



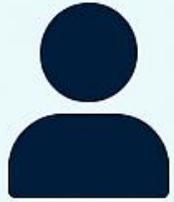
Comprehensive District Education Plan (CDEP)



Wednesday, November 19, 2025

One Thing That Matters

(Opening Activity for CDEP Meeting)



Name:



Role:



**One thing that matters
to me in my work:**

*(One thing I wish everyone
understood about my work is..)*

2025-2026 School Counseling Plan Goals



Strategic objectives to support student growth and success

K-6 Goals

24-25 GOAL	MET OR NOT MET	REASON	PROPOSED GOAL FOR 25-26
83% of K-6 students in After School AIS program will increase SGP by 15 points	Met	90.25% achieved SGP increase	92% of K-6 students will increase SGP by 15 points
95% of sixth grade students exposed to two career readiness opportunities	Not Met	Only 72% exposed due to scheduling and absences	Maintain goal at 95%
Reduce students absent 18+ days by 2% (Please Note: absentee rate for the 23-24 school year was 15.34%)	Not Met	19.03% were absent 18+ days	The percentage of students who are absent for more than 18 days will decrease by 5% by the end of the school year. (Please Note: absentee rate for the 24-25 school year was 19.03%)
95% of families with 504 reviews will communicate with MS counselors	Not Met	Change in practice moved 504 update meetings to middle school in October 2025	This change in practice proved to be effective as 100% of families were able to communicate with MS counselors as the meetings were held at the MS for 7th grade students. No longer a goal moving forward.

Middle School (MS) Goals

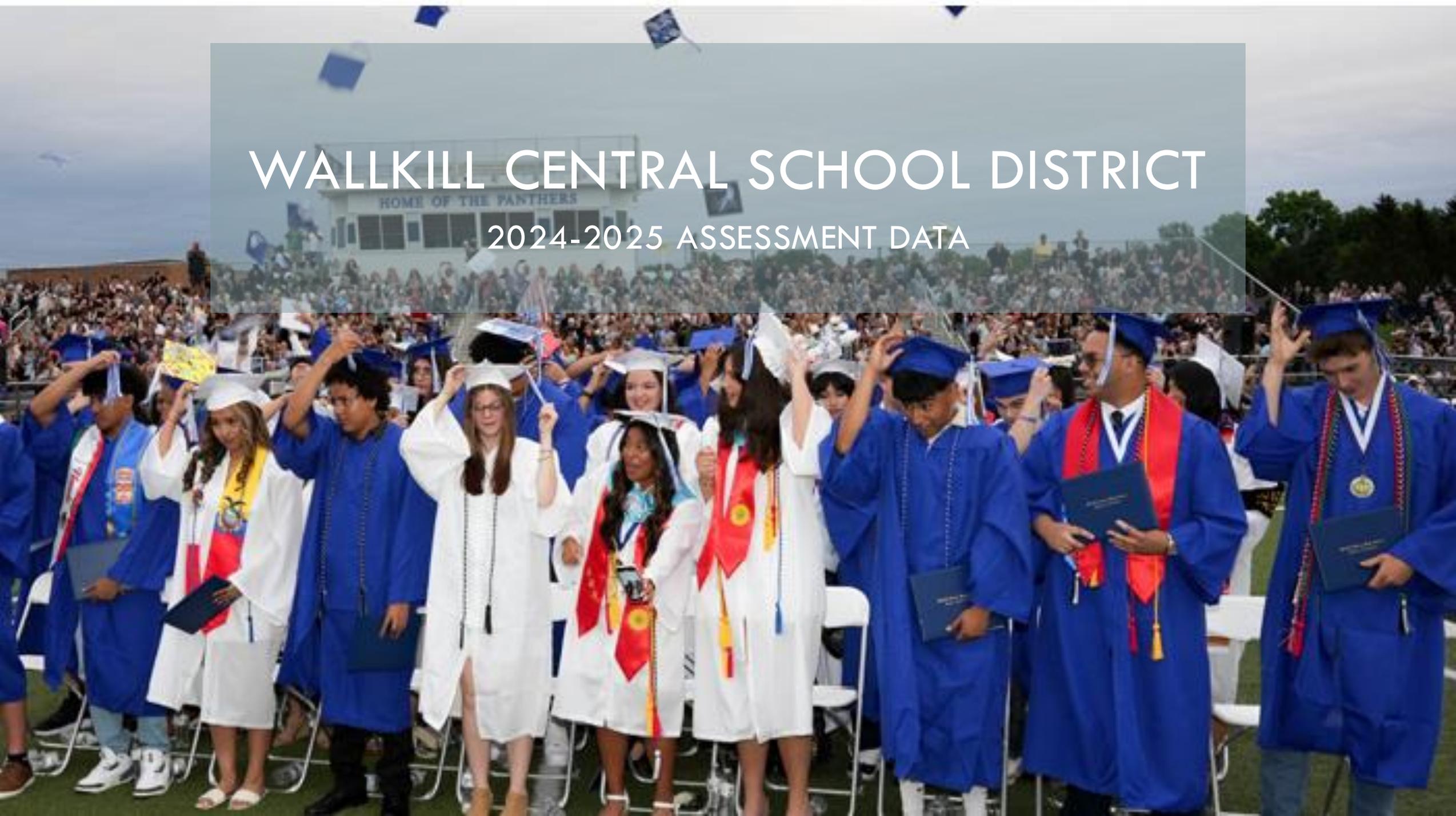
24-25 GOAL	MET OR NOT MET	REASON	PROPOSED GOAL FOR 25-26
The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Note our absentee rate for the 2023-24 school year was 24.6%)	Met	Achieved 21.25%	The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Please Note: absentee rate for the 2024-25 school year was 21.25%)
95% of students exposed to two career readiness opportunities	Not Met	90.4% exposed; scheduling and absences impacted	Maintain goal at 95%
Decrease the number of at-risk students, who have failed more than one core subject after two quarters, by 15% by the end of the school year.	Not Met	11.11% reduction achieved	Maintain goal at 15% reduction

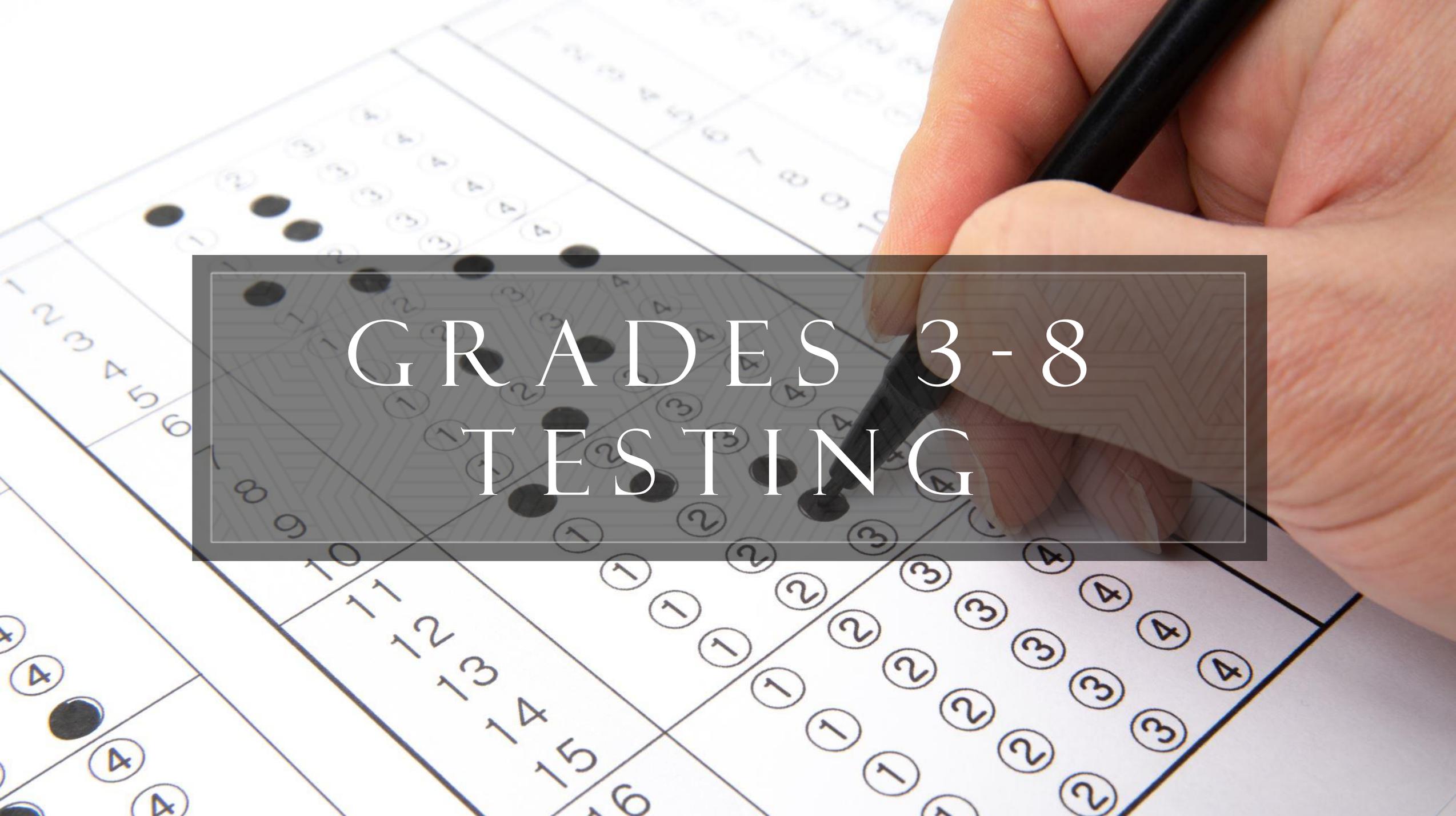
High School (HS) Goals

24-25 GOAL	MET OR NOT MET	REASON	PROPOSED GOAL FOR 25-26
100% of students identify post-secondary goal (Goal removed for 25-26 School Year. See new goal in 25-26 column to the right)	-Met	-As this has become part of our practice, this goal has been removed from the Counseling Plan for 25-26 *	90% of 10th graders earn 8 credits and 2 Regents exams
95% of 9th graders earn 4 credits by summer school	Not Met	93% achieved	Maintain goal at 95%
<p>Increase the percentage of students in Grades 9 – 11 for completing grade appropriate activities (e.g., see scope and sequence chart below), through Naviance. The goal for completion of activities will be:</p> <ul style="list-style-type: none"> • 85% for 9th grade • 75% for 10th grade • 70% for 11th grade 	Partially Met	Grade 9 – 83%, Grade 10 – 80%, Grade 11 – 72%	<p>Increase the percentage of students in Grades 9 – 11 for completing grade appropriate activities (e.g., see scope and sequence chart below), through Naviance. The goal for completion of activities will be:</p> <ul style="list-style-type: none"> • 85% for 9th grade • 83% for 10th grade • 75% for 11th grade
The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Note our absentee rate for the 2023-24 school year was 31.2%)	Met	Achieved 28.23%	The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Note our absentee rate for the 2024-25 school year was 28.23%)

WALLKILL CENTRAL SCHOOL DISTRICT

2024-2025 ASSESSMENT DATA





GRADES 3 - 8
TESTING

2024/2025 ELA PROFICIENCY COMPARISON – DISTRICT-WIDE

Grade(s)	2024 vs. 2025			
	2024	2025	2025 UC Average	2025 State Average
3	50%	57%	48%	54%
4	38%	56%	46%	54%
5	36%	60%	46%	57%
6	39%	52%	48%	51%
7	41%	48%	41%	52%
8	49%	46%	44%	53%
3-6	41%	56%	N/A	N/A
7-8	45%	48%	N/A	N/A
3-8	42%	54%	N/A	55%

At or Above 2024 %

Below 2024 %

ELA 2024/2025 NOT TESTED COMPARISON – DISTRICT-WIDE

Grade(s)	2024	2025
3	28%	22%
4	41%	29%
5	41%	31%
6	44%	38%
3-6	37%	30%
7	42%	34%
8	53%	45%
7-8	45%	40%
3-8	40%	34%

Below 2024 %

At or Above 2024 %

2024/2025 MATH PROFICIENCY COMPARISON – DISTRICT-WIDE

Grade(s)	2024 vs. 2025			
	2024	2025	2025 UC Average	2025 State Average
3	63%	62%	54%	60%
4	51%	59%	48%	59%
5	27%	52%	38%	54%
6	52%	53%	45%	51%
7	66%	64%	45%	56%
8*	42%	43%	37%	47%
3-6	49%	69%	N/A	N/A
7-8*	58%	59%	N/A	N/A
3-8*	51%	58%	N/A	55%

* Does not include students that took Algebra 1 Regents Exam

At or Above 2024 %
Below 2024 %

MATH 2024/2025 NOT TESTED COMPARISON – DISTRICT-WIDE

Grade(s)	2024	2025
3	26%	18%
4	40%	27%
5	42%	30%
6	40%	39%
3-6	37%	29%
7	41%	31%
8*	39%	35%
7-8*	45%	40%
3-8*	40%	32%

*** Does not include students that took Algebra 1 Regents Exam**

Below 2024 %
At or Above 2024 %

24/25 NYS SCIENCE EXAM COMPARISON - GRADES 5 & 8

Proficiency

School	2024	2025	2025 UC Average
LES	44%	55%	42%
OES	27%	44%	42%
PES	50%	48%	42%
MS*	29%	50%	42%
District*	38%	50%	N/A

NOT Tested

School	2024	2025
LES	36%	19%
OES	52%	22%
PES	38%	29%
MS*	58%	33%
District*	41%	29%

***Does not include students that took Biology Regents Exam**

At or Above 2024 %

Below 2024 %

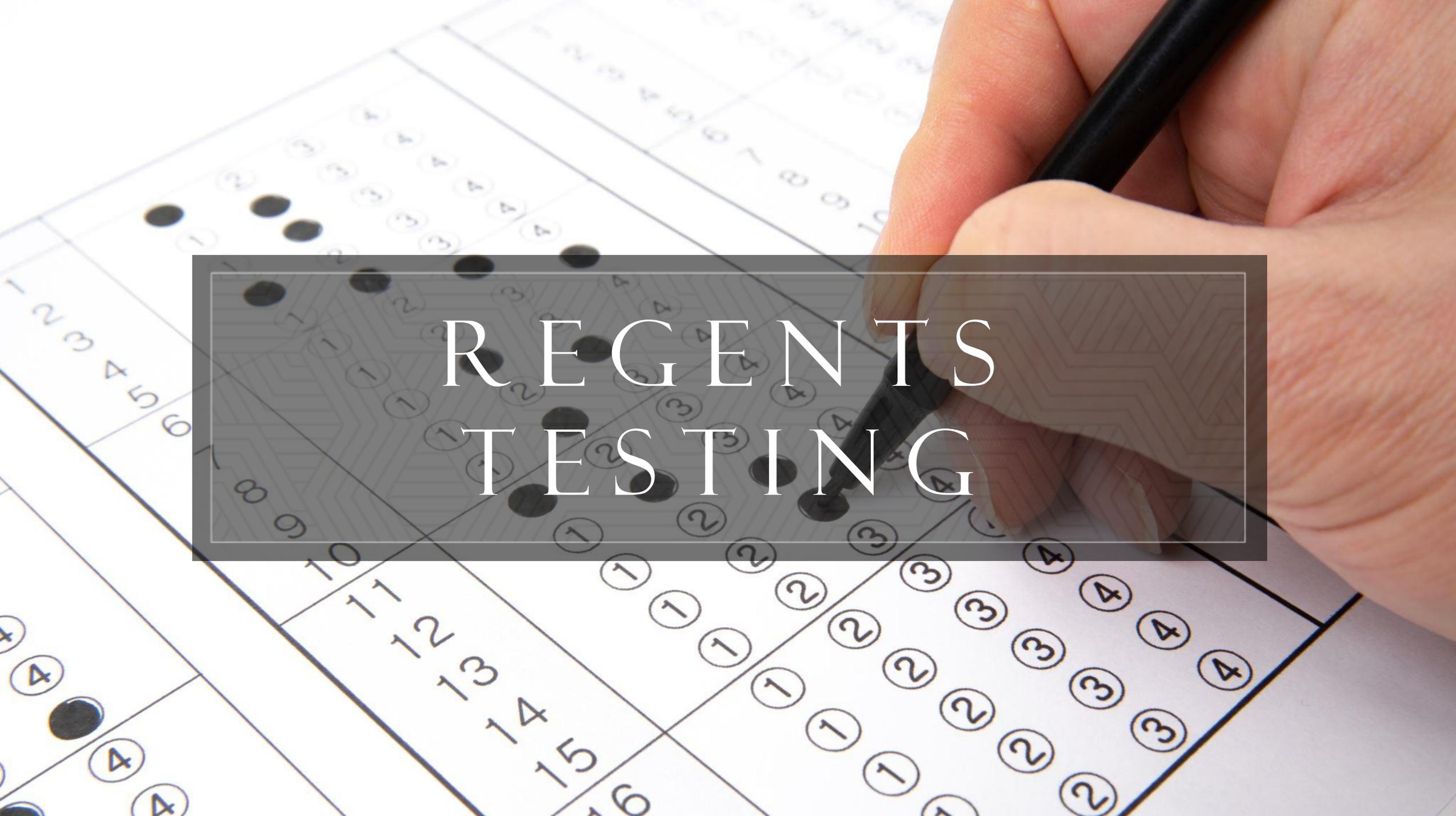
Below 2024 %

At or Above 2024 %

PROFICIENCY COMPARISON TO LOCAL COUNTIES – GRADES 3 – 8

Test	Walkill	Dutchess	Orange	Sullivan	Ulster
Grade 3 ELA	57%	50%	47%	31%	48%
Grade 4 ELA	56%	52%	48%	38%	46%
Grade 5 ELA	60%	56%	53%	37%	46%
Grade 6 ELA	52%	52%	43%	30%	48%
Grade 7 ELA	48%	46%	46%	27%	41%
Grade 8 ELA	46%	46%	45%	31%	44%
Grade 3 Math	62%	51%	52%	31%	54%
Grade 4 Math	59%	54%	51%	38%	48%
Grade 5 Math	52%	53%	48%	32%	38%
Grade 6 Math	53%	48%	44%	24%	45%
Grade 7 Math	64%	49%	50%	32%	45%
*Grade 8 Math	43%	42%	40%	26%	37%
Grade 5 Science	49%	47%	41%	31%	42%
*Grade 8 Science	50%	44%	41%	32%	42%

***Does not include students that took Algebra 1 and/or Biology Regents Exam**



REGENTS
TESTING

PROFICIENCY COMPARISON TO LOCAL COUNTIES – REGENTS

Test	Wallkill	Dutchess	Orange	Sullivan	Ulster
Algebra 1*	77%	61%	63%	42%	62%
Algebra 2	93%	87%	85%	77%	88%
Geometry	89%	61%	67%	49%	77%
English	88%	73%	80%	72%	67%
Global History	89%	84%	83%	68%	80%
US History	84%	83%	84%	75%	82%
Biology*	64%	65%	71%	26%	62%
Earth & Space	78%	66%	56%	57%	74%
Chemistry	76%	72%	70%	69%	76%

***Includes MS students that took Algebra 1 and/or Biology Regents Exam**

2-YEAR WALLKILL/LOCAL COUNTY COMPARISON

Test	Wallkill		Dutchess		Orange		Sullivan		Ulster	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Algebra 1	78%	77%	68%	61%	70%	63%	57%	42%	65%	62%
Algebra 2	96%	93%	85%	87%	84%	85%	73%	77%	93%	88%
Geometry	84%	89%	67%	61%	74%	67%	56%	49%	76%	77%
English	93%	88%	80%	73%	81%	80%	72%	72%	76%	67%
Global History	88%	89%	84%	84%	85%	83%	71%	68%	80%	80%
US History	94%	84%	85%	83%	87%	84%	79%	75%	86%	82%
Biology	78%	64%	72%	65%	70%	71%	57%	26%	72%	62%
Earth & Space	80%	78%	75%	66%	76%	56%	65%	57%	74%	74%
Chemistry	82%	76%	74%	72%	71%	70%	59%	69%	76%	76%



GRADUATION RATES

WSHS 5-YEAR GRADUATION RATE COMPARISON

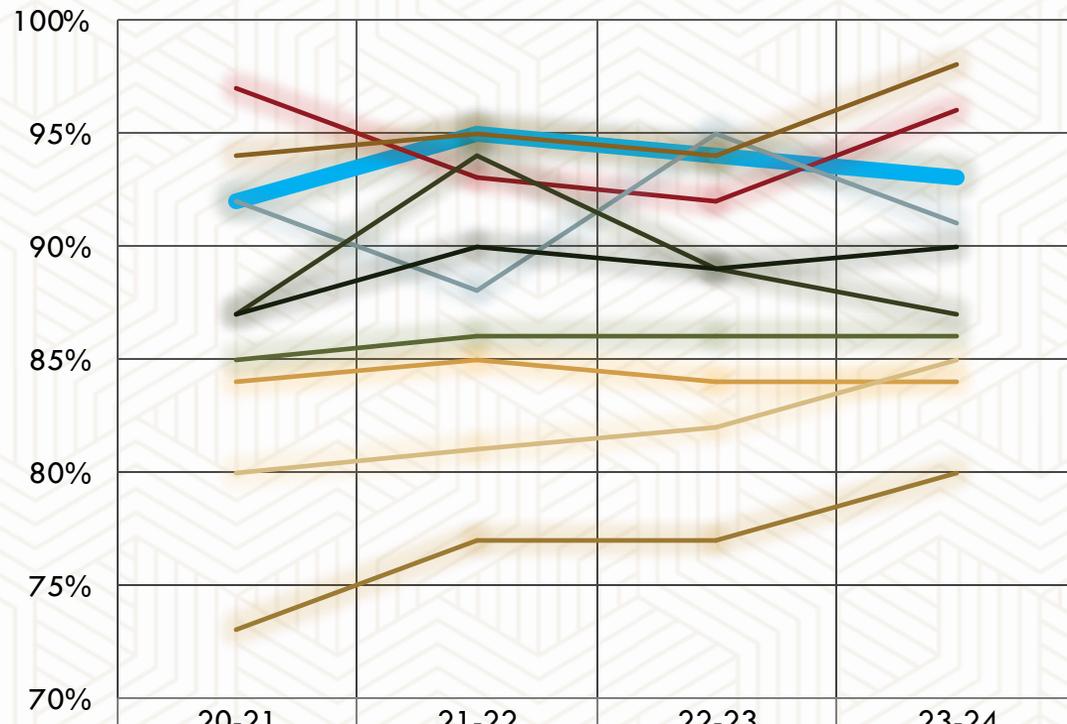
Class of 2021 (2017 Cohort)	Class of 2022 (2018 Cohort)	Class of 2023 (2019 Cohort)	Class of 2024 (2020 Cohort)	Class of 2025 (2021 Cohort)
92.3%	95.4%	93.6%	92.8%	91.5%

WSHS 5-YEAR SPECIAL EDUCATION GRADUATION RATE COMPARISON

Class of 2021 (2017 Cohort)	Class of 2022 (2018 Cohort)	Class of 2023 (2019 Cohort)	Class of 2024 (2020 Cohort)	Class of 2025 (2021 Cohort)
75.0%	85.3%	83.3%	81.8%	75.0%

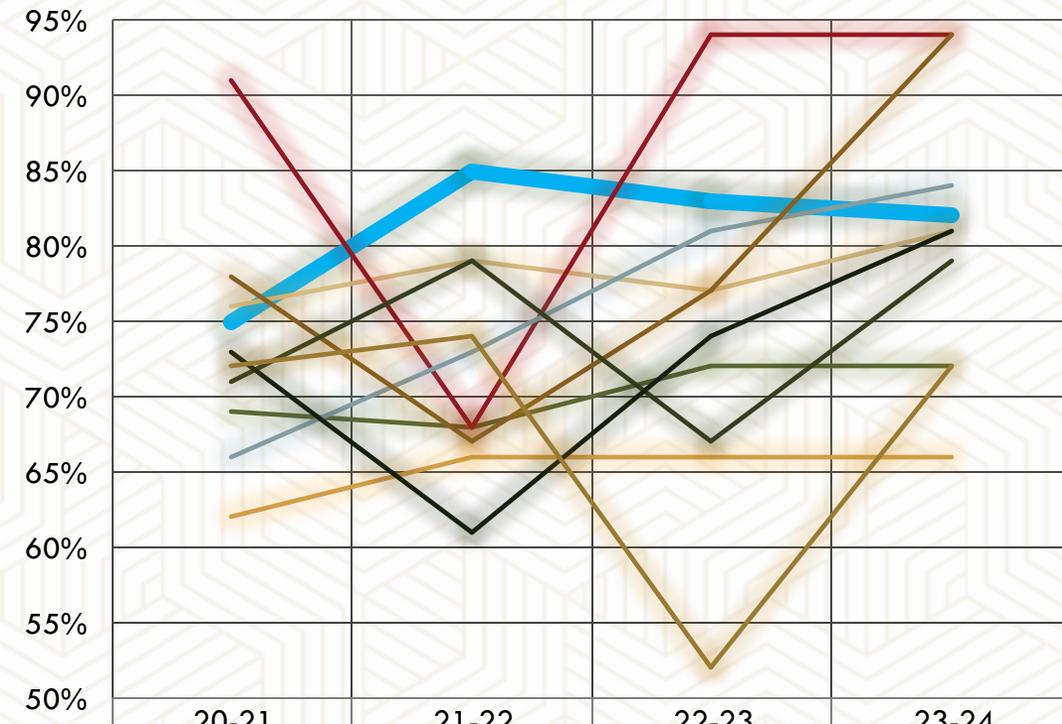
ULSTER COUNTY GRADUATION RATES 4-YEAR TREND

All students



NYS	84%	85%	84%	84%
Ulster County	85%	86%	86%	86%
Wallkill	92%	95%	94%	93%
Kingston	80%	81%	82%	85%
Highland	97%	93%	92%	96%
Rondout	92%	88%	95%	91%
New Paltz	94%	95%	94%	98%
Onteora	87%	94%	89%	87%
Saugerties	87%	90%	89%	90%
Ellenville	73%	77%	77%	80%

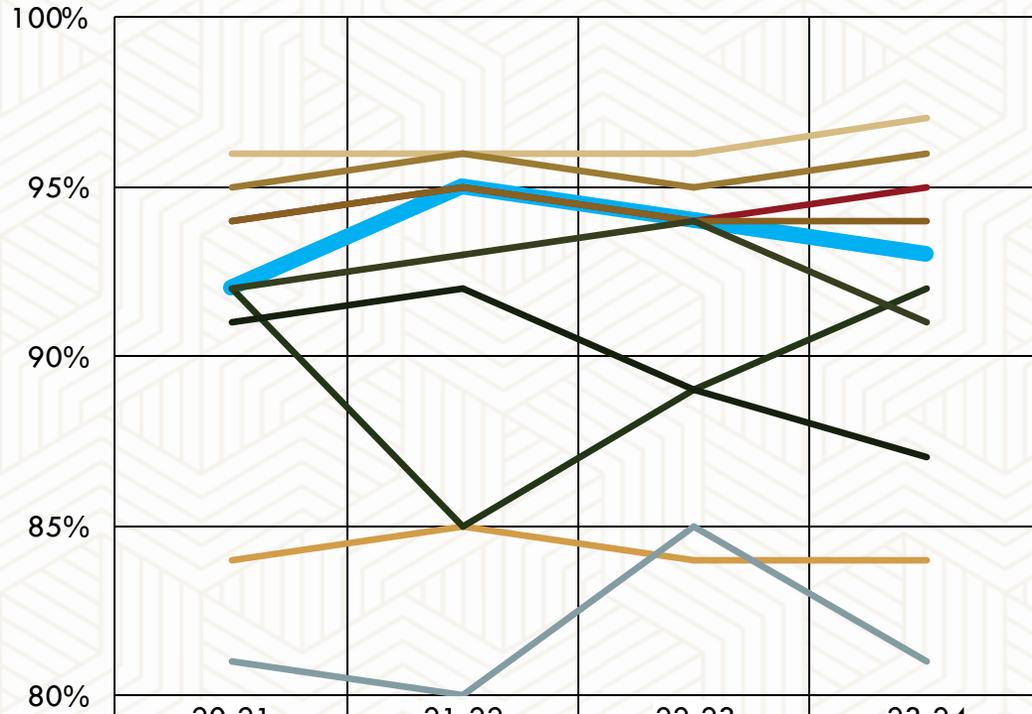
Students with Disabilities



NYS	62%	66%	66%	66%
Ulster County	69%	68%	72%	72%
Wallkill	75%	85%	83%	82%
Kingston	76%	79%	77%	81%
Highland	91%	68%	94%	94%
Rondout	66%	73%	81%	84%
New Paltz	78%	67%	77%	94%
Onteora	71%	79%	67%	79%
Saugerties	73%	61%	74%	81%
Ellenville	72%	74%	52%	72%

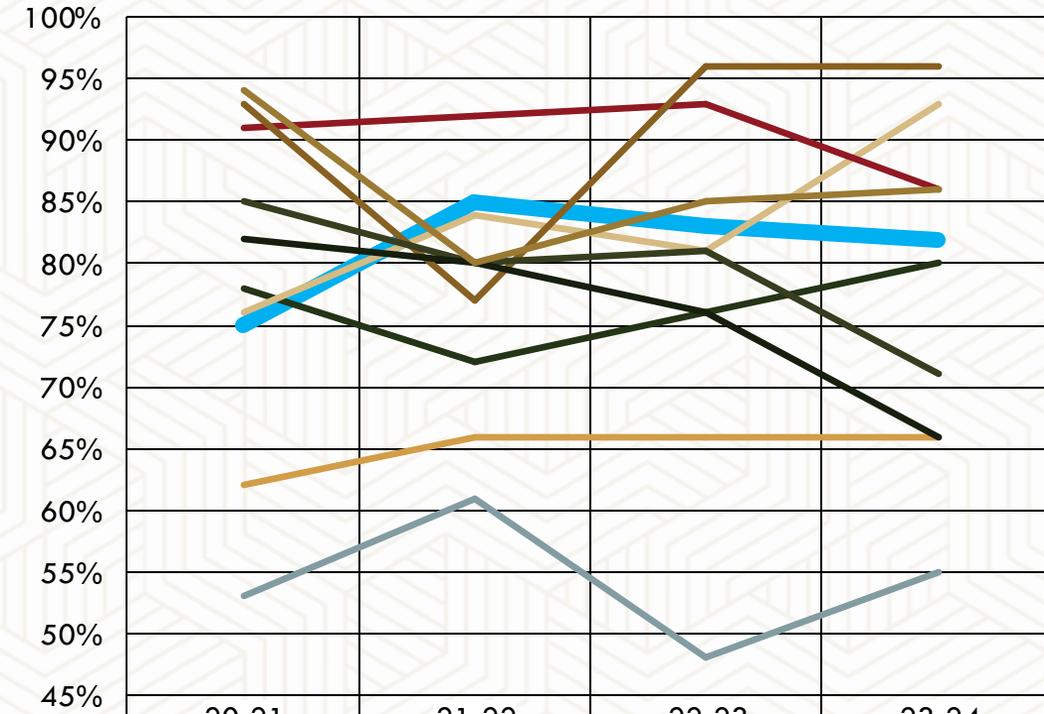
ULSTER COUNTY GRADUATION RATES 4-YEAR TREND

All students



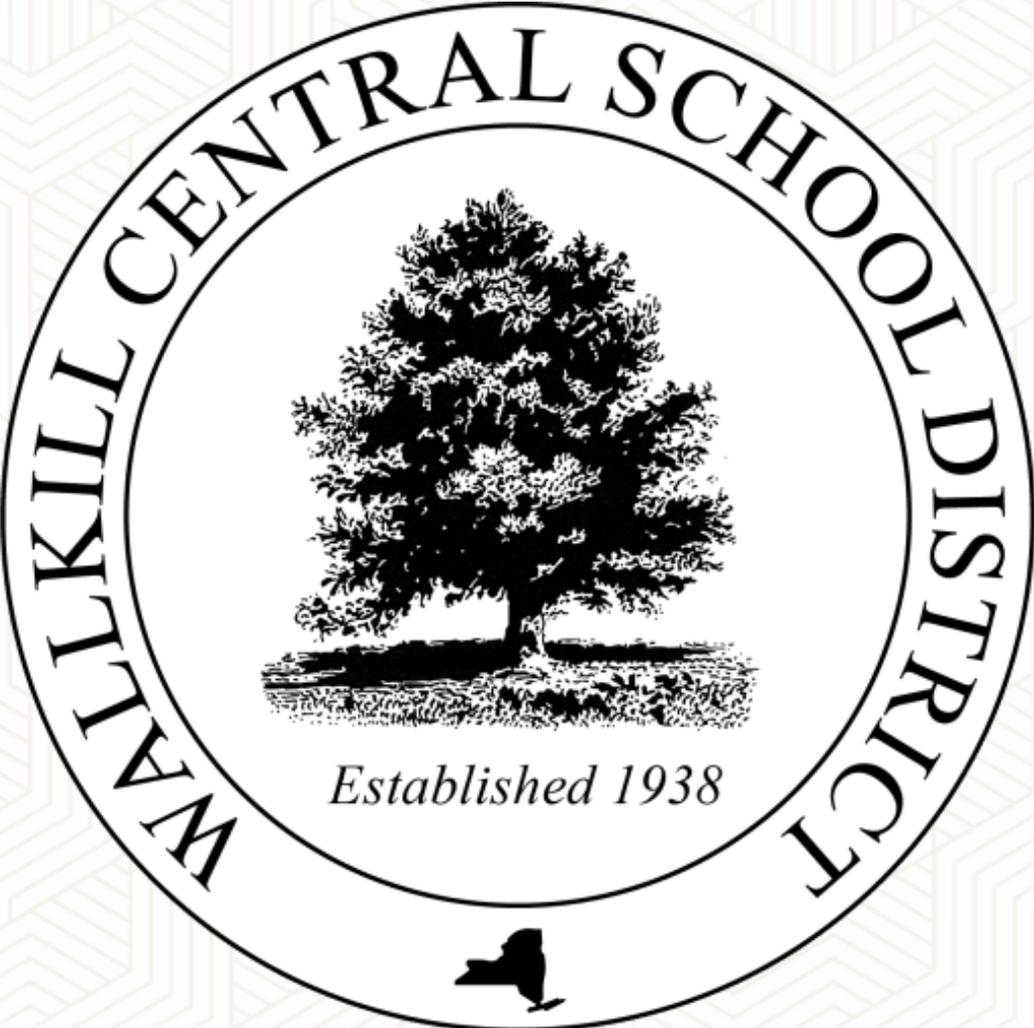
NYS	84%	85%	84%	84%
Wallkill	92%	95%	94%	93%
Beacon	92%	85%	89%	92%
Cornwall	96%	96%	96%	97%
Goshen	94%	95%	94%	95%
Hyde Park	81%	80%	85%	81%
Marlboro	94%	95%	94%	94%
Pine Bush	92%	93%	94%	91%
Valley Central	91%	92%	89%	87%
Washingtonville	95%	96%	95%	96%

Students with Disabilities



NYS	62%	66%	66%	66%
Wallkill	75%	85%	83%	82%
Beacon	78%	72%	76%	80%
Cornwall	76%	84%	81%	93%
Goshen	91%	92%	93%	86%
Hyde Park	53%	61%	48%	55%
Marlboro	93%	77%	96%	96%
Pine Bush	85%	80%	81%	71%
Valley Central	82%	80%	76%	66%
Washingtonville	94%	80%	85%	86%

Building/Department S.I.T. Plan Goals for the 2025-2026 School Year



Leptondale 2025



- Develop 1st and 4th grade homogeneous math groups (TEAM Math) and plan for targeted skill instruction
- Develop a grade level Transition Day to foster a sense of confidence and belonging for the upcoming school year
- Teachers will collaborate in Professional Learning Communities driven by a specific, measurable goal
- Teachers and staff will continue to implement Tier 1 strategies and collaborate to effectively progress monitor, using research-based interventions, as part of the MTSS process

Let's Celebrate!



- Develop 1st and 4th grade homogeneous math groups (TEAM Math) and plan for targeted skill instruction.
 - Increase in 5th grade test scores
 - Teachers jumped right in enthusiastically demonstrating initiative and positivity from the start!
- Develop a grade level Bridge Day to foster a sense of confidence and belonging for the upcoming school year
 - To help students feel prepared, connected, and excited about their upcoming grade level by introducing expectations, routines, and relationships in a supportive environment.

Plattekill 2025



Goal #1: By June 2026, create active learners through collaboration, problem solving and communication.

- Grade level meetings to focus on quality instruction and research-based strategies (one-hour sessions)
- Data Analysis Meetings for teachers so they can review STAR test scores as a grade level team.
- Tier Time Meetings for classroom teachers and AIS providers to review data on Tier 2 students, discuss Tier 1 student concerns and discuss strategies to support students.

Goal #2: Increasing student interest and assessment scores in ELA, Math and Science to provide quality instruction to meet NYS Standards.

- To increase reading scores, using the One Book One School program to encourage reading.
- Increase Greenhouse use by students to infuse science exploration and study.
- Increase Grade 5 State Assessment Scores and provide additional math support to grades 2,3 &4.

Let's Celebrate!



- Tier Time Meetings with AIS Providers 😊 New this year! Time was carved out for teachers to meet with Tier 2 providers to discuss their students in MTSS, data and Tier 1 intervention strategies.
- 5th Grade Math initiative is spreading to 2nd grade! The success in 5th grade is spreading 😊 It has inspired other grade levels to look at how they structure their tier time as well.

Ostrander 2025



- Teachers will vertically align math instruction between grade levels, adjusting curriculum maps and instructional practices as needed to meet student needs and increase achievement.
- Teachers will continue to discuss and implement writing standards based on the district scope and sequence, ensuring alignment both horizontally and vertically.
- The Student Support Team PLC will continue to use the daily check-in schoolwide for students to assess their mental health status as it relates to being ready to learn. Strategies/interventions will be provided to students based on that data.
- Develop two Family Engagement Nights (fall and spring) to increase parent involvement and promote student success and wellness.

Let's Celebrate!



- 5th Grade Math instructional practices are evolving through the implementation of Tier Time procedures and refined focus areas. Departmentalized math teachers will begin to meet regularly as their own Professional Learning Community (PLC) to analyze student performance data and identify gaps in foundational skills.
- Daily Check-In continues to be an effective practice. Classes are now divided up between support staff to ensure flagged students are seen more quickly and efficiently.



John G. Borden Middle School 2025

Goal #1: Explore opportunities for the expansion of Intramural and Extracurricular Offerings.

- Through student interest surveys, begin process of identifying potential additions to intramural and extracurricular offerings.

Goal #2: Increase Exposure to student learning through the display of student work across all content areas and courses.

- Continue the implementation of an event designed to showcase student achievement across their academic courses throughout the 2025-2026 school year.
- Explore and improve modalities throughout the building to allow for more exposure to student work and identify technology that could support presentation of student work.

Goal #3: Use data to identify learning gaps to progress monitor and to develop strategies to support the needs of all learners.

- Develop student specific learning experiences to support growth in areas of need.





Let's Celebrate!

- The continued focus on student participation in school activities, including, assemblies focused on dedication, hard work, and the commitment to your community.
 - Student attendance has seen an increase.
- Building level commitment to ongoing professional learning can be experienced in academic offerings including but not limited to Orton Gillingham strategies and the development of language using skills related to Language Morphology.



Walkill Senior High School 2025



Enhance School Climate by Tapping into the Student Population for Feedback and Idea Generation

Enhance School Climate by Strengthening Student Voice in School-Wide Activities and Programs

- *Poll students to gauge student needs, interest and gaps*
- *Include students on additional committees*
- *Create a student forum to provide a platform for students to share ideas and concerns*
- *Improve building aesthetics/atmosphere*

Monitor Progress, Attendance and Performance

- *Implement transfer student welcoming program and monitor progress*
- *Attendance committee will work to implement new accountability measures in response to New York State Education Department guidance and create tiered intervention strategies to improve student attendance*
- *Continue to monitor student progress and implement intervention services for students in need of support*

Continue to Evaluate Academic Program Offerings

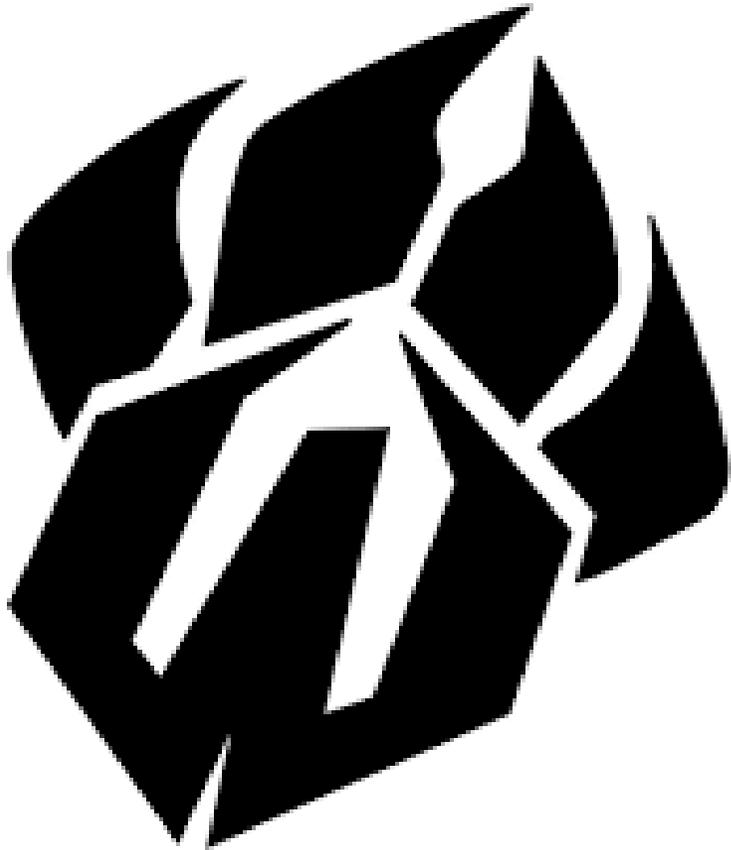
- *Evaluate current offerings and explore potential changes that best align with New York State Education Department College, Career and Civic Readiness Indicator (CCCR) and Portrait of a Graduate of Initiatives.*

Let's Celebrate!



- ***Transfer Student Committee Implementation***
 - *POP Ambassadors and Mentoring Opportunities*
 - *Walkkill Gear (bags and t-shirts)*
 - *Transfer Student Welcome Breakfast*
- ***New Course Offerings***
 - *Financial Literacy*
 - *Intro to Teaching – Dual Enrollment with MSMC*
 - *ASL 3 – Dual Enrollment with SUNY New Paltz*
- ***Student Belonging***
 - *Athletic Banners in the Hallway*
 - *Student Celebrations*
 - *Easy to Get Involved*

Special Education 2025



- On-Going Professional Development
 - Voluntary Special Education Department Meetings
 - Monitor implementation of Tier 2 and 3 supports; data collection
 - There is interest in ICT workshops at the high school level
- Collaborative work with parents and students to ensure positive outcomes
 - SEPAC meetings have been successful, consider adding a hybrid option in the future
 - Unified Sports added Bocce Ball this fall, looking to possibly expand to a third (winter) sport
 - Indicator 13 (26/27 School Year). We will do an internal review this year to focus on the transition pieces in the IEP
- Analyze and evaluate student progress to provide appropriate programming
 - Vertical articulation between 6th/7th grade and 8th/9th grade
 - Collect Data on CSE referrals from Plattekill with Tier 3 supports in place
 - With district staff- Share progress and special events within the special education department

Let's Celebrate!



- Unified Bocce was a SUCCESS! The students had a great time. They even had a Halloween themed match where everyone got snacks and wore their costumes. Kingston is hosting an end of season banquet.
- Staff have been very receptive to the voluntary special education meetings. The secondary have almost full participation and the elementary level started with 1:1 meetings this year and will schedule more group meetings in the future.



New York State PORTRAIT OF A GRADUATE



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.

NY Inspires and Portrait of a Graduate Briefing



Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.



Creative Innovator

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



Critical Thinker

Analyzes 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.



Effective Communicator

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



Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.



Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.



What is NY Inspires and the Four Transformations?

- Blue Ribbon Commission made recommendations to the Board of Regents in November of 2023 regarding the Graduation Measures Initiative to update graduation requirements to better reflect the knowledge and skills required to be successful in today's world.
- **NY Inspires** is a multi-year plan designed to transform education in New York State rooted in 4 major shifts, or *transformations*:
 - Adopt the NYS Portrait of a Graduate
 - Redefine Credits and Learning Experiences
 - Sunset Diploma Assessment Requirements
 - Move to One NYS High School Diploma



New York Inspires and The Four Transformations

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 State
PORTRAIT OF A GRADUATE



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.

- 

Academically Prepared
Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.
- 

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

Critical Thinker
Analyzes 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.
- 

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

Global Citizen
Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.
- 

Reflective and Future Focused
Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

Academically Prepared	Ready for college, career, and life through strong knowledge and skills.
Creative Innovator	Thinks imaginatively and adapts to create new ideas or solutions.
Critical Thinker	Evaluates information and solves problems with insight and logic.
Effective Communicator	Expresses ideas clearly and listens to understand others.
Global Citizen	Acts ethically and contributes positively to diverse communities.
Reflective & Future-Focused	Knows self, sets goals, and makes responsible, growth-oriented choices.

Additionally, the entire framework is **grounded in Culturally Responsive-Sustaining (CR-S) Education**, meaning that each attribute is viewed through a lens of building respectful relationships and valuing diverse perspectives.

Preparing the Whole Graduate



- Development of real-world skills
- Enhanced critical thinking and problem-solving skills
- Flexibility and creativity
- Improved student engagement and motivation
- Increased understanding of how different subjects relate to each other

What's Next?



Installation

Fall 2025 - Summer 2027



Portrait of a Graduate

- Release Portrait of a Graduate rubrics with guidance



Learning Expectations

- Release prioritized, reformatted learning standards with guidance
- Require instruction in financial literacy and climate education (effective SY 26-27)
- Release details on new credit requirement (cohort phase-in)



Support Networks

- NYSED will continue workgroups and advisory panels
- Continue communication channels to disseminate and support changes to future diploma requirements

Overall Timeline

P

SY 2024-2025

- Finalize Portrait of a Graduate
- Exemptions from Diploma Assessment Requirements for Major Life Events (effective June 2025)

1

SY 2025-2026

- Release details of new credit requirement (phase in with 2027 cohort)

1

SY 2026-2027

- Prioritized, reformatted learning standards
- Release Portrait of a Graduate rubrics and guidance
- Financial literacy and climate education required

2

SY 2027-2028

- One diploma
- Sunset diploma assessment requirements
- Redefined seals, endorsements
- Finalize rubrics and guidance for prioritized, reformatted learning standards

2

SY 2028-2029

- Highlight and disseminate best practices to encourage innovation and implementation

3

Fall 2029+

- New transcripts with proficiency required in standards and the Portrait of a Graduate (phase in with 2029 cohort)
- New assessments aligned to prioritized learning standards

Portrait of A Graduate Trait Activity

Which Trait Do You Feel Is Most Important for a Student To Graduate With?



Which Trait Do You Wish You Cultivated More In Your Scholastic Experience?



Which Component of the Portrait of A Graduate Do You Feel Will Be The Most Challenging to Implement and Why?



S.I.T. Team Crosswalk – SIT Goals & Portrait of a Graduate

Purpose:

This activity will help your S.I.T. Team reflect on how your School Improvement Plan (SIT) goals align with the New York State Portrait of a Graduate (PoG) traits and components. The goal is to identify strengths, gaps, and opportunities for deeper integration of the PoG vision into your school's improvement efforts.



A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.



Academically Prepared

Demonstrates a strong foundation in the NYS learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.



Creative Innovator

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



Critical Thinker

Analyzes 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.



Effective Communicator

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



Global Citizen

Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and mindsets to promote global sustainability and contribute positively to a culturally diverse, democratic society.



Reflective and Future Focused

Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that prioritizes social, emotional, and mental well-being.

Academically Prepared

Ready for college, career, and life through strong knowledge and skills.

Creative Innovator

Thinks imaginatively and adapts to create new ideas or solutions.

Critical Thinker

Evaluates information and solves problems with insight and logic.

Effective Communicator

Expresses ideas clearly and listens to understand others.

Global Citizen

Acts ethically and contributes positively to diverse communities.

Reflective & Future-Focused

Knows self, sets goals, and makes responsible, growth-oriented choices.

Step 1: Review the Portrait of a Graduate (PoG) Traits & Components

- Additionally, the entire framework is **grounded in Culturally Responsive-Sustaining (CR-S) Education**, meaning that each attribute is viewed through a lens of building respectful relationships and valuing diverse perspectives.

Step 2: Examine Your School Improvement Plan Goals

- As a team, list your current SIT goals.
- For each goal, discuss:
 - What is the intended outcome?
 - Which PoG trait(s) or component(s) does this goal support? (Some goals may align with more than one trait.)
 - Are there SIT goals that do not clearly align with any PoG trait? If so, discuss why.



Step 3: Complete the Crosswalk Table

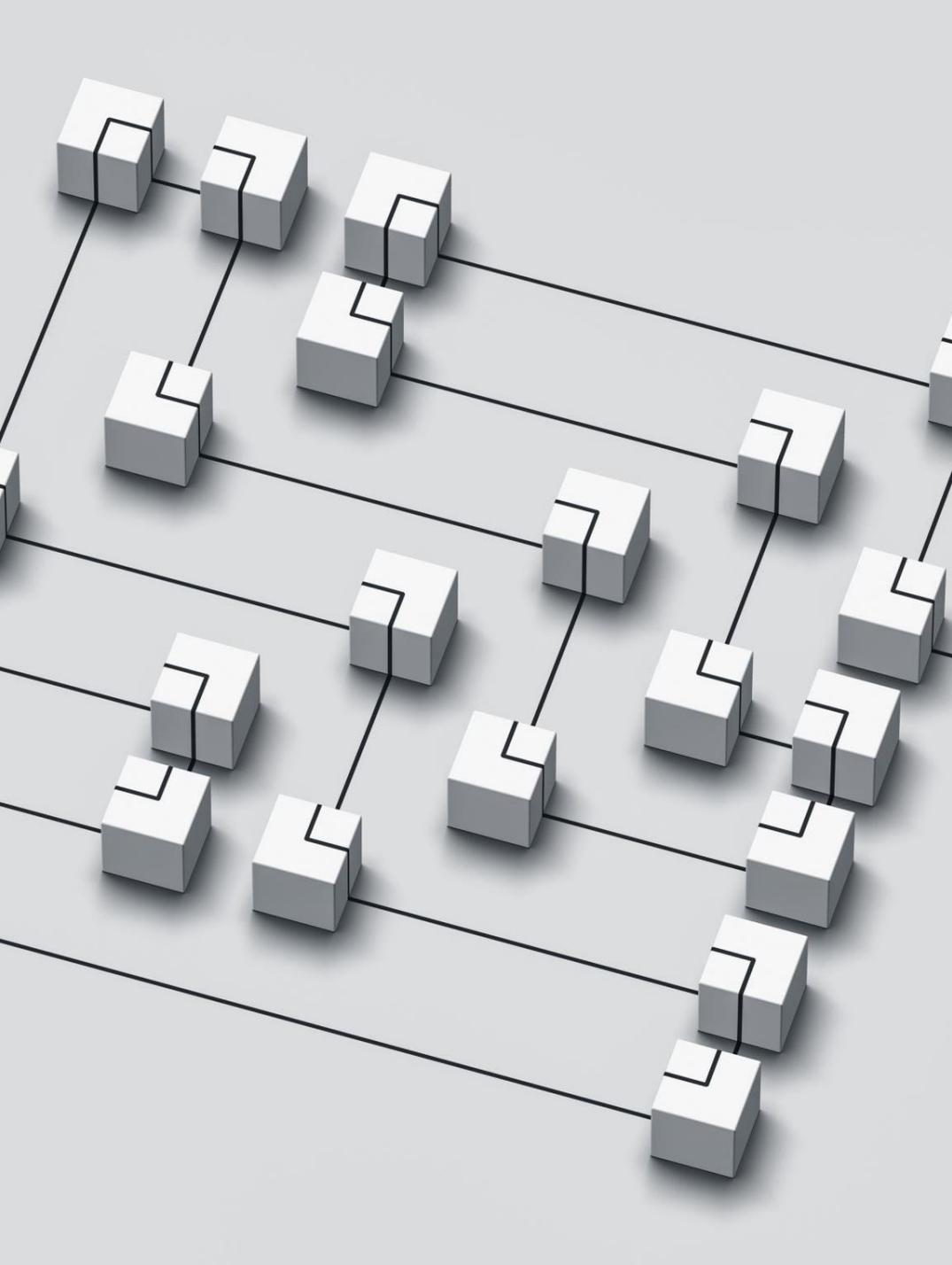
Use the following template to organize your findings:

SIT Goal	PoG Trait(s) Aligned	Evidence/Notes
Example: Increase student engagement in project-based learning	Creative Innovator, Critical Thinker, Effective Communicator	Project-based learning fosters creativity, problem-solving, and communication skills.
...



Step 4: Identify Gaps and Opportunities

- Are there PoG traits not addressed by your current SIT goals?
- Are there SIT goals that could be revised or reframed to better support the PoG vision?
- What new initiatives or strategies could be considered to strengthen alignment?



Step 5: Submit Team Responses Collection Method: Microsoft Forms

- Each S.I.T. Team should complete the crosswalk table (digital or paper).
- Designate one team member to submit your completed table and a brief summary of your discussion (including identified gaps/opportunities) to the facilitator via:
 - **Microsoft Forms Found in the CDEP 2025-2026 Team Group on Microsoft Teams (On Top: “Fill SIT Goals and Portrait of a Graduate Alignment”)**

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 Stakeholder 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

Parent Survey Through The Lens of Portrait of A Graduate

Pick

Pick the trait that you identify most with

Draft Two

In your group, draft two questions for a potential parent survey to be administered voluntarily at Parent Teacher Conferences and via the Office of Educational Services website.

Draft A.I.

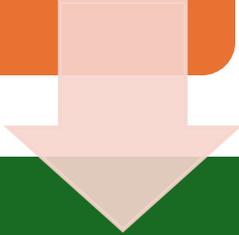
If time allows, draft one question related to artificial intelligence and its role in education

Note

Please note, survey questions should be closed, not open (Example: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

Enter to Collaborate On The Parent Survey In Teams

Navigate to the form titled: Wallkill CSD
Parent Survey: New York Inspires and
Portrait of a Graduate



In your SIT team group, highlight 3
questions you love, 3 questions you
dislike and why.

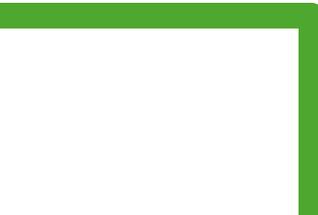
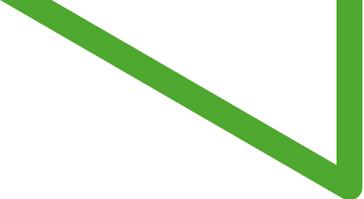
Preparing to Engage Stakeholders: *Empathy Interviews*

CYCLE 1, WORKSHOP 1: Preparing to Engage Stakeholders

Preparing to Interview

Instructions: As a part of the work of exploring this problem, you are going to interview one stakeholder. You may choose to interview more if you want. When we interview people, we can engage in a deeper conversation with them. In a conversation, we can also ask follow-up questions and really dig for the "why" behind their emotions and motivations. You are working to discover stakeholders' needs so that you can respond to them with your solutions.

If each one of us interviews someone using a minimum of 10 questions from the suggested lists (pages 40-44), we will have a broad base of information to help guide us as we navigate this work!



*Preparing to
Engage
Stakeholders:
Empathy
Interview*

- ***Students: (1)***

Consider various student subgroups (i.e.: ENL, Special Education, Minority Students, etc..)

- ***Teachers: (2)***

Consider various grade-levels and content area/service area

- ***Families/Parents: (3)***

Consider that we want to tailor this to OUR learning community

- ***Alumni: (4)***

Consider different ages and career paths

- ***Staff and Administrators: (5)***

Consider various roles (i.e.: CSEA, WAA, District Admin, etc...)

Reimagining Credits and Learning Experiences

- NY Portrait of a Graduate and Project Based Learning
- Empowering Educators with AI and Microsoft Copilot



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

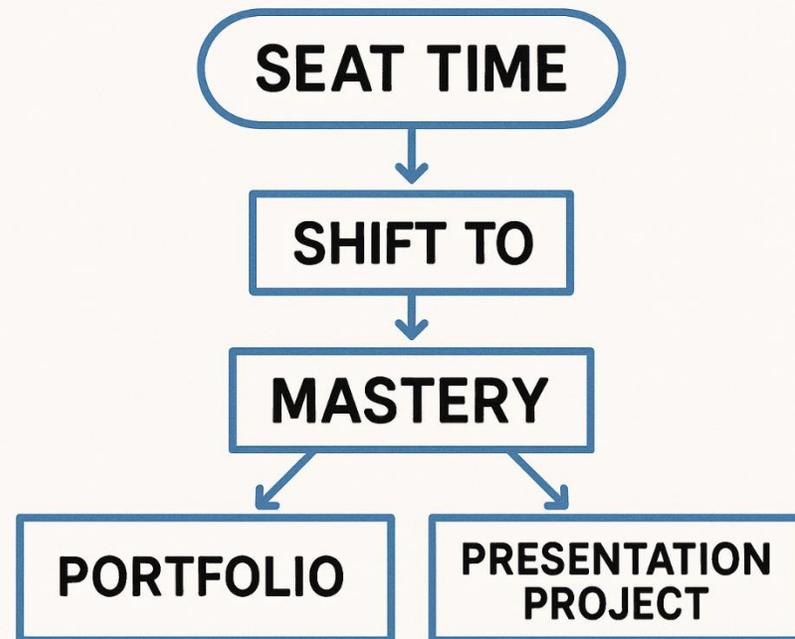
NY Inspires Framework – Why Change Is Needed

Multi-year plan for educational transformation

- Four Transformations:
 - Portrait of a Graduate
 - Redefining Credits
 - Sunset Diploma Assessments
 - One NYS Diploma
- Why change?
 - Shifting workforce demands
 - Need for equity and relevance
 - Preparing students for life, not just tests



Reimagining Credits & Authentic Assessments



- Credits based on mastery, inquiry, and relevance—not seat time
- Authentic assessments: portfolios, presentations, real-world projects
- Moving beyond Regents Exams

Have our classrooms changed with the times?





What are the differences?

Our kids our different today!

- Are we trying to have students conform to our instructional design and strategies?
- OR
- Have our instructional design and strategies adjusted to today's students?

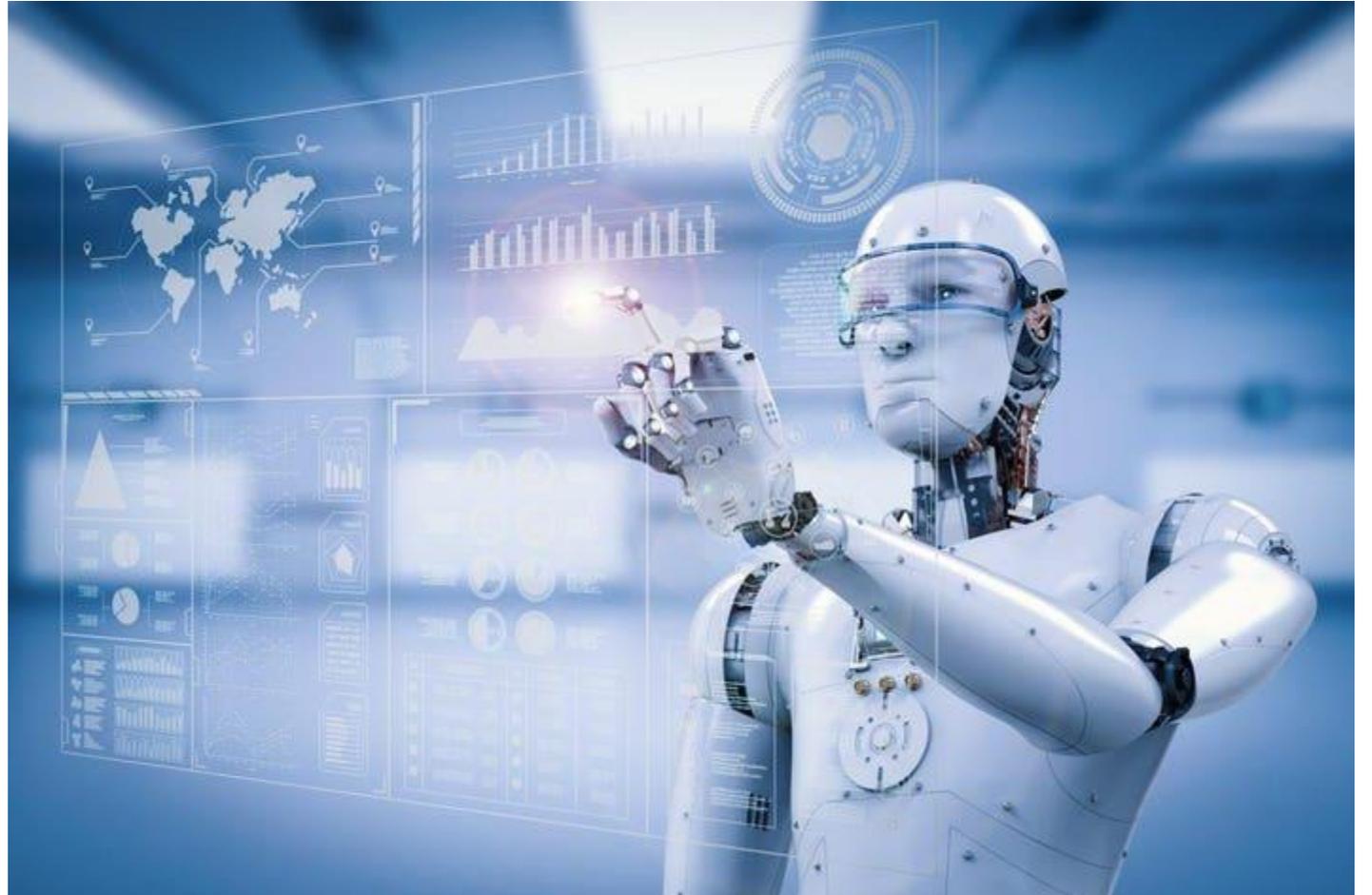


Project-Based Learning (PBL) Defined & Benefits

- Students learn by actively engaging in real-world, meaningful projects (student choice)
- **Benefits:**
 - Deeper understanding
 - Collaboration
 - Critical thinking
 - Engagement and motivation



Why Artificial Intelligence and Why Now?



00000000000000

13,000 AI
Application
Projects Built
From July-
September (90
Days)

The Top 50 Gen AI Web Products, by Unique Monthly Visits

1.  ChatGPT	11.  remove.bg	21.  IIElevenLabs	31.  manus	41.  replit
2.  Gemini	12.  Doubao	22.  Hugging Face	32.  CIVITAI	42.  candy.ai
3.  deepseek	13.  NotebookLM	23.  Lovable	33.  KlingAI	43.  JuicyChat
4.  Grok	14.  SPICYCHAT.AI	24.  Crushon AI	34.  cutout.pro	44.  VEED
5.  character.ai	15.  SUNO	25.  GAMMA	35.  Adot	45.  Hailuo AI
6.  perplexity	16.  QuillBot	26.  CURSOR	36.  DeepAI	46.  Meta AI
7.  Claude	17.  Kimi	27.  Pixelcut	37.  Poe	47.  Remaker
8.  JanitorAI	18.  PolyBuzz	28.  Midjourney	38.  ZeroGPT	48.  Joi
9.  Quark	19.  SEARAT.AI	29.  TurboScribe	39.  Google Labs	49.  Monica
10.  Google AI Studio	20.  Qwen3	30.  Potoroom	40.  Leonardo.Ai	50.  ourdream.ai

Source: Similarweb, August 2025

Charts are for informational purposes only. Past performance is not indicative of future results. None of the above should be taken as investment advice; see a16z.com/disclosures.

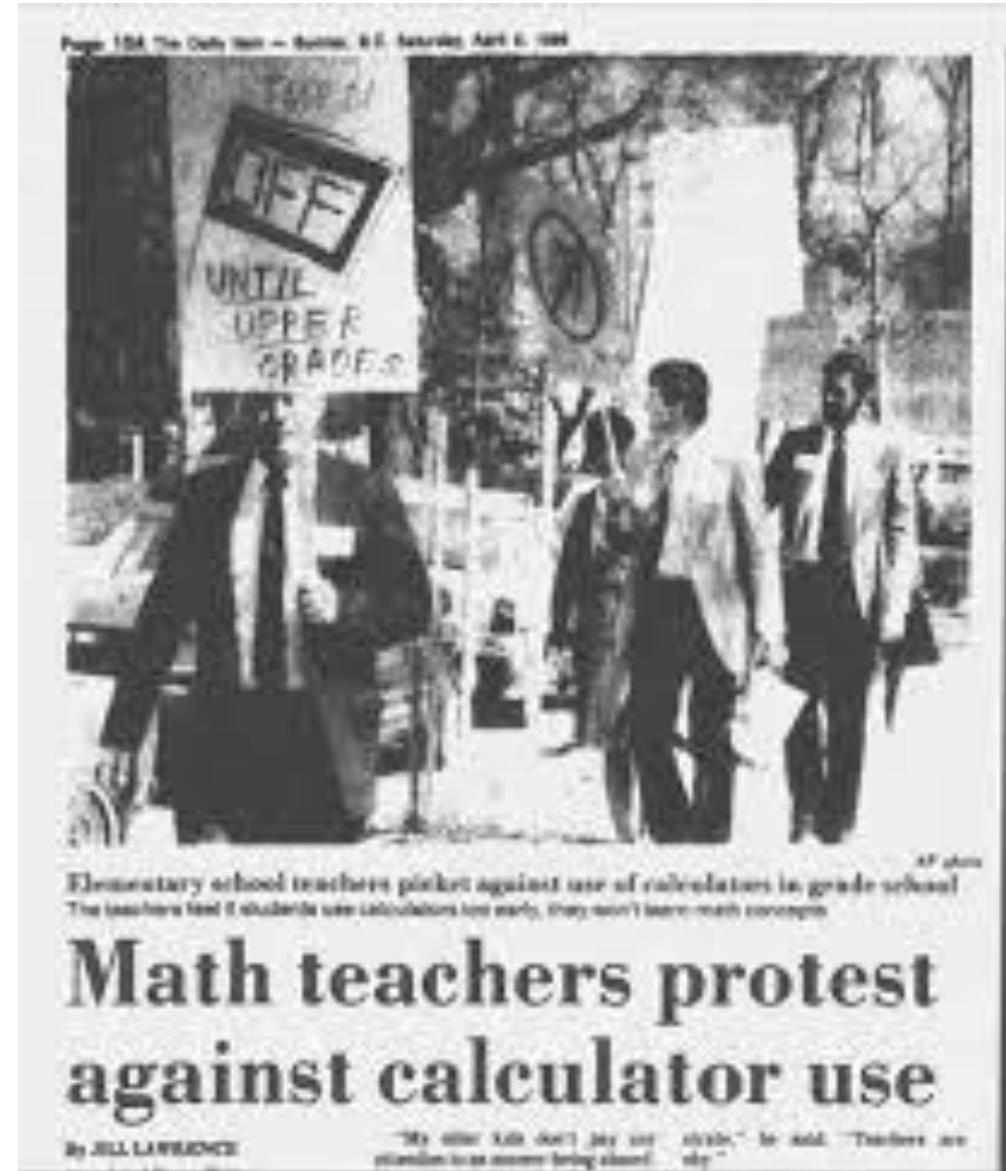


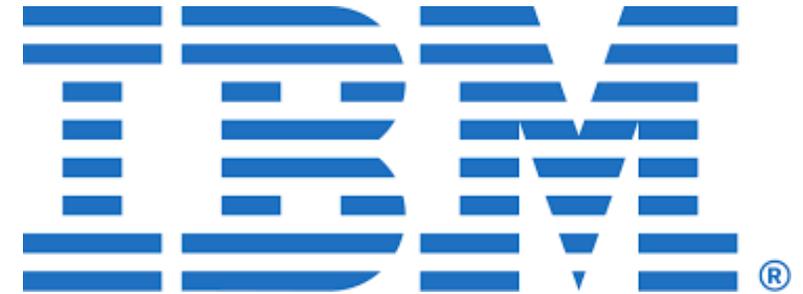
00000000000000

Think-Pair-Share

Think	Think of one way you have experienced or used Gen AI in the past (work or home)
Pair up	Pair up with someone next to you
Share	Share how you have used or experienced that AI

Adjusting to
new
technology
is hard...





Famous companies that failed to adjust to emerging technologies/conditions



Which jobs will be replaced by AI?

- Customer Service Representatives
 - Computer Programmers
 - Coders
 - Software Developers and Engineers
 - Content Creators
 - Technical Writers
 - Journalists
 - Advertisers
 - Paralegals
 - Data Entry Clerks
 - Court Reporters
 - Legal Secretaries
 - Medical Secretaries
 - Medical Assistants
 - Medical Records Personnel
 - Market Researchers
 - Financial Analysts
 - Graphic Designers
 - Data Managers
 - Traders
 - Insurance Agents
 - Accountants
 - Bookkeepers
 - Web Designers
-

Skills and Attributes for Students in the AI Age

ESSENTIAL CAPABILITIES FOR THRIVING IN A TECHNOLOGY-DRIVEN WORLD



Focus on Future Skills

What should we be focused on?

Essential Skills for AI Age

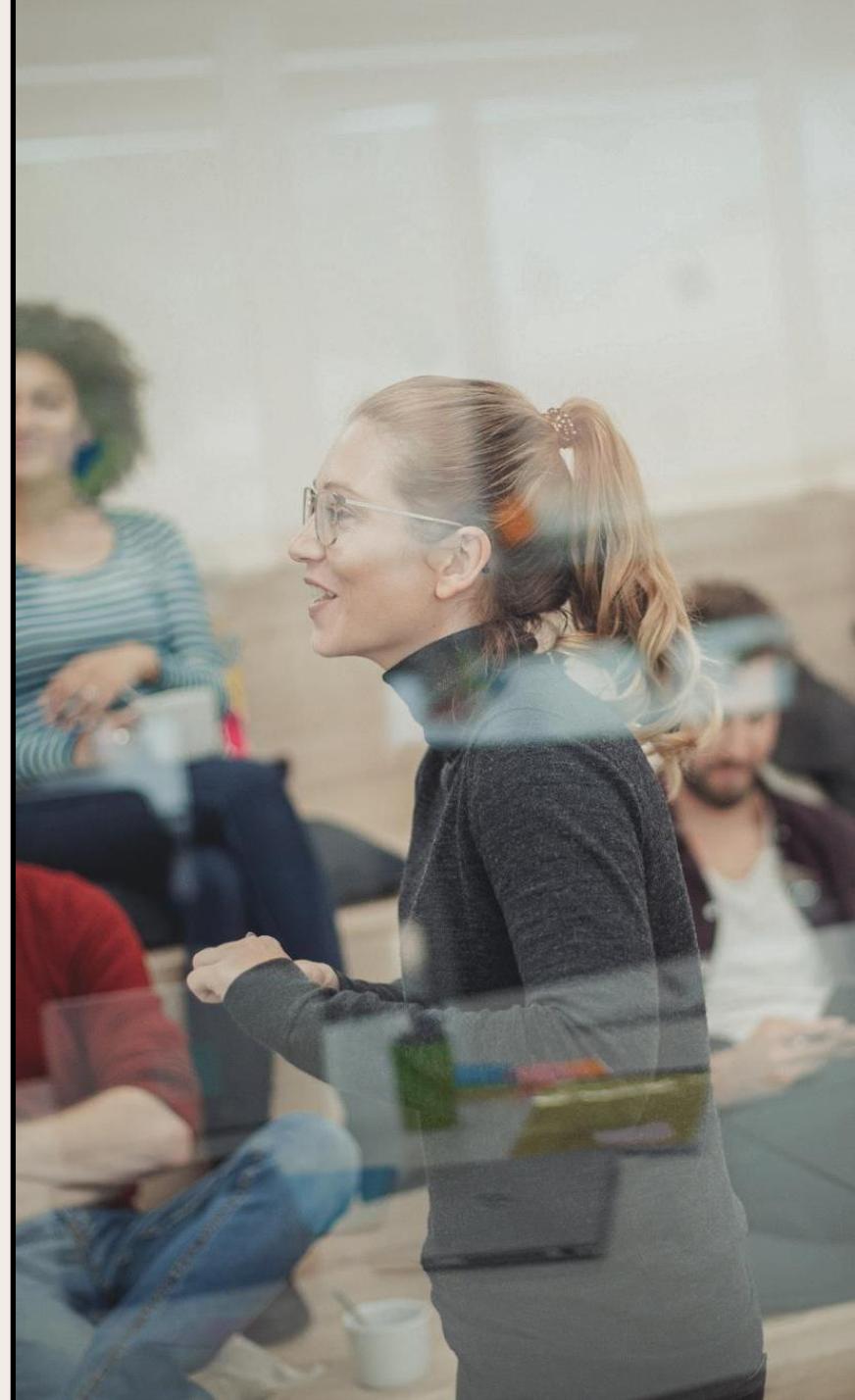
Focus on adaptability, critical thinking, and digital fluency to prepare students for a fast-changing tech world.

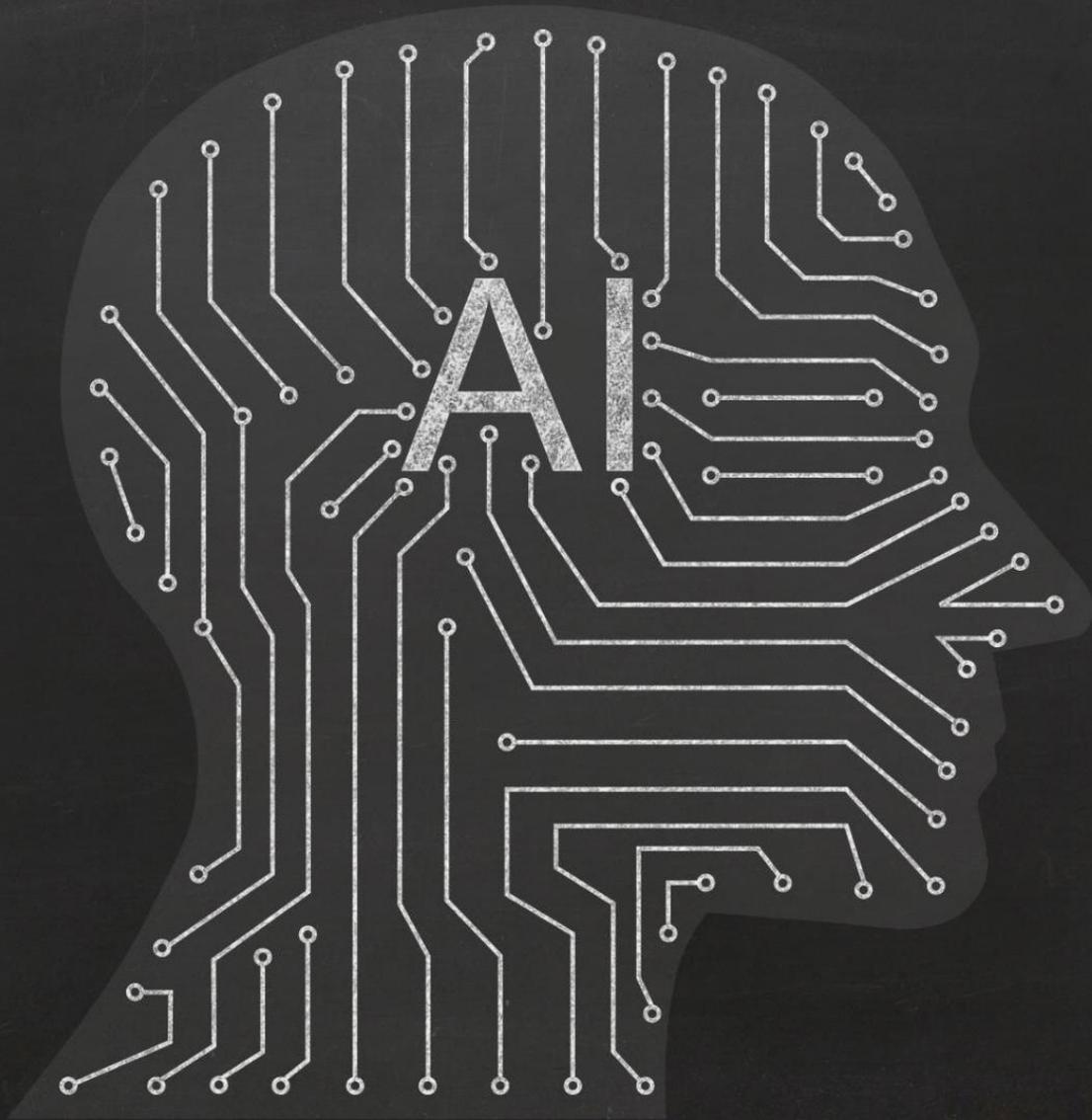
Shift from Rote Learning

Move beyond memorization to cultivate creativity, problem solving, and effective collaboration in education.

Lifelong Learning and Resilience

Emphasize continuous learning, resilience, and responsible AI integration for personal and professional growth.





Asking AI: What skills are needed?

Cognitive and Technical Skills

AI highlights the importance of critical thinking, problem-solving, creativity, and technical proficiency for future-ready individuals.

Emotional and Interpersonal Skills

Emotional intelligence, empathy, and collaboration are key interpersonal skills emphasized for success in the AI era.

Digital Literacy and Ethics

Digital literacy and ethical awareness ensure responsible use of technology and alignment with workforce demands.

Research Foundations

Major Research Studies

Foundational Future Skills

Research highlights 56 essential skills including cognitive, interpersonal, self-leadership, and digital abilities.

AI Strategy Urgency

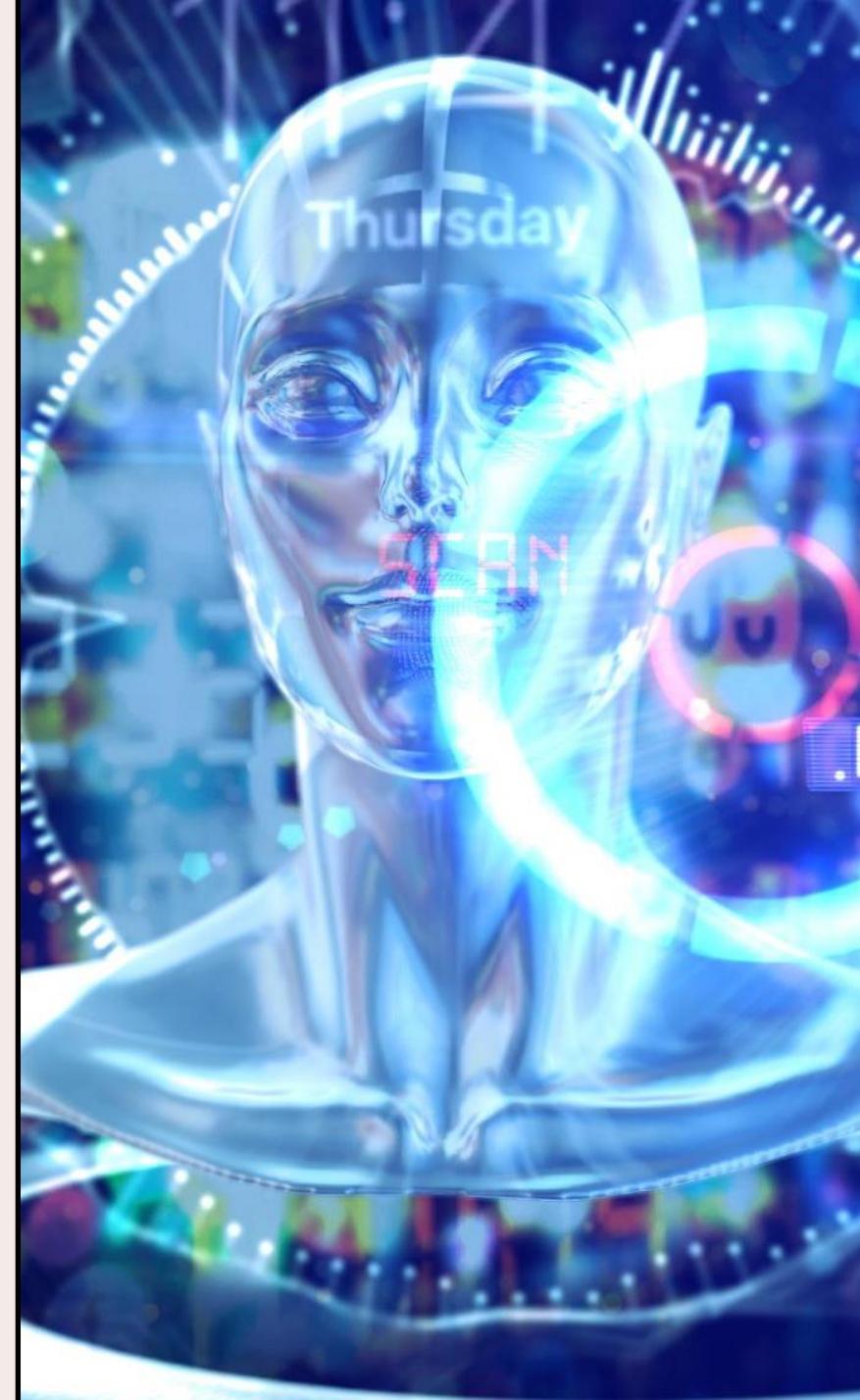
Deloitte's report emphasizes the critical need for organizations to adopt AI strategies to remain competitive.

Future Jobs and Competencies

The World Economic Forum identifies key jobs and competencies crucial for thriving in future economies.

Education and Curriculum Design

Educators must integrate technology fluency with human skills to prepare students for dynamic work environments.



Skills Breakdown

Cognitive Skills

Critical Thinking and Creativity

Critical thinking enables evaluation of information while creativity fosters innovative problem-solving.

Adaptability and Organizational Skills

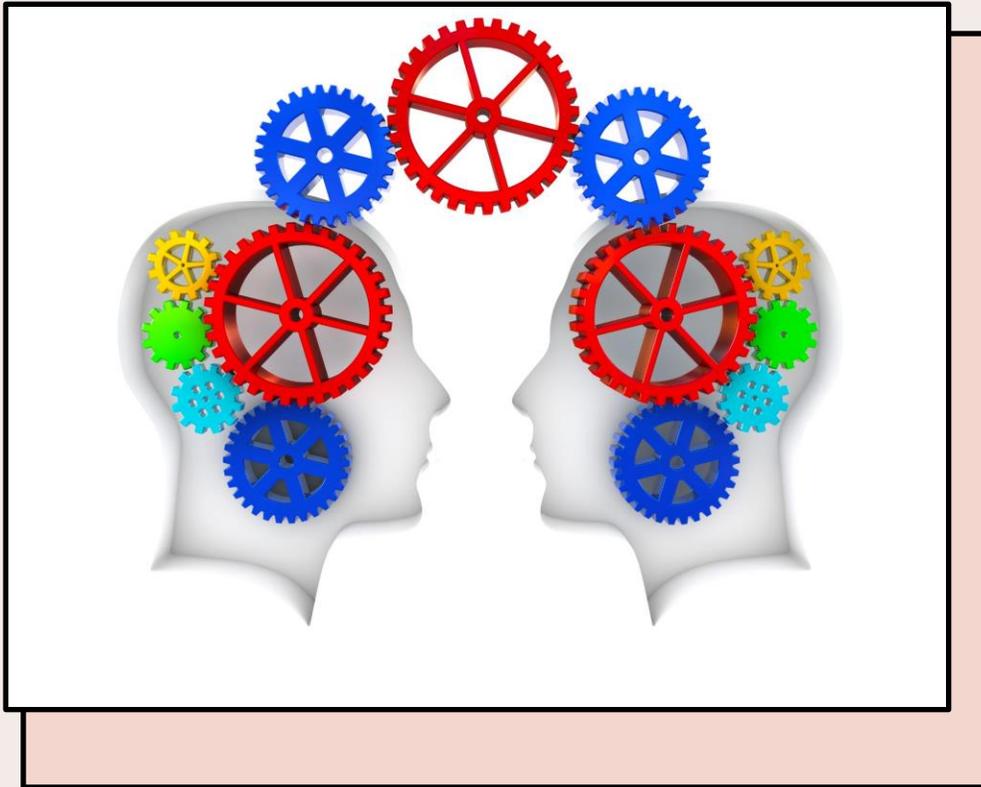
Adaptability allows response to change; organizational skills aid in managing complex tasks efficiently.

Effective Communication

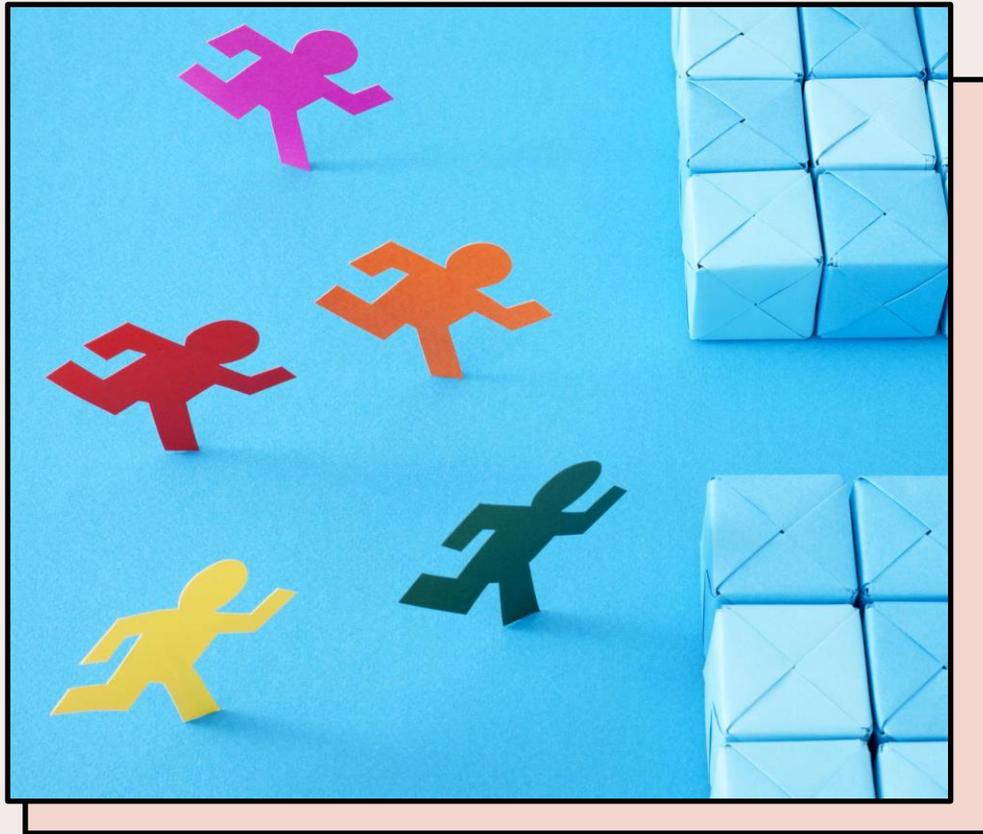
Clear and persuasive communication ensures effective idea sharing and collaboration.

Cognitive Agility for Future Success

Fostering cognitive agility prepares learners for intellectual versatility and strategic decision-making.



Interpersonal and Self-Leadership Skills



Essential Interpersonal Skills

Honesty, trust, teamwork, and empathy are vital for building strong relationships and resolving conflicts.

Core Self-Leadership Traits

Persistence, integrity, and resilience help individuals overcome challenges and stay motivated.

Adaptability and Achievement

Risk-taking, coping strategies, and achievement orientation enhance adaptability and goal attainment.

Emotional Intelligence and Accountability

These skills foster emotional intelligence and personal accountability for effective self and team leadership.

School vs. Workforce Expectations

Comparative Analysis

ASPECT	SCHOOL	WORK/SOCIETY
Focus	Content Knowledge	Skills Application
Collaboration	Individual Work	Team-Based
Environment	Predictable	Unpredictable
Disciplines	Siloed	Transferable
AI Role	Threat	Solution

McKinsey Skill Framework

Detailed Skill Categories

Cognitive Skills

Includes critical thinking, structured problem-solving, and logical reasoning vital for decision-making and innovation.

Interpersonal Skills

Focuses on empathy, collaboration, and negotiation to foster effective communication and teamwork.

Self-Leadership Skills

Emphasizes resilience, adaptability, and self-awareness for personal growth and leadership development.

Digital Skills

Encompasses programming literacy, data analysis, and cybersecurity essential for technology-driven environments.



Reflection and Application

Portrait of a Graduate

Assessing Current Competencies

Leaders evaluate if educational models meet future skill demands like digital fluency and interpersonal skills.

Identifying Skill Gaps

Identifying gaps in adaptability and interpersonal effectiveness guides curriculum improvements for future readiness.

Holistic Skill Development

Integrating cognitive, emotional, and technological skills fosters resilient, innovative graduates prepared for AI-driven futures.



So how can AI assist us as educators?

- Automates routine tasks (grading, scheduling, resource creation)
- Provides data-driven insights
- Supports differentiated instruction
- Saves time for meaningful work



Microsoft Copilot Features for Educators

- Lesson planning and resource generation
- Data analysis and reporting
- Real-time feedback and suggestions
- Integration with Teams, Word, PowerPoint, and more



Walkkill Central School District CDEP Collaborative Activity

How can Artificial Intelligence Assist in
Implementing Authentic, Project Based
Learning Experiences For Our Students?



How Can it Make Our Lives Easier as
Educators?

Reflection Questions:

- How might you reimagine credits and assessments in your classroom?
- Which PoG trait do you most want to cultivate?
- How could AI and Copilot support your goals?

