

CELEBRATE THE JOURNEY



BOCES CURRICULUM COUNCIL
DECEMBER 2025

COMSEWOGUE SCHOOL
DISTRICT

A framework for Future-Ready Citizens

GUIDE



- The Need for a Portrait of a Graduate
- Stakeholder Engagement
- Steps in the Development Process
- AI as a Strategy Tool
- Timeline Recommendations
- Curriculum and Assessment Reviews/ Updates



Profile of a Graduate

- Mirrors District Level Vision
- Articulates and Measures Graduation Competencies
- Ensures Development of Transferable Life Skills
- Strengthens Student Agency
- Builds Collective Capacity for Teachers
- Guides Innovation
- Reflects Community Values and Needs

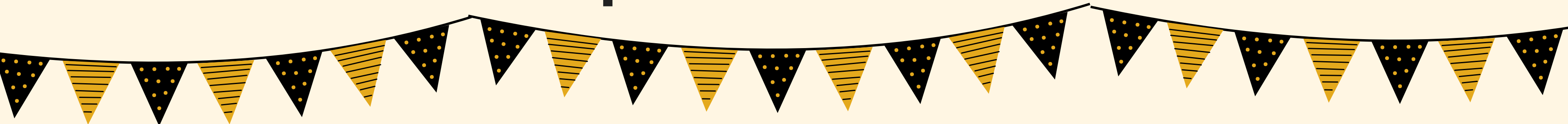




Stakeholder Engagement

- School Business Partnership
- Faculty and Staff
- Students
- Parents
- BOE
- Alumni



Steps to Action

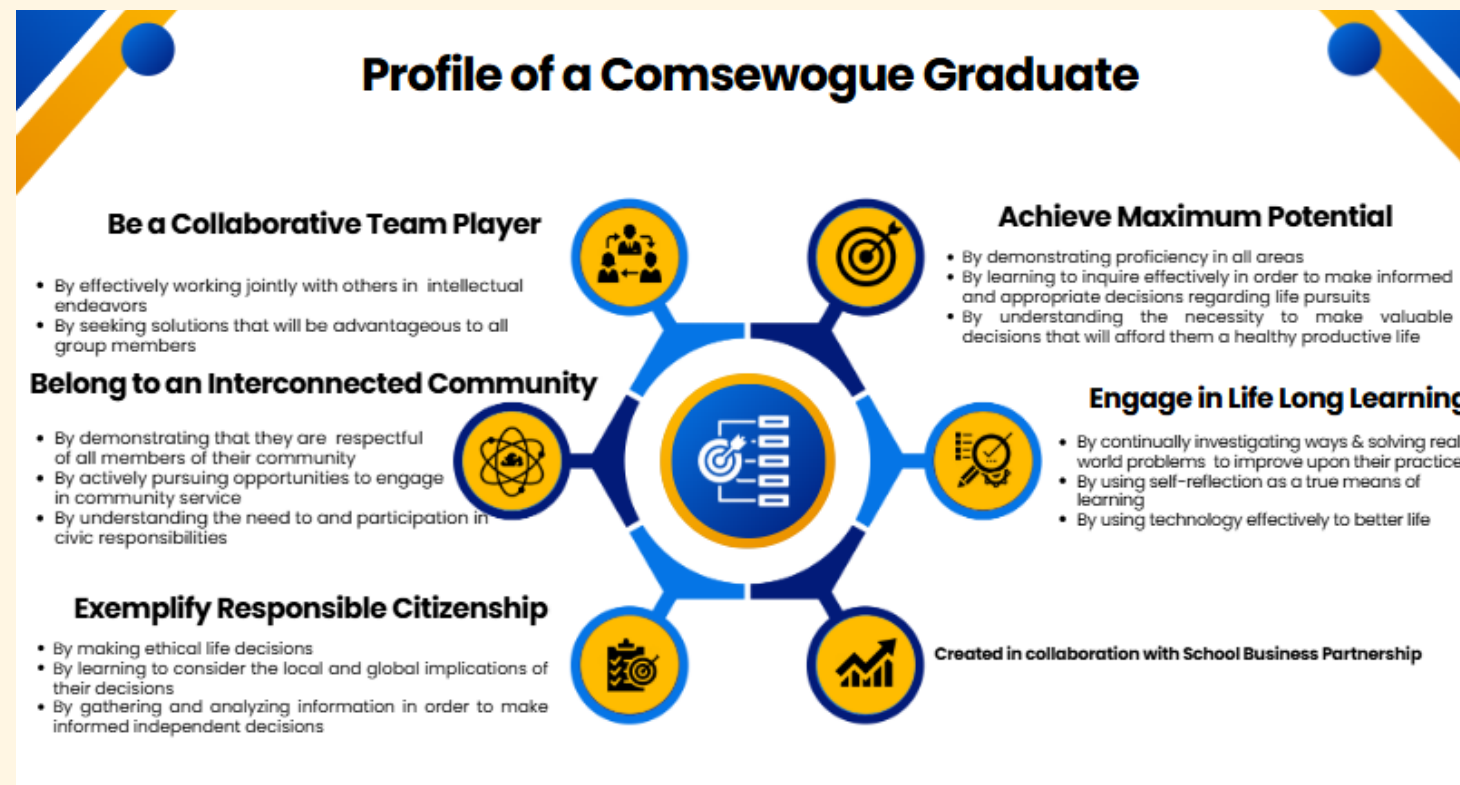
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- * Invite stakeholders to engage in study
 - * Review Current P.O.G.
 - * Cross - reference with District Mission/ Vision
 - * Compare and Contrast with NYS POG
 - * Investigate other District's POG
 - * Draft Competencies and Refine Language
 - * Collect and Synthesize Common Themes - use AI for additional support
 - * Share and Validate Stakeholders
 - * BOE Adoption
- 
- 

This is when the work actually starts!



Comsewogue Implementation

Reviewed Current POG and District Mission Statement



The mission of the Comsewogue School District is to empower our students to become lifelong learners through clearly defined goals and personal connections in a collaborative and inclusive learning environment where all members of our community are partners in fostering well-rounded global citizens who celebrate diversity and are prepared to achieve their maximum potential.



Comsewogue Implementation

Compared Former and Current New York State Version ✨



Former - - - - -



Current



Critical Thinker	Included as recommended
Effective Communicator	Included as recommended
Global Citizen	Included as recommended
Cultural Competence	CR-S at the center
Innovative Problem Solver	Encompassed in "Creative Innovator" and "Critical Thinker"
Literate Across the Content Areas	Renamed "Academically Prepared"
Social-Emotional Competence	Renamed "Reflective and Future Focused"

CR SE



The 4 Principles of Culturally Responsive-Sustaining Education

The 4 principles that organize the New York State Education Department's CR-S Framework are inspired by the 4 high leverage strategies that emerged from Buffalo Public School's work on Culturally and Linguistically Responsive Education.



Welcoming and affirming environment



High expectations and rigorous instruction



Inclusive curriculum and assessment



Ongoing professional learning

The Role of Artificial Intelligence



- Accelerate Data Analysis
 - identify themes, patterns, and reoccurring language
- Generate Inspiration for Language
- Compare Models from Other Districts
- Reduce Administrative Load
- Strengthen Alignment with District Initiatives
- Ensure POG Remains Future- Focused



AI should support, not decide.



Profile of a Comsewogue Graduate

Collaborative Team Member

- work jointly with others
- seek solutions that will be advantageous to all
- consider various perspectives



Academically Prepared

- demonstrate academic proficiency in all areas
- think critically, make connections, evaluate and justify responses with evidence
- develop executive functioning skills
- achieve success in school, service, and life long learning



Interconnected Member of Community

- demonstrate respect for self and others
- engage in service learning
- demonstrate civic responsibilities
- develop social emotional competencies



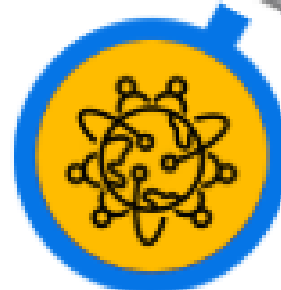
Reflective and Future Focused

- investigate and solve real world problems
- reflect and self-advocate
- make healthful life decisions
- develop motivation, resilience, & responsibility
- integrate technology effectively to better life



Global Citizen

- communicate effectively & respectfully in all mediums
- make informed decisions
- consider the implications of decisions
- develop digital citizenship skills



Creative Innovator

- use creativity and imagination to think flexibly
- develop new ideas and products
- enhance problem solving skills
- adapt to an evolving world



Created in collaboration with Comsewogue School Business Partnership
The New York State Portrait of a Graduate served as our foundation.

WHAT DOES THIS LOOK LIKE IN YOUR CLASSROOM?

1

Academically Prepared

4

Effective Communicator

2

Creative Innovator

5

Global Citizen

3

Critical Thinker

6

Reflective and Future
Focused



ACADEMICALLY PREPARED

- a strong foundation in the New York State learning standards
- is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life

CREATIVE INNOVATOR

- imagination, curiosity, and flexible thinking to solve problems creatively
- develop new ideas and products, while adapting to evolving circumstances and challenges

CRITICAL THINKER

- information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and navigate the world with insight

COMPETENCY BREAKDOWN

EFFECTIVE COMMUNICATOR

- communicates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes
- engaging with diverse audiences
- actively listening to different perspectives

GLOBAL CITIZEN

- acts responsibly and ethically within local, global, and digital communities
- employs civic knowledge, skills, and mindsets to promote global sustainability
- positively to a culturally diverse, democratic society.

REFLECTIVE AND FUTURE FOCUSED

- engages in self-reflection to identify strengths and areas for growth by setting meaningful goals
- using social awareness to maintain supportive relationships
- in responsible decision-making that prioritizes social, emotional, and mental well-being

TEACHER FEEDBACK



Questions to Answer

What's missing from our current Portrait of a Graduate?

How do we revamp lessons to include opportunities for students to develop these skill sets?

How do we provide learning opportunities for students to practice and demonstrate these skills within your classroom?

How do we assess our students in these areas?

How do we integrate grades/feedback for these skills?

[Google Form Link](#)

or use QR Code



Complete Google Form as a group or individually as you'd like

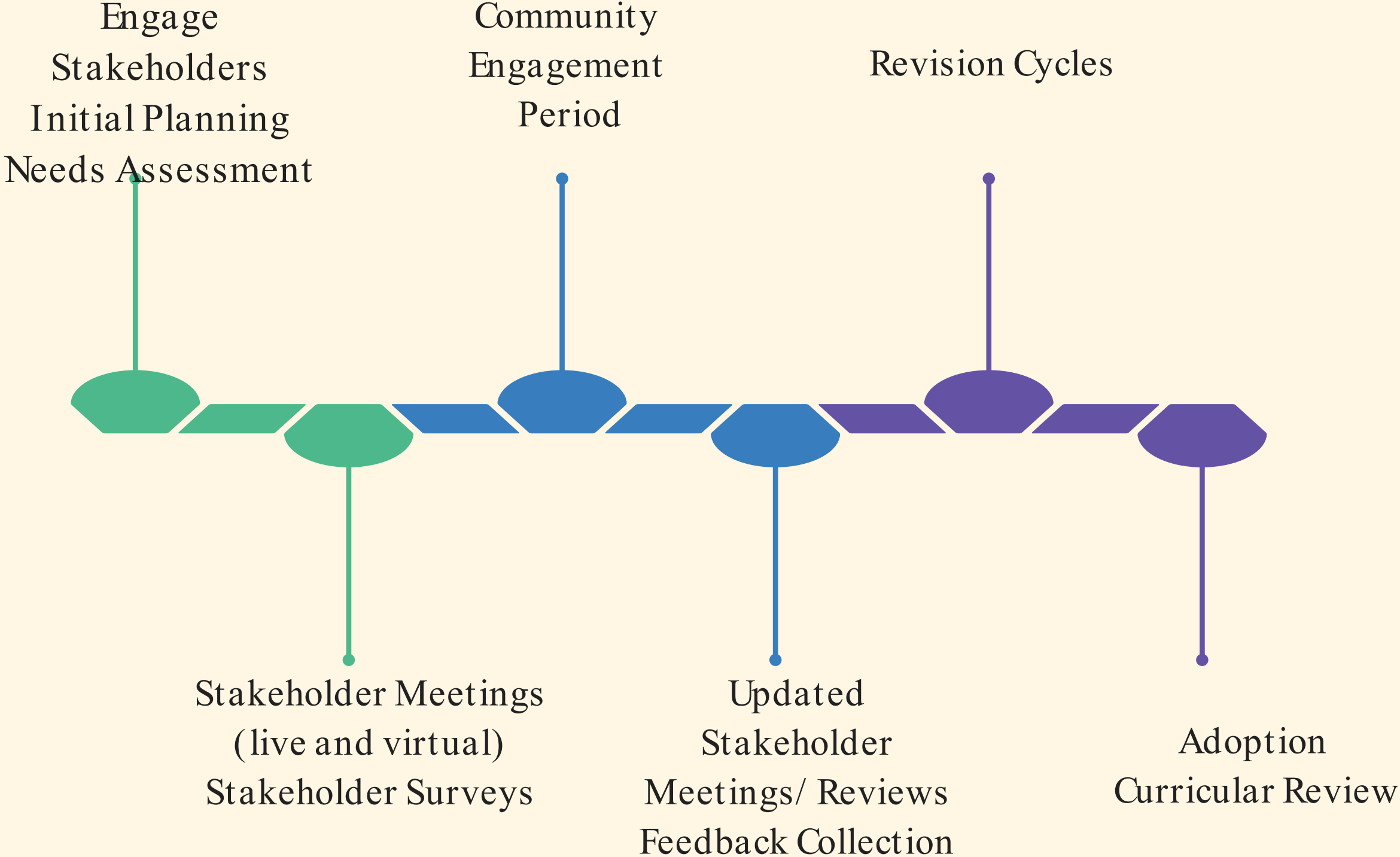


Curriculum and Assessment Considerations

- Consider § 30 12- e Implications
 - Teacher Evaluation
 - Measuring POG Competencies
- Provide Stakeholder Development
 - Teacher PD
 - Student Expectation Shifts
 - Parent Workshops
- Realign/ Update Curriculum Maps and Assessments
 - Develop actionable indicators
 - Embed competencies into storyboards, syllabi, rubrics, report cards



TIMELINE



Questions



[Tracie DeRosa, Director of STEAM Curriculum](#)

[Jennifer Polychronakos, Assistant Superintendent for Instruction](#)