<b>72.5%</b>
<b>2nd</b>	<b>15</b>	<b>79%</b>
<b>3rd</b>	<b>15</b>	<b>76%</b>
<b>4th</b>	<b>18</b>	<b>76%</b>
<b>5th</b>	<b>10</b>	<b>74.5%</b>
<b>6th</b>	<b>8</b>	<b>88.5%</b>
<b>ENL students</b>	<b>23</b>	<b>78%</b>
<b>Gr. 1-3 Reading Tutoring</b>	<b>26</b>	<b>75%</b>
<b>Total</b>	<b>101</b>	<b>76%</b>

*We were very excited on  
our First Day!*

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Some of us came by  
bus. Some of us were  
dropped off by our  
families. All of us were  
happy to see our teachers  
and classmates.





# KINDERGARTEN PRACTICED SKILLS TO HELP THEM DO THEIR BEST IN 1ST GRADE!

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- Ms. Vallero
- Mrs. Reynolds
- In kindergarten, we focused on building important skills to ensure everyone is ready to shine in 1st grade! From mastering basic reading and writing to developing early math concepts, we practiced everything needed to make the transition smooth and successful.



Kindergarteners worked on reviewing letters, letter sounds, and practice reading CVC words through the use of codable robots. The BeeBots and Codable mouse also allowed students to work on order and sequence!





# FIRST GRADE

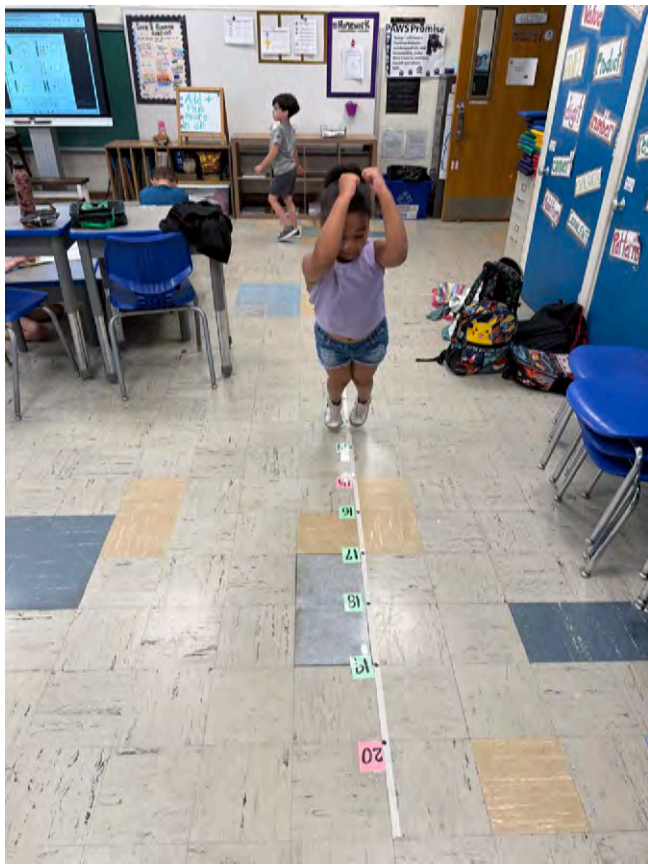
## MS. SASAKI

## MS. PAGLIARO

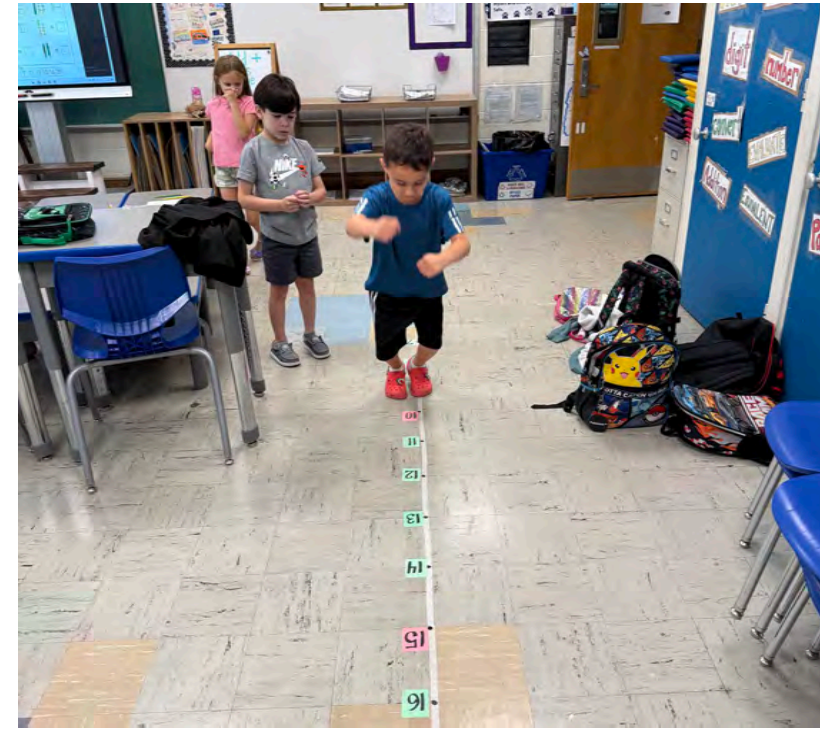
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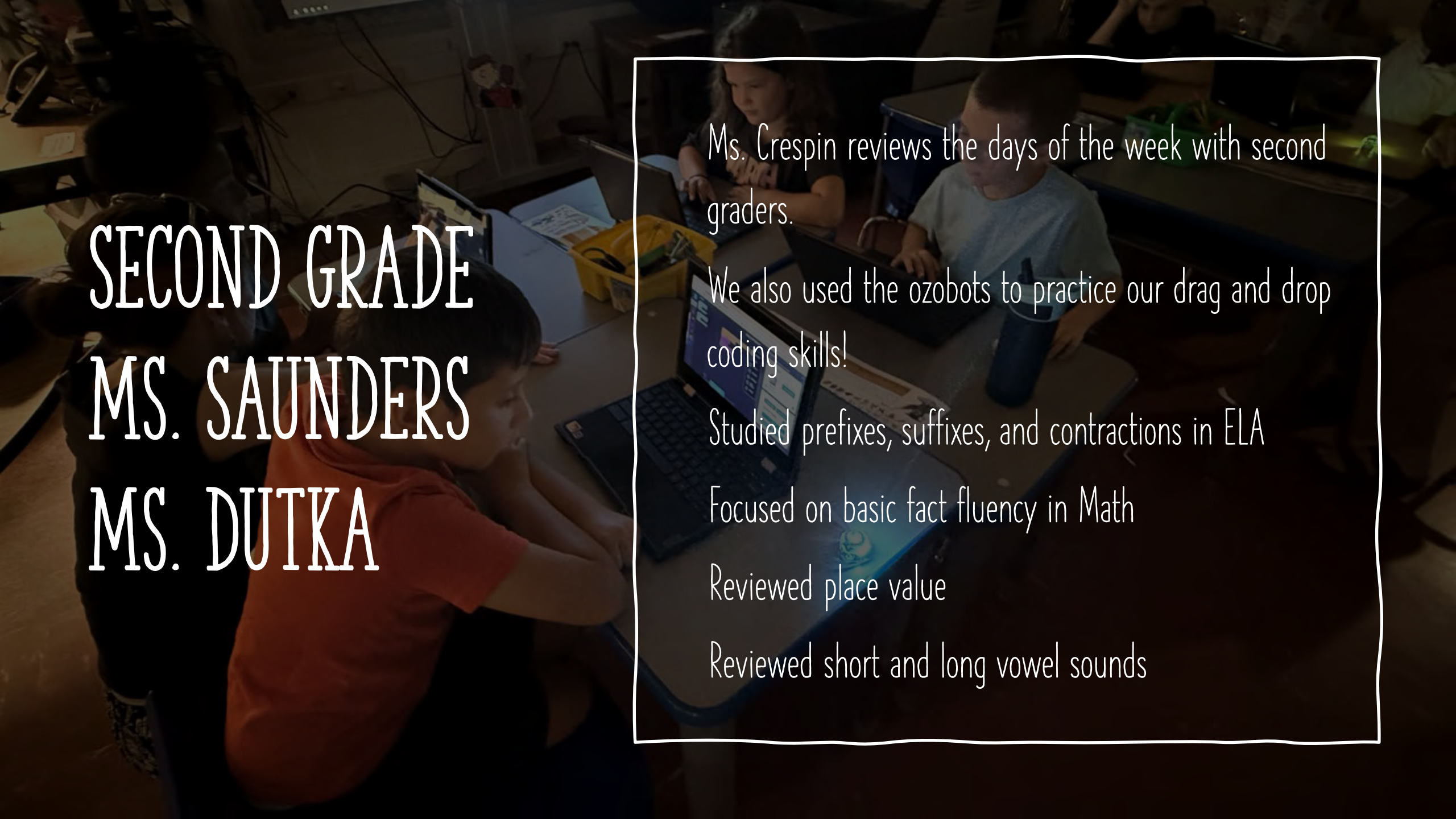
- Focused on Foundations skills: digraphs, blends, and glued sounds
- Worked on writing with phonetic spelling, capital letters, and punctuation
- Practiced math strategies for addition and subtraction: number lines, drawing pictures, mental math, and doubles
- Focused on identifying tens and ones



## FUN FIRST GRADE!



- 1st graders use number jumping to practice Math skills.
- We also searched through microscopes to examine different types of cells!
- Building a strong foundation for success in 2nd grade!

The background image shows a classroom setting with several students sitting at desks, working on laptops. The lighting is dim, and the focus is on the students and their workstations. The text is overlaid on the left side of the image.

# SECOND GRADE MS. SAUNDERS MS. DUTKA

Ms. Crespin reviews the days of the week with second graders.

We also used the ozobots to practice our drag and drop coding skills!

Studied prefixes, suffixes, and contractions in ELA

Focused on basic fact fluency in Math

Reviewed place value

Reviewed short and long vowel sounds

# SUMMER SKILLS IN SECOND GRADE!

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# THIRD GRADE MS. HUDSON MS. DUNHAM

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In ELA we have been working decoding and encoding 2-Syllable words with the vowel teams ai, ay, ee, ea, ey, oa, ow, oe.

We applied context clues to understand word meanings and made inferences from text.

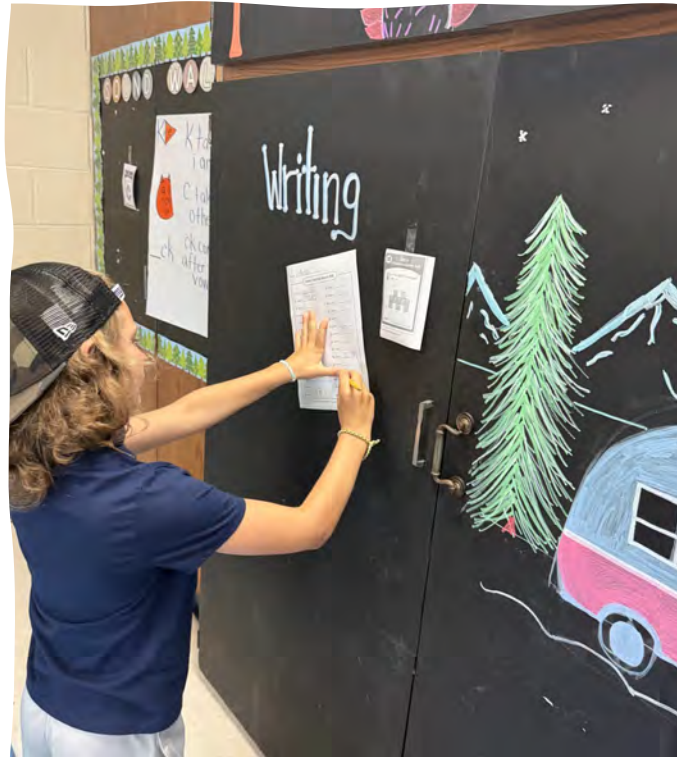
We have also worked on Kahoots and some fun technology, such as ozobots, Beebots, and Drones!





MORE FUN IN THE  
THIRD GRADE!

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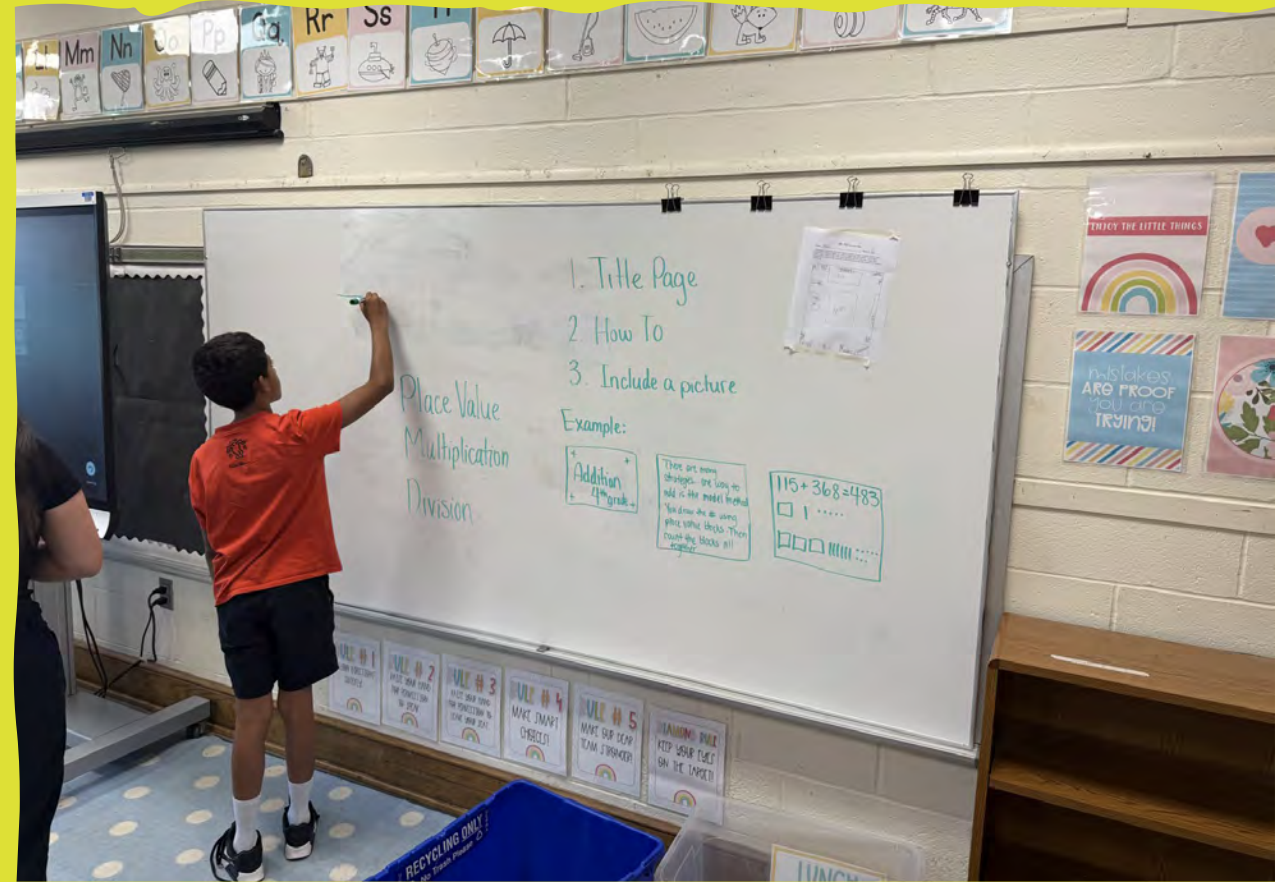


# FOURTH GRADE

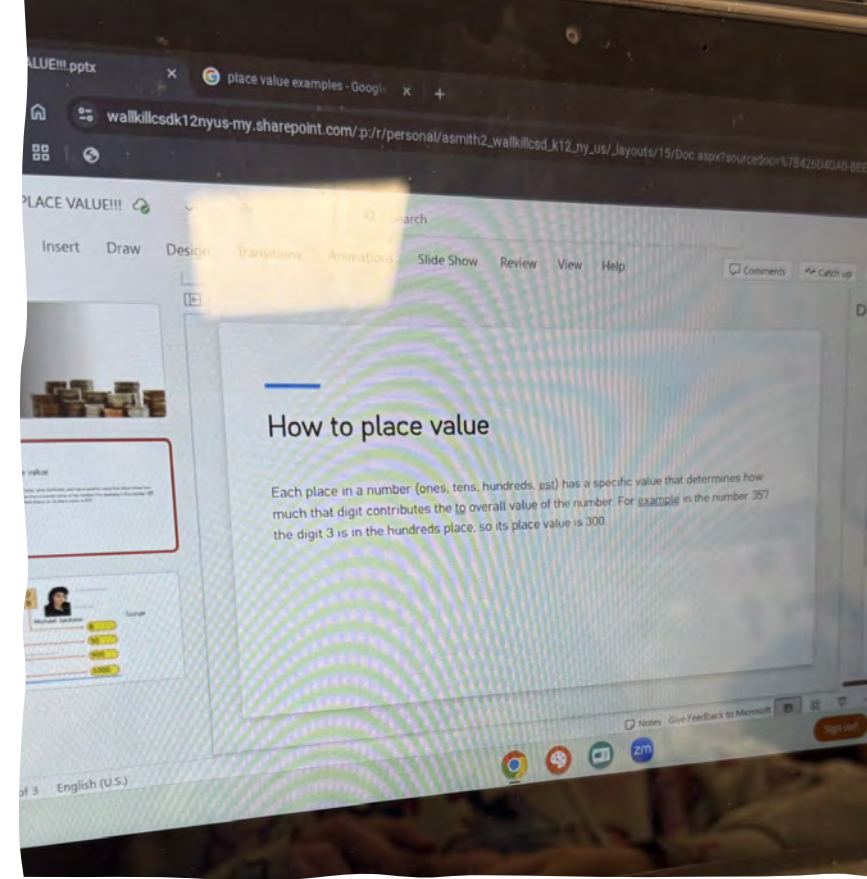
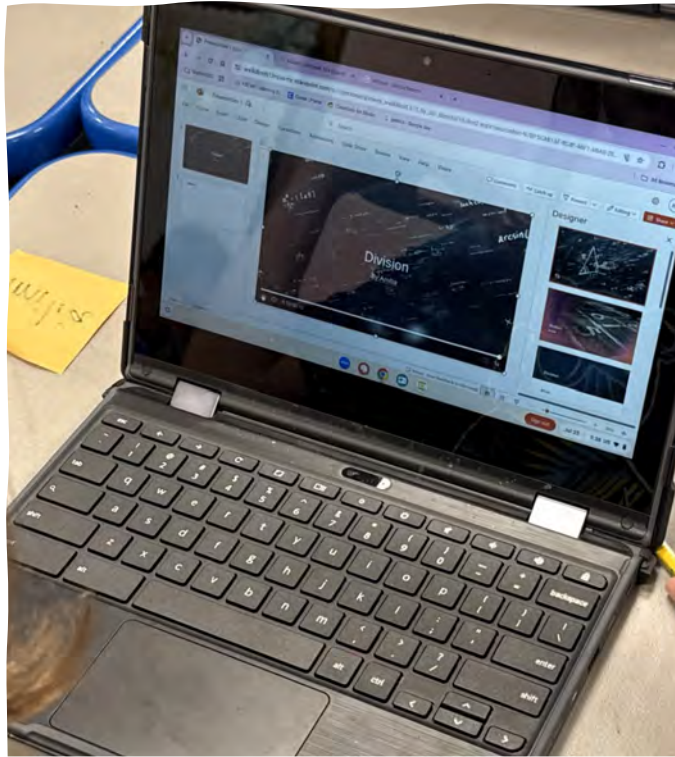
## MS. DISPENSA

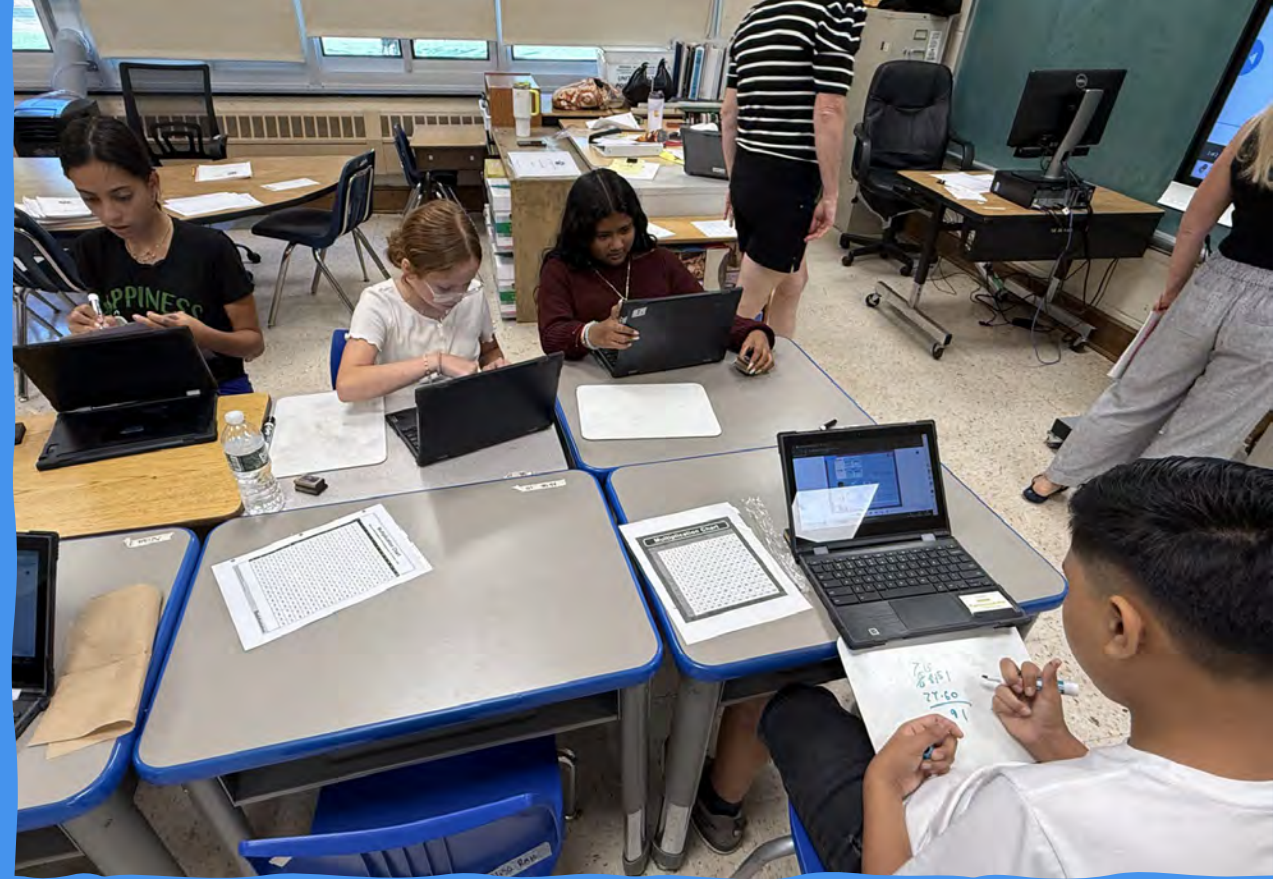
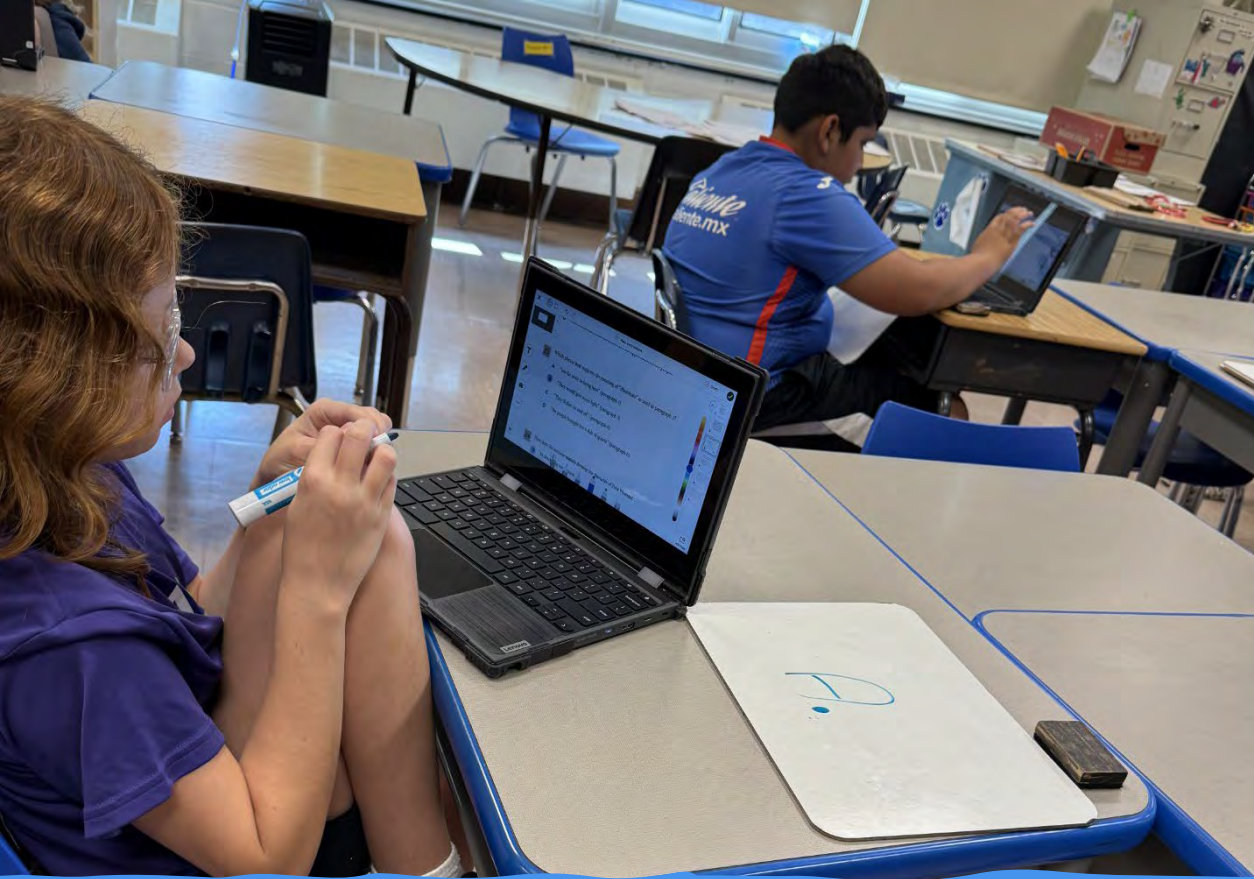
## MS. BENDER

- In fourth grade, we have been working on our multiplication and using skills from our place value unit to help navigate the area model.
- We have worked in teams to solve problems, break apart word problems, and even played flash card games to increase our fact fluency.
- We played Kahoot to work on our ELA skills as well!



- WE USED POWERPOINT TO MAKE A PRESENTATION ON OUR MATH SKILLS.
  - WE ALSO HAD FUN WORKING ON OUR CODING SKILLS WITH OZOBOTS!
- 





FIFTH GRADE  
MRS. BARBATO  
MRS. LANDIVAR

- We worked hard on our ELA and Math skills this summer.
- We read Bunnicle and every day we discussed the vocabulary and different elements of the story.
- We also worked very hard on adding, subtracting, multiplying and dividing fractions!

# 5TH GRADE MATH IS AWESOME!

- We used Nearpod to work on different skills, such as improper fractions and multiplying and dividing fractions as well.





## SIXTH GRADE MS. LOCICERO MS. JABLESNIK

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- For Ela, we focused on punctuation, creative writing, sentence structure and main ideas/events
- In Math, we completed multiplication sprints, reviewed place value and the area model strategy for multiplication.

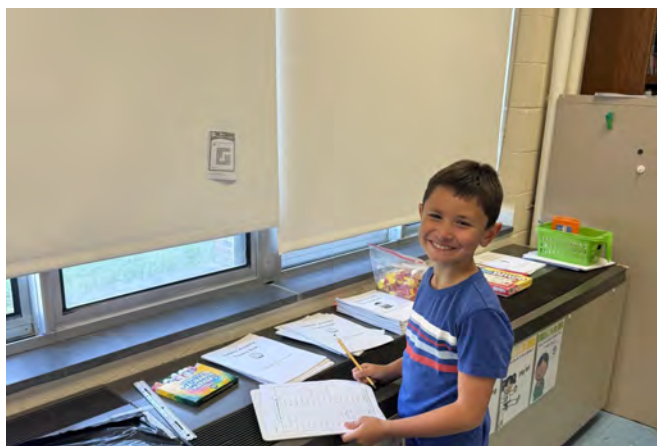
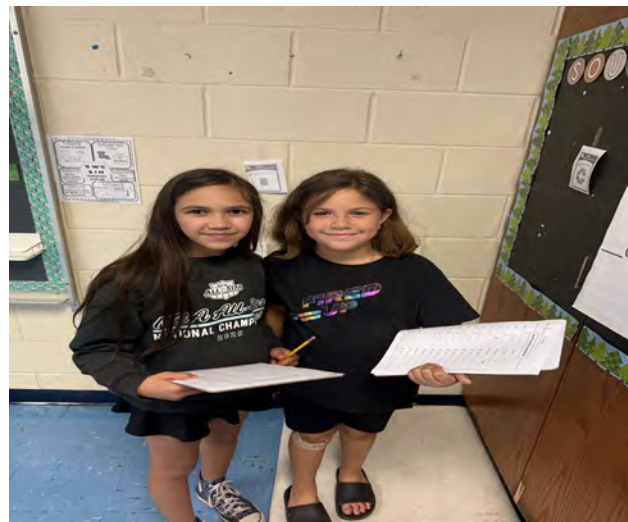
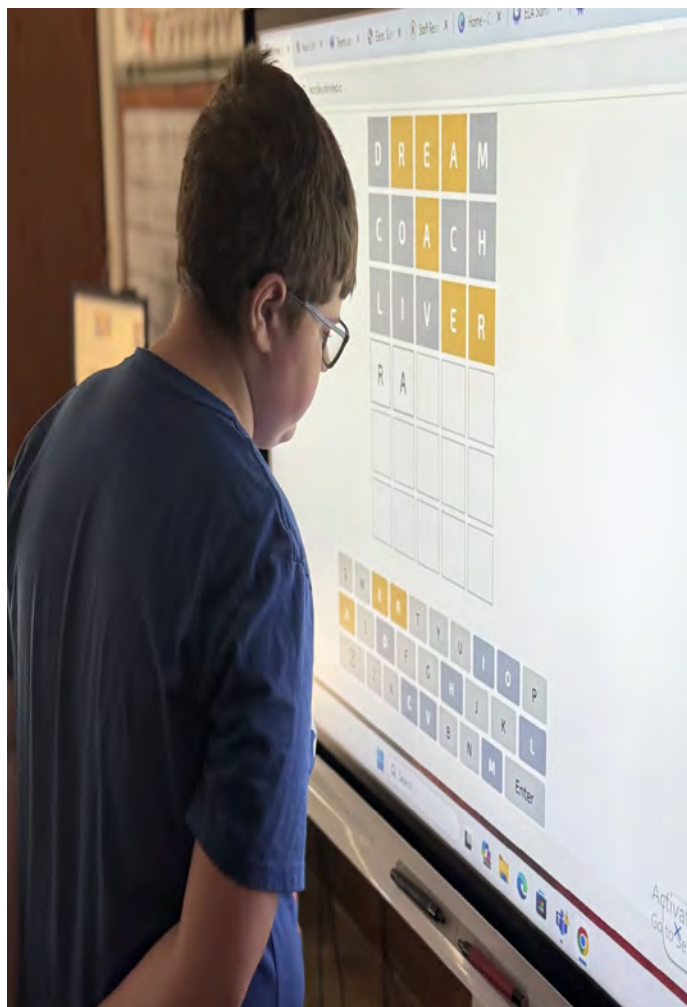
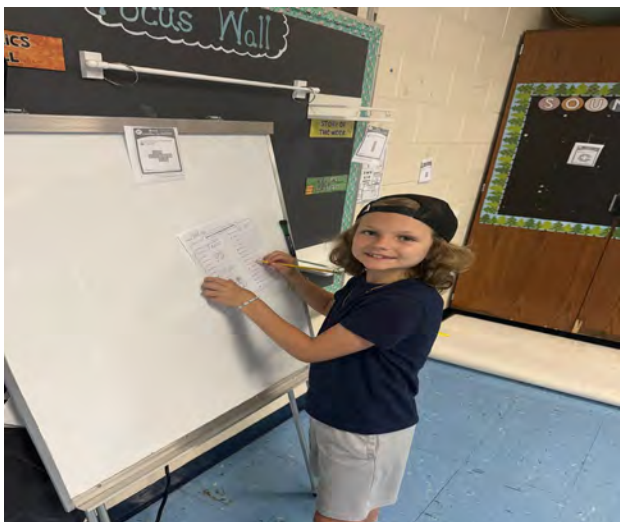
WE ALSO CODED AND  
FLEW DRONES USING BLOCK  
CODING!

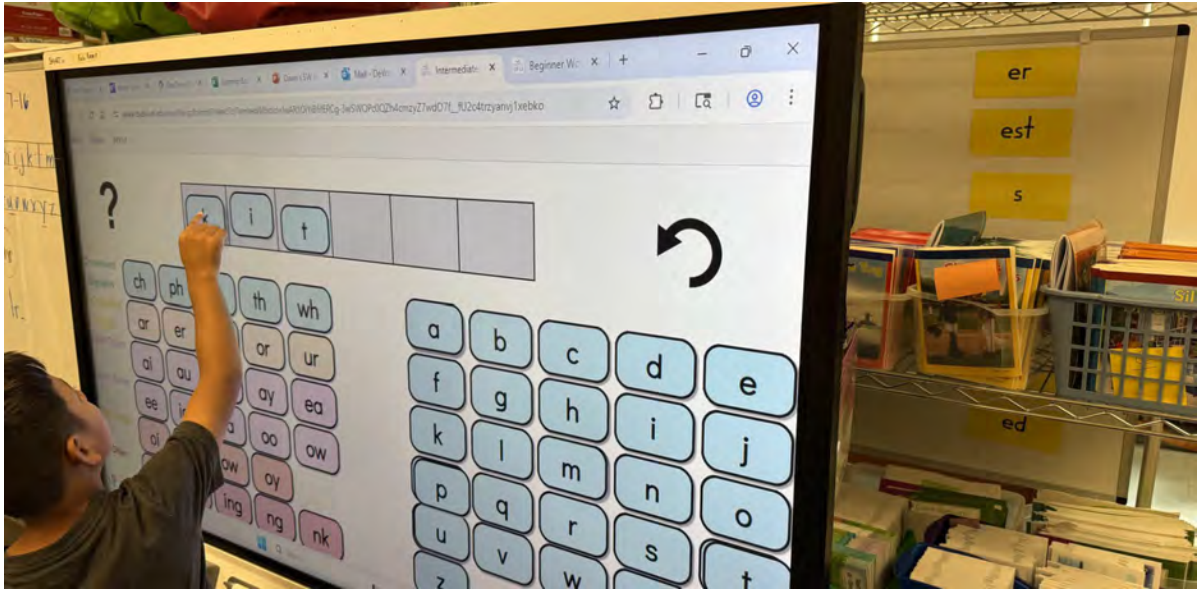
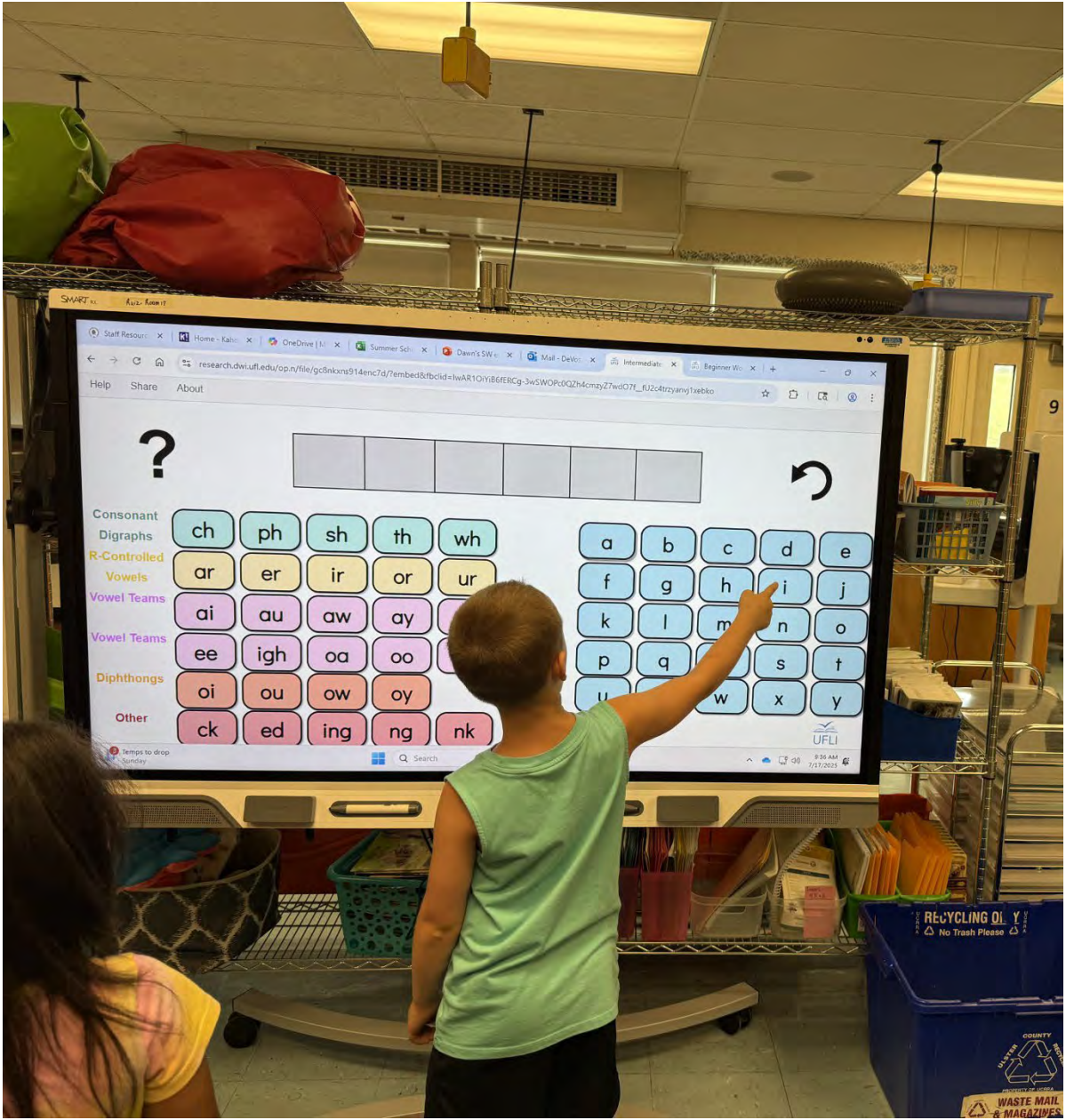
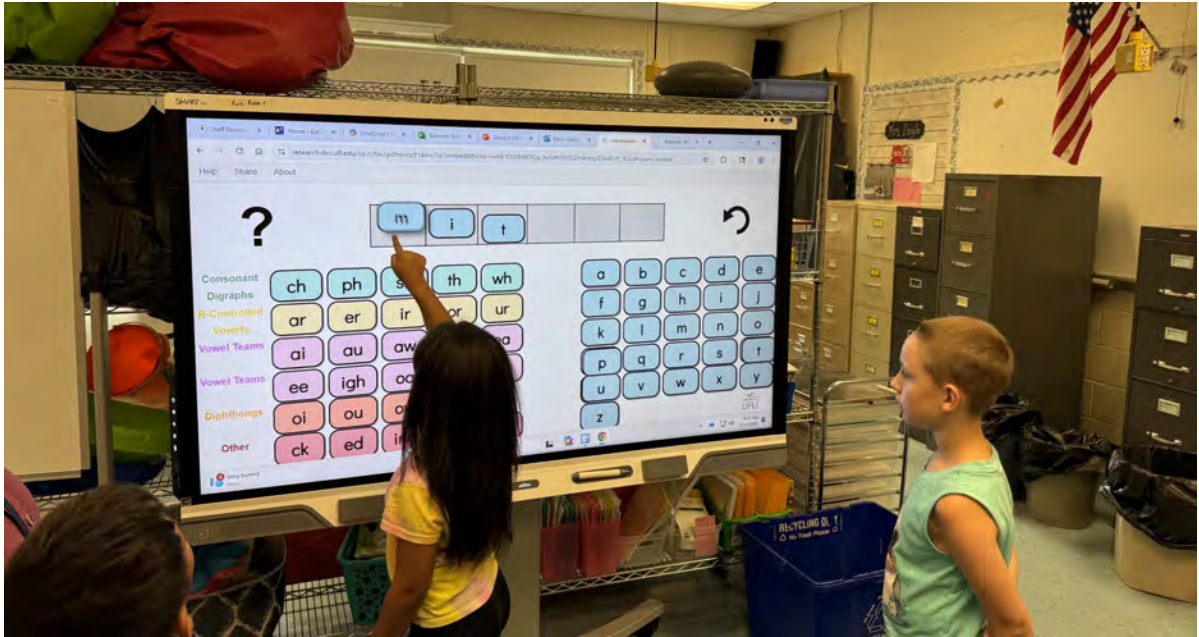
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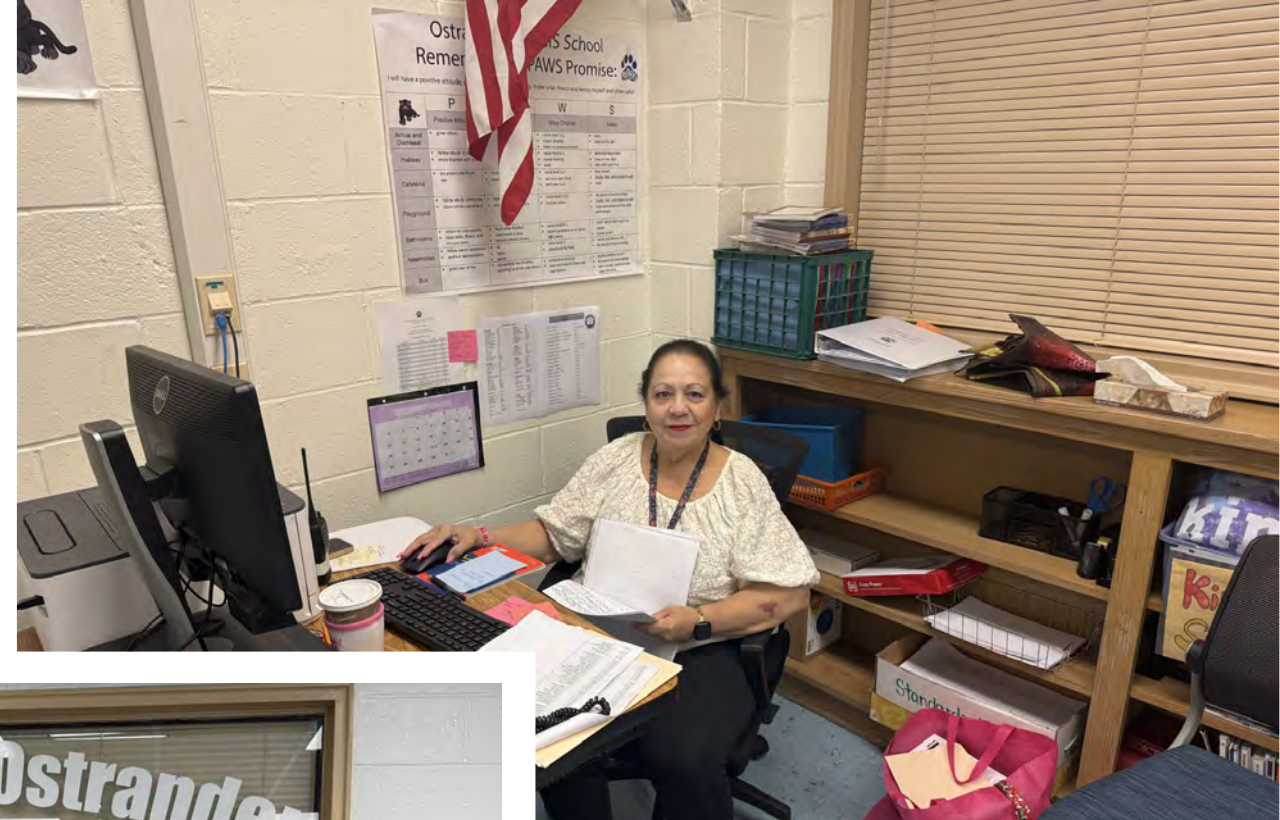
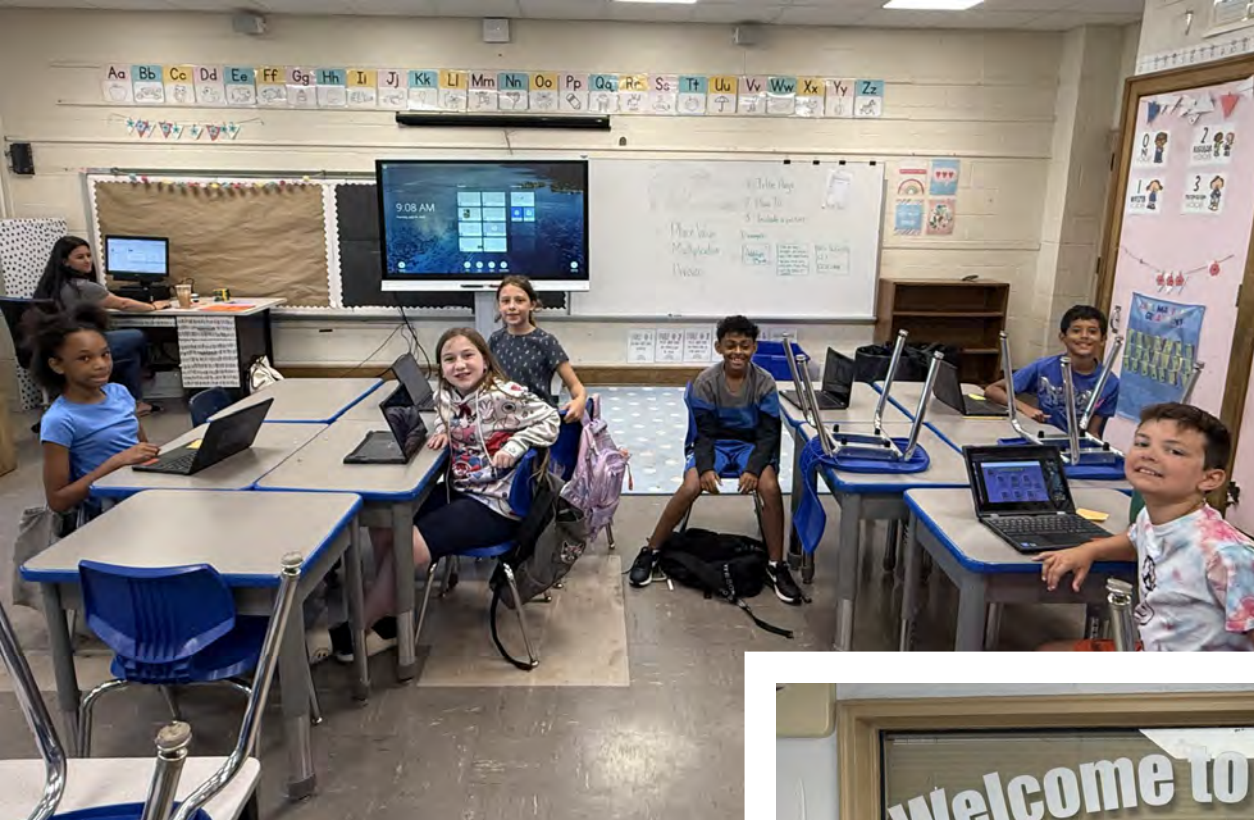


A photograph of three young boys sitting at a grey classroom table with blue edges. The boy on the left is wearing a dark grey t-shirt and is smiling while holding a small glass jar. The boy in the middle is also wearing a dark grey t-shirt, resting his chin on his hand, and smiling. The boy on the right is wearing a light blue patterned t-shirt and glasses, leaning his head on his hand. On the table, there is a yellow pencil, a ruler, and a clear plastic water bottle. In the background, another student is partially visible at a separate table, and a black filing cabinet stands against the wall.

MORE SUMMER FUN AND LEARNING!







- MS. SALISBURY, THANK YOU FOR BEING AN INCREDIBLE PRINCIPAL DURING SUMMER SCHOOL, YOUR SUPPORT FOR BOTH TEACHERS AND STUDENTS TRULY MADE A DIFFERENCE IN OUR LEARNING EXPERIENCE. WE APPRECIATE ALL YOUR HARD WORK AND DEDICATION!



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- We are grateful for Summer School! It gives us the chance to meet new friends and work with different teachers. We appreciate the bus drivers for safely transporting us to and from school. We're also thankful for the opportunity to review and practice our skills, helping us start the new school year at our best!
  - A special thank you to our families, administration and Board of Education for supporting our program!



# Strategy Game Club



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**Made by:** Alexander Foley, Zachary Groth, Dayami Rodrguez, Audrey Sherwood, and Mr. Thompson



# Early Group of Strategy Game Club



1995



1998



1999



2000

Advisor at the time was Ms. Wuelfing (Social Studies)

# Current & Future Outlook

2022-2023

Leaders:  
Kaley Slader  
Brandon Specker



2024-2025

Leaders:  
Alex Foley  
Zachary Groth  
Dayami Rodriguez  
Audrey Sherwood



2023-2024

Leaders:  
Kaley Slader  
Nick Parisi



# Current & Future Outlook

## 2025 – 2026 Leaders:

### **Game Managers:**

Audrey Sherwood & Zach Groth

Alex Foley & Chase Polemeni

Logan Johnson

Noah Alberts

### **Announcements Manager:**

Dayami Rodriguez

# Mission Statement

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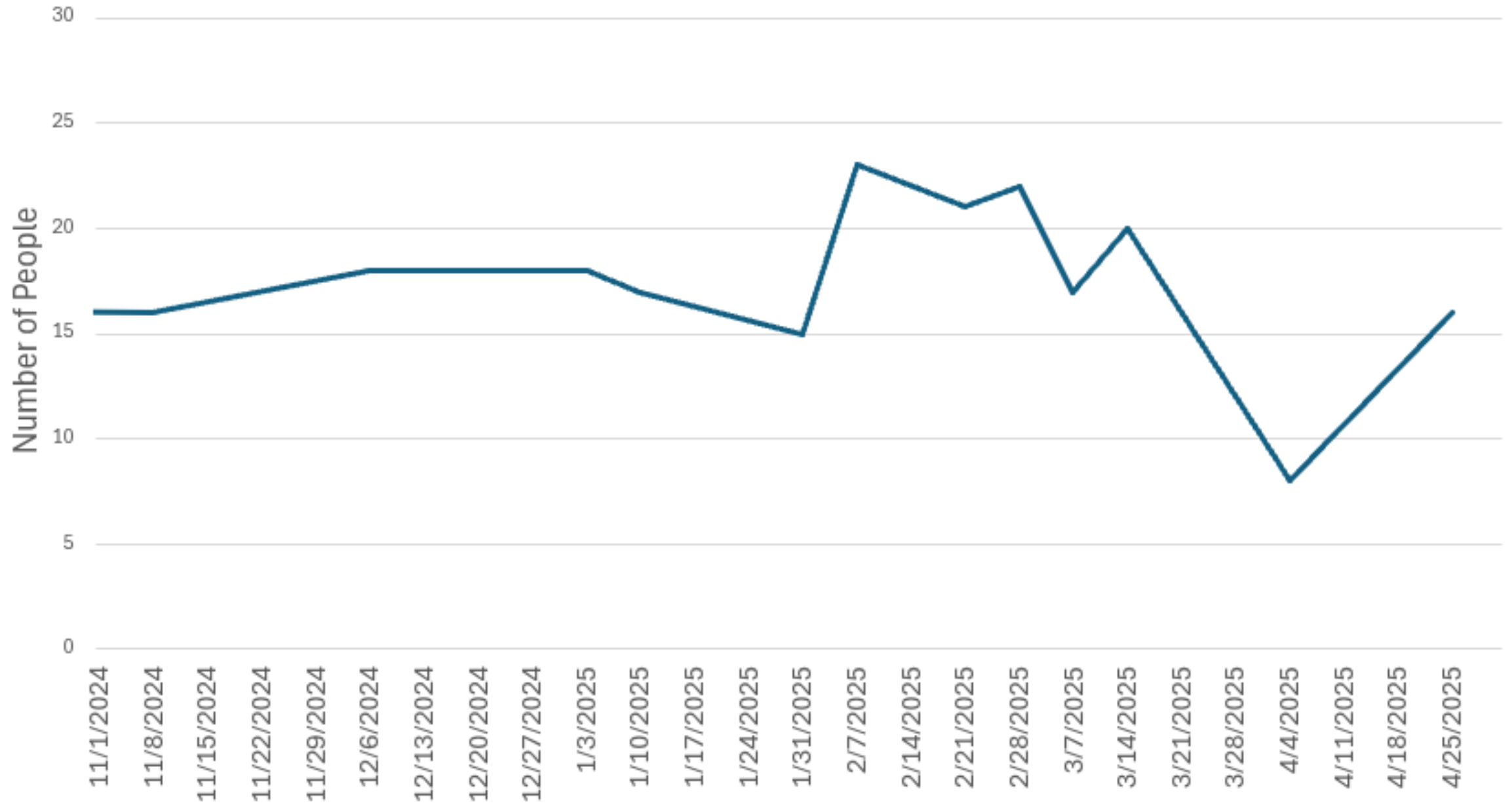
"Strategy Game Club is committed to fostering a safe and social community where students can develop strategic techniques and enhance their creative literacy skills through the art of gameplay. We aim to expand our outreach through acts of service and personal promotion."

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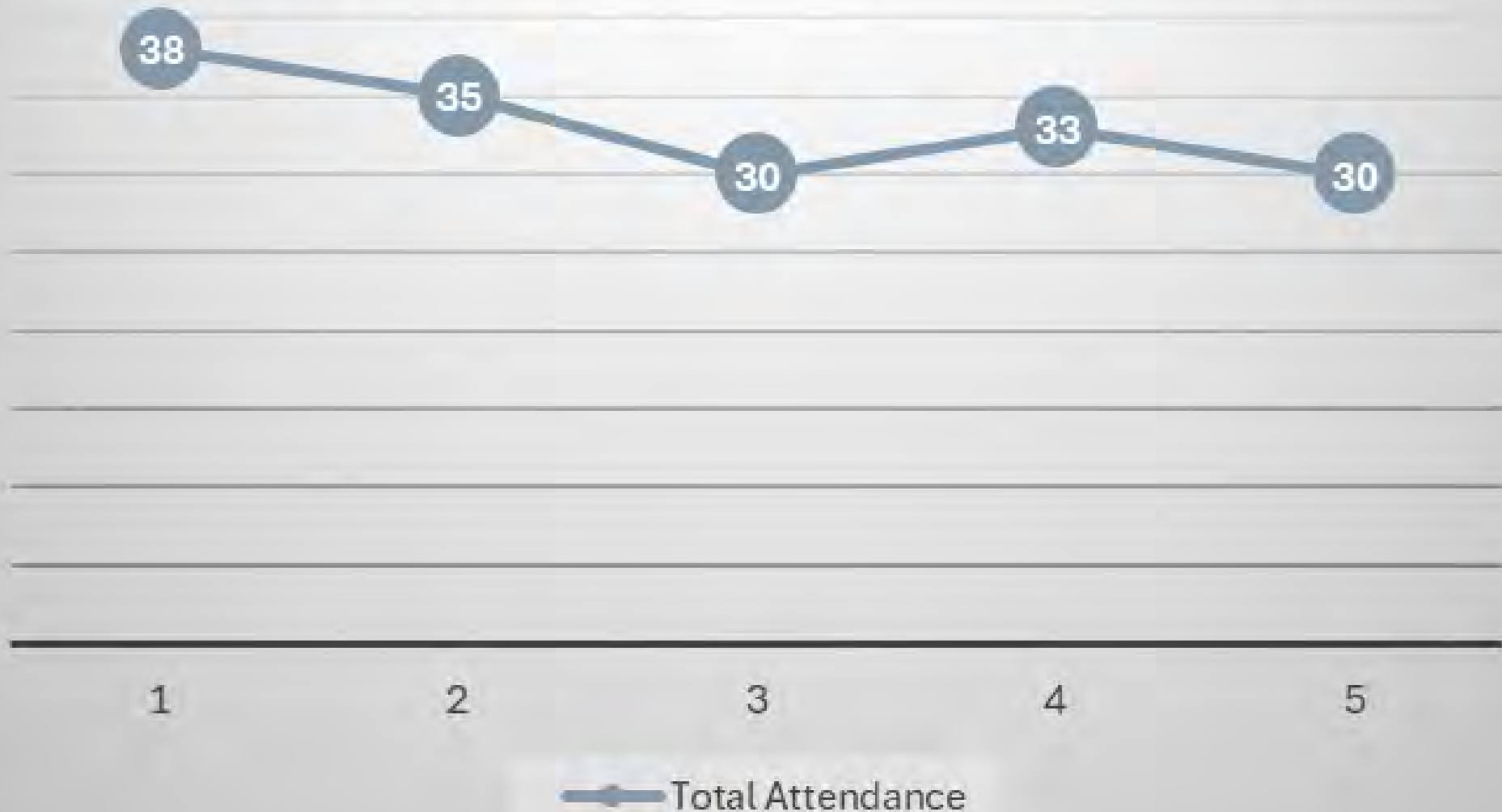
# Data Analysis of the Club

- Currently averaging around 34 students per week!
  - *Last year's average: 20 students per week / 27 student peak*
  - **47 students this year** have attended the club at least once
    - Rooms 208, 216 and 206 as Game Rooms
    - Each group (4 groups) has about 7-10 students
      - *2 traditional & 1 digital gameplay*
    - Games run from 2:30/2:45 PM to 3:50/4 PM
    - Hosting more members than some official sports & clubs
    - Hosting more students than Thompson's class

## 24'-25' Attendance: Made by: Zachary Groth + Mr. Thompson



## '25-'26 After-School Attendance



A close-up, slightly blurred photograph of a chessboard with several white chess pieces. The pieces include a king, queen, rook, and pawns. The board is dark-colored with light-colored squares. The text 'Strategy Game Clubs Proposals' is overlaid in a large, yellow, serif font with a white outline.

# Strategy Game Clubs Proposals

**\*This club will follow all the rules in the student handbook\***

- Club will meet every Friday after school from 2:30 PM to 4 PM.
- This club will run various strategic board/card/roleplaying games
  - o D&D
  - o Settlers of Catan
  - o Monopoly
  - o Pictionary
  - o Pandemic
  - o Magic: the Gathering
  - o Chess
  - o Checkers
  - o Uno
  - o Whatever students are interested in!
- Club will maintain current rooms and storage will be in Room 208.
- Any funds either donated or raised by the club will go towards equipment or new games.

# Strategy Game Club Offerings

## School Promotion

- Posters promoting club meetings and games
- Announcement advertisements
- Yearbook Section

## Self-Sustaining Fundraising

- Bake Sales!
  - Fundraisers
  - Donations (external or internal)
- 
- Resume Builder
  - Relations with other clubs (internal or external)

# Provided Services

## Community Service within the District:

- Elementary School Game Nights
- High School Game Nights
- Toy & Game Drives (Holidays)
- Services with other clubs
- School Fair Assistance (Club, College, Health, etc.)

## Outside of the District:

- Public Libraries (Wallkill & Gardiner)
- Services with other schools
- Themed Fundraisers for Charities



Thank you!!!

# Agricultural Science Elective Exploration and Future Farmers of America (FFA) Update

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Alyssa Greany  
Ethan Freer

# Student Feedback about Agricultural Education and FFA

## Freshman Orientation:

- Distributed pamphlets about agricultural education and FFA
- Many students took the [survey](#) at the orientation

## Students in Homeroom Classes:

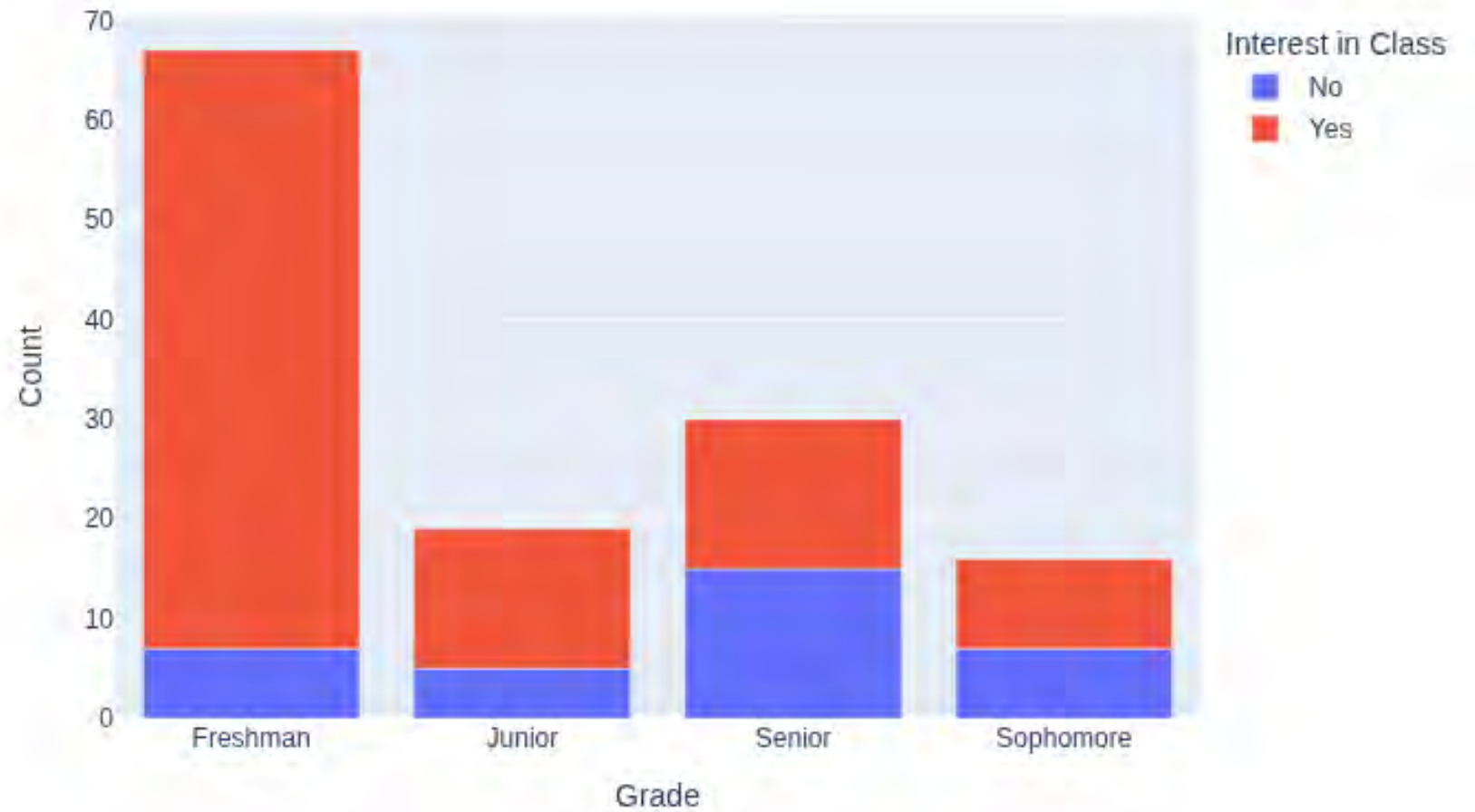
- All homeroom teachers were contacted by Mrs. Greany asking for support in administering the survey
- Survey was open for 10 days (132 Students Participated)
- Ethan was invited into ADV 9th Grade Global Studies and 9th Grade ELA as well as Freshman Experience to discuss agricultural education and to inform them about the survey.

## Agricultural Education on Display in the Library Media Center:

- Bulletin Board with information and QR code to survey

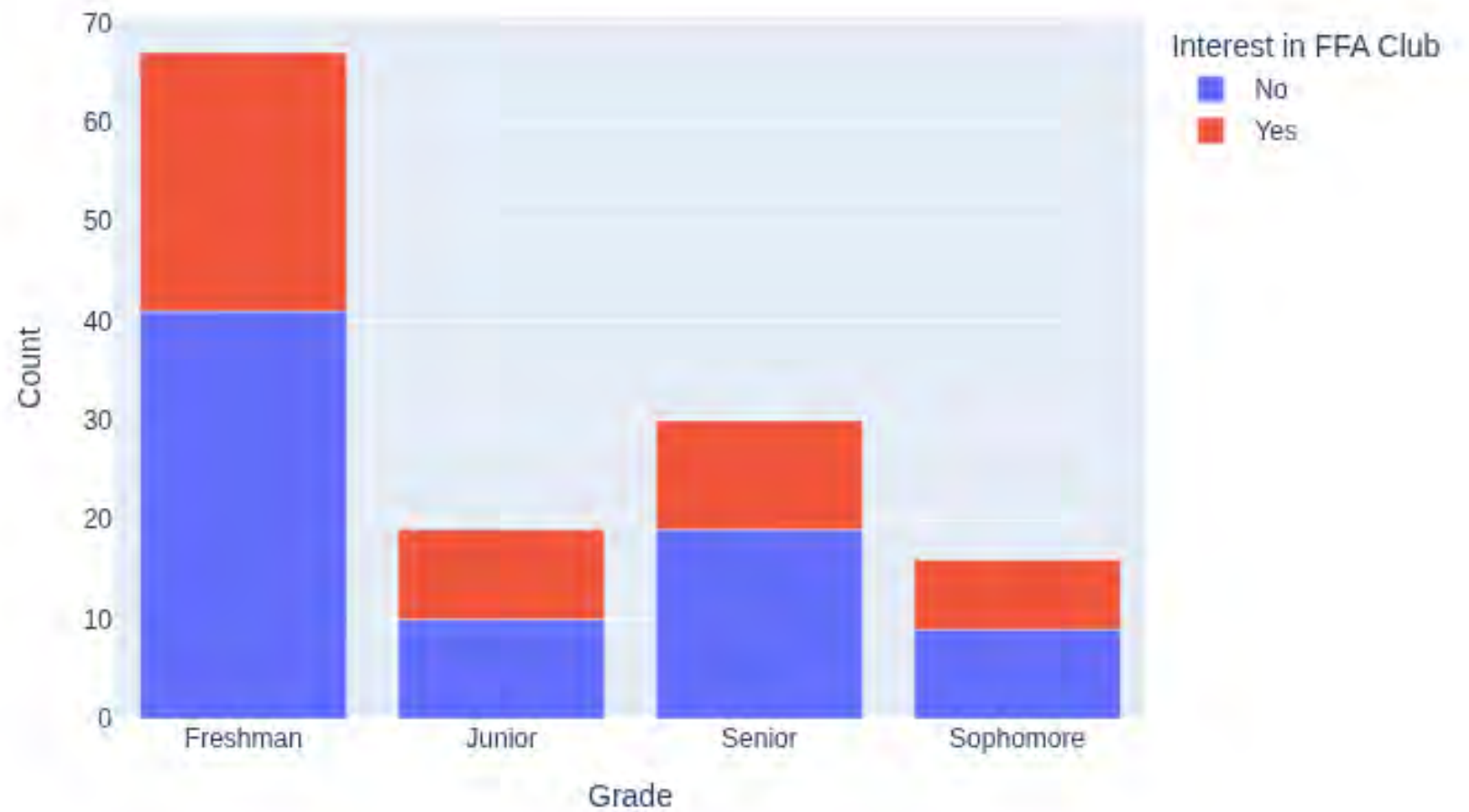
## Interest in Agriculture Science Class by Grade

Interest in Agriculture Science Class by Grade



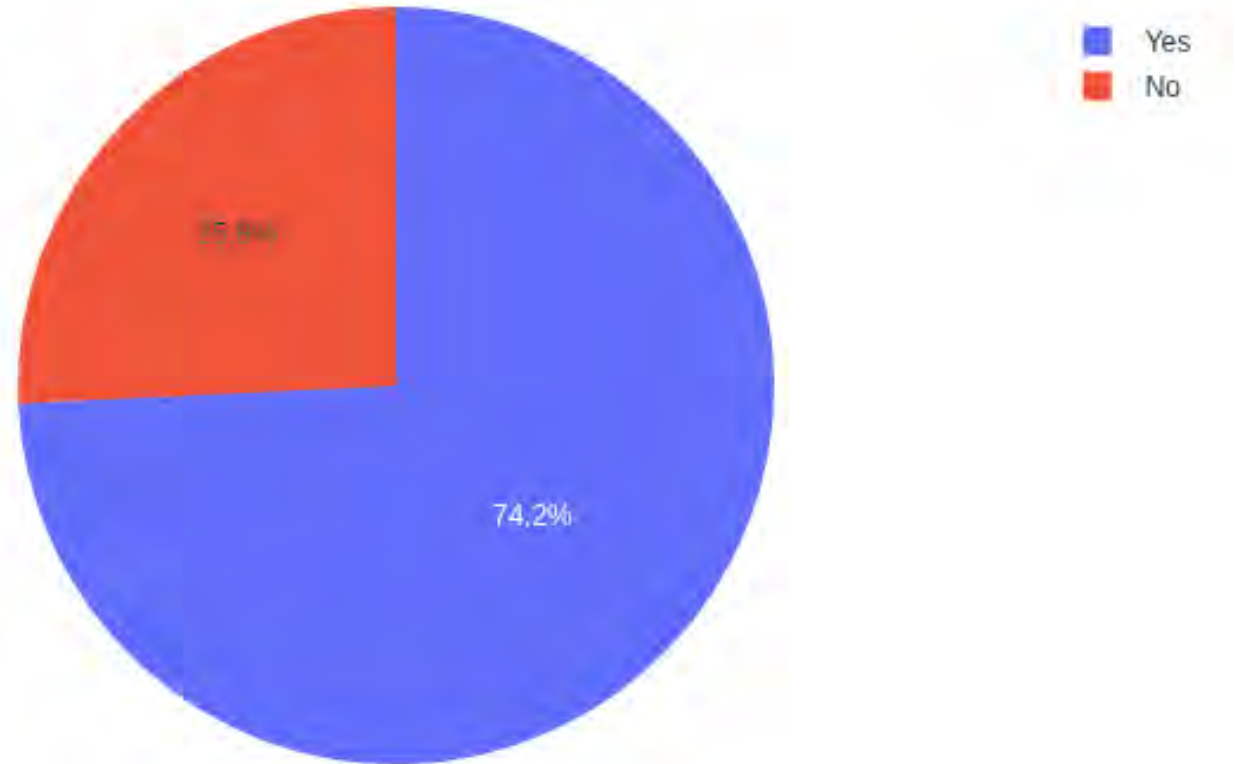
## Interest in FFA Club by Grade

Interest in FFA Club by Grade



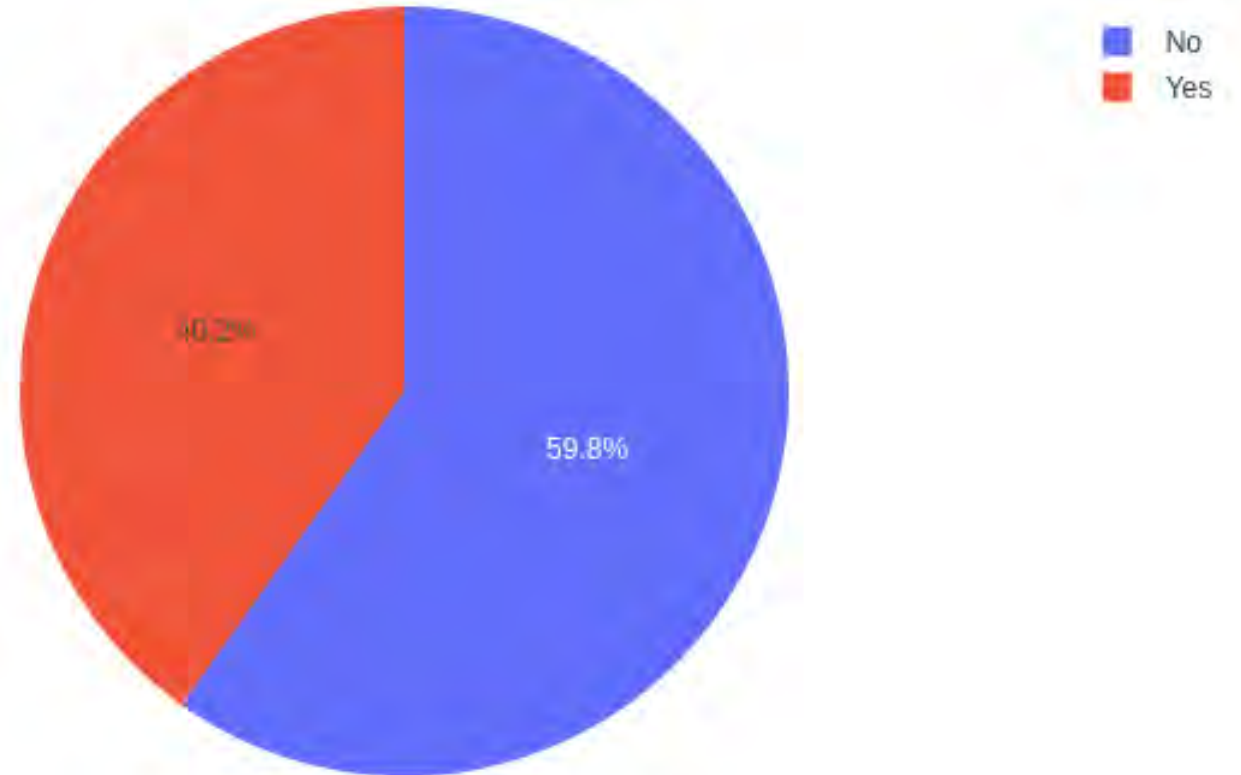
## Overall Interest in Agriculture Science Class

Overall Interest in Agriculture Science Class



## Overall Interest in FFA Club

Overall Interest in FFA Club



# Next Steps Regarding Agricultural Education Elective and FFA

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- **November 2025:** *Provide an update at CDEP on course and club exploration. Report out on school visits and student survey. Execute site visits (Targeting November 6th, 2025: Tri-Valley and Rondout Valley)*
- **December 2025:** *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.*
  - *Elective Expo utilized for promotion*
  - *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.*

- **September 2026:** *Agricultural Science Course and FFA Student Group is offered at Wallkill Senior High School*

# New York Inspires and Portrait of a Graduate

The **Four Transformations** guiding NY Inspires challenge us to:



- **ADOPT A PORTRAIT OF A GRADUATE** THAT DEFINES THE KNOWLEDGE, SKILLS, AND DISPOSITIONS ALL STUDENTS NEED TO THRIVE IN LIFE, WORK, AND CITIZENSHIP.



- **REDEFINE CREDITS AND LEARNING EXPERIENCES** SO THAT LEARNING REFLECTS MASTERY, INQUIRY, AND RELEVANCE—NOT JUST SEAT TIME OR TEST PERFORMANCE.



- **DECOUPLE REGENTS EXAMS FROM GRADUATION REQUIREMENTS** TO ENSURE THAT ASSESSMENTS INFORM LEARNING RATHER THAN LIMIT OPPORTUNITY.



- **MOVE TOWARD ONE TRANSCRIPT AND ONE DIPLOMA** THAT REFLECT A COMPREHENSIVE, STUDENT-CENTERED DEMONSTRATION OF READINESS ACROSS NEW YORK STATE.

# New York Inspires and Portrait of a Graduate (Continued)

The **New York State Portrait of a Graduate** provides opportunities for positive change, including increased flexibility and student choice; multiple pathways to graduation; holistic, well-rounded education; and real-world, career readiness.

New York State has identified the following 6 grounding principles, stating that all graduates will be:



**Academically  
Prepared**



**A Creative  
Innovator**



**A Critical  
Thinker**



**An Effective  
Communicator**



**A Global  
Citizen**



**Reflective and  
Future Focused**

# New York Inspires and Portrait of a Graduate (Continued)

- District Administration and Building Principals attended a conference at Ulster BOCES on October 9, 2025, to learn more about NY Inspires and the Portrait of a Graduate Initiative

## **Our First Task is to Create a Design Team Committee**

- 1. What are we already doing that leans into this work?
- 2. Where and how do we need to design something new?
- 3. What does this look like in Wallkill? How do we design for our community?

# Timeline for NY Inspires Action Plan Including Student and Parent Surveys



**October 17, 2025-October 28, 2025:** Identify Design Team Members and Develop Student and Parent Surveys



**November 10, 2025-November 14, 2025:** Release Student Survey to Middle and High School Students



**November 17, 2025:** Share Updated NY Inspires and Portrait of a Graduate Work with Administrative Council Team



**November 19, 2025:** Review NY Inspires and Portrait of a Graduate at CDEP. Outline Interviews To Get Student Perspective with CDEP Members  
Review NY Inspires Questions for Interviews (3 Interviews per Design Team Member)



**November 25, 2025:** Have NY Inspires Survey Available for Parents via Chromebooks at Parent/Teacher Conferences



**December 9, 2025:** Share Survey Results with Curriculum Committee (Student and Parent)



**December 12, 2025:** Review Interview Results From Parent Teacher Conferences



**January 9, 2026:** Have Student Interviews Completed For Further NY Inspires Work. Propose Potential Extra-Curricular and/or Interscholastic Athletic Additions to Budget for the 2026-2027 School Year.



**January 15, 2026:** District Administration and Building Principals Return to Ulster BOCES for Part II of NY Inspires Conference

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Questions?

