
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)

Thursday, February 26, 2026



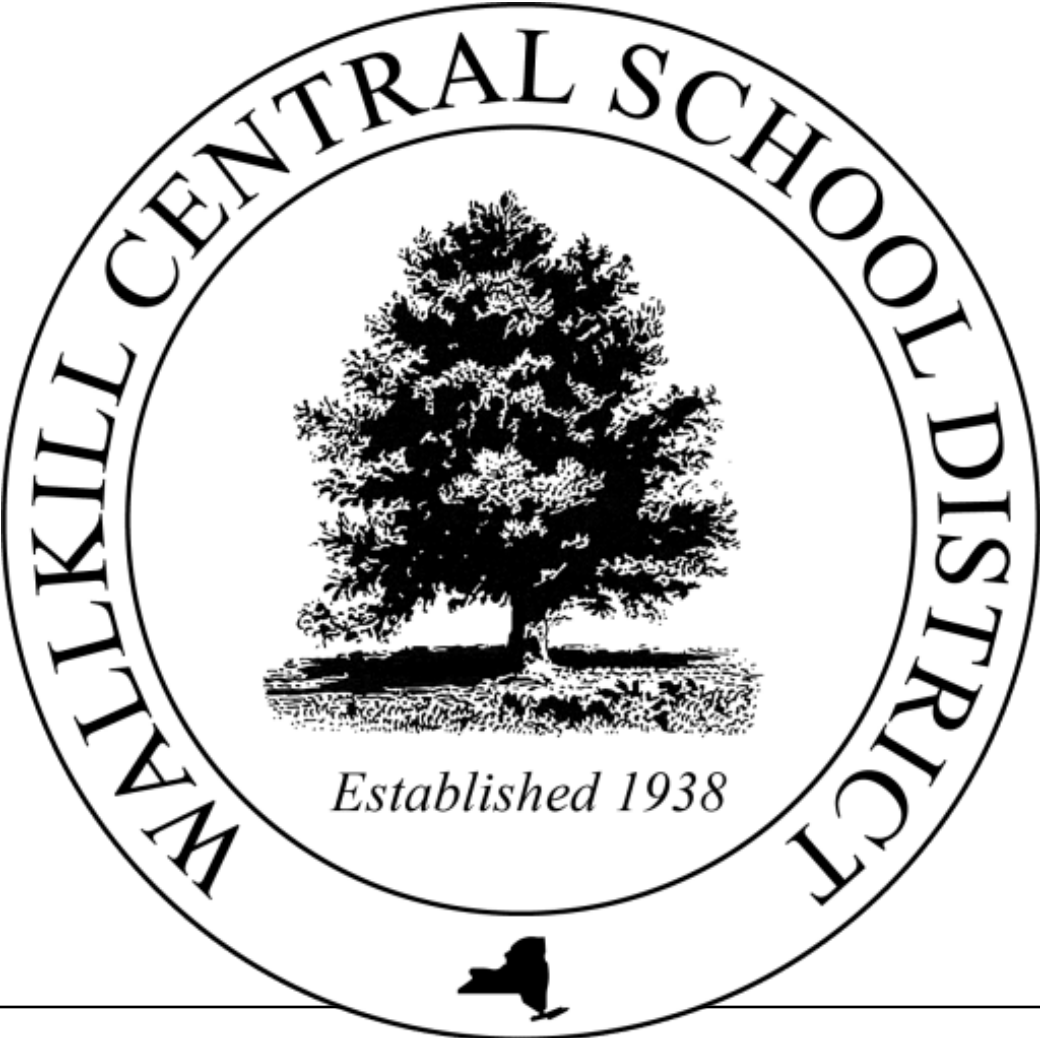


Opening Circle Activity

As we continue to think about the Portrait of a Graduate and New York Inspires Framework, what barriers, or challenges are we facing as we try to redesign what learning in Wallkill might look like? How might we look to address those challenges or barriers?

- 1. Something you have experienced educationally that was positive this year and something you have experienced that was negative.**
- 2. One challenge or barrier you have been thinking about.**
- 3. One way to combat that challenge while still providing learning experiences that are in line with the portrait of a graduate and New York Inspires Framework.**

UPDATE ON S.I.T. PLAN GOALS AND PROGRESS 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!



- Teachers have met with our Reading and Math AIS specialists to review multiple data sources—including benchmarks, STAR, STAR CBM, and classroom performance—to determine appropriate Tier 1 instructional supports and ensure students receive the interventions they need within the core curriculum.
- PLC meetings this year have been instrumental in reviewing and refining the writing journal that was piloted at the elementary level. These collaborative discussions have allowed teachers to analyze student samples, reflect on implementation, and identify next steps to strengthen writing instruction across grade levels.

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!

One Book; One School Initiative Is Underway!

Students are reading — and *loving* — this year's One Book; One School selection: ***The Wild Robot*** by Peter Brown. Our kick-off assembly was a tremendous success! In the days leading up to it, teachers placed clues throughout the building to build excitement and spark curiosity. We've also woven the story into both our **STEAM Night** activities and our **Music in Our Schools Month Assembly**, helping students connect with the text across multiple disciplines.

Through this shared reading experience, students are not only strengthening important literacy skills—such as listening comprehension, reading comprehension, and fluency—but they are also exploring the rich themes embedded in the story. *The Wild Robot* invites students to reflect on:

- **Friendship:** how relationships grow between unlikely companions
- **Courage:** facing challenges, change, and the unknown
- **Empathy & Kindness:** understanding others and caring for the natural world
- **Survival & Adaptation:** learning to solve problems, work hard, and persevere
- **Community:** recognizing the strength that comes from helping and supporting one another
- **Environmental Awareness:** understanding nature and the impact we have on our surroundings

This has been a joyful, unifying experience for our students and staff.





A Work in Progress: Expanding Programming and Use of Our Greenhouse

The use of our school greenhouse continues to be an exciting project for us. Our Kindergarten team has taken the lead, working diligently to clean, rebuild, and begin planting seeds. They have gone above and beyond—recruiting parents and even their own family members to help maintain the space.

The greenhouse work is meaningfully connected to their curriculum, providing students with hands-on learning experiences. As the plants mature, students will have the opportunity to **harvest and sample the vegetables they have grown**, deepening their understanding of plant life, nutrition, and sustainability.

We also met with **Cornell Cooperative Extension** to explore ways to expand greenhouse opportunities to additional grade levels and create more authentic learning experiences for a wider range of students. While we were not able to implement those broader plans this school year, we are actively planning for increased participation and integration across grade levels for next year.

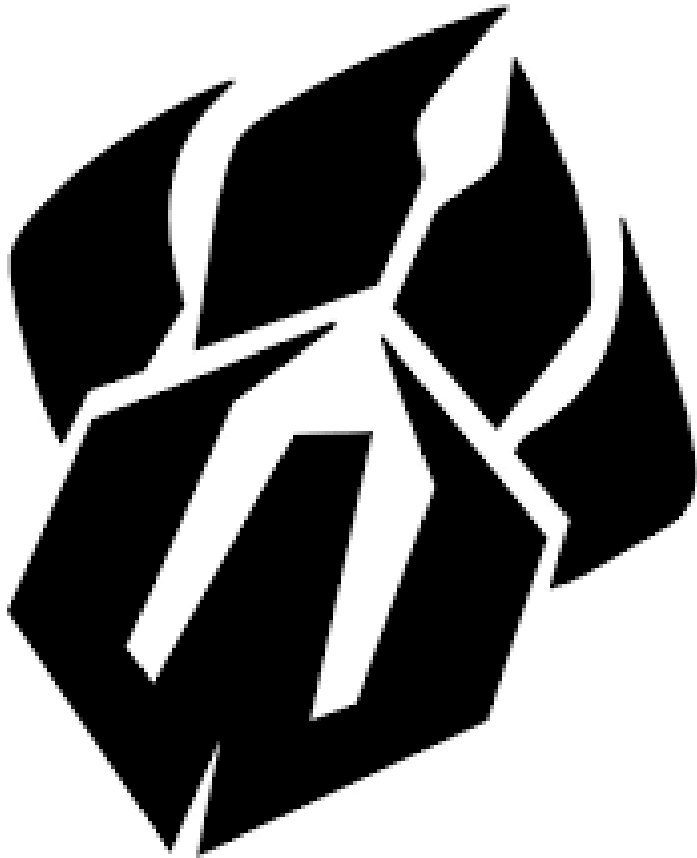
The progress so far has been inspiring, and we look forward to continuing this work as we grow our program. 🌱

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!



- To strength connection between home and school, two family engagement nights were planned. In January, we hosted our first ever Family Bingo Night. Our Family Board Game Night will be this evening. Next year we are looking to expand these events by increasing community involvement and partnering with Ostrander resources to deepen the family-school-community connection.
- Math content teachers (Grade 4-6) began working together as a dedicated Professional Learning Community (PLC) focused on strengthening vertical alignment across grade levels. The team is reviewing student performance data to identify gaps in foundational skills. The team is looking to restructure Tier Time to provide more intentional opportunities for targeted math instruction and skill reinforcement.



John G. Borden Middle School 2025

Goal #1: Explore opportunities to enhance academic programs for the expansion of Intramural and Extracurricular Offerings to meet the needs of all students.

- Staff participated in professional development to best identify and support the academic and character education needs for all students.
- Year two of evaluating and implementing the criteria for placement into academic support classes.

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

- The implementation of an event designed to showcase student achievement across their academic courses throughout the 2025-2026 school year.
- Explore opportunities to connect with community partners to provide students with learning opportunities about career and college readiness.

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

- Providing students and families with opportunities to learn about various supports including mental health supports, vaping, social media, and making good choices.
- Exploring opportunities to provide Mentoring to students throughout the school year.



Let's Celebrate!



- Provided a workshop at Grade 7 Orientation about SchoolTool and Schoology for parents.
 - Parent participation and use of Schoology has seen a rise concerning communication with staff and participation in their child's academics.
- Continued dedication to intramural and extracurricular offerings has resulted in significant involvement from the student body across a variety of activities representing student interests but we look to continue to expand offerings moving forward.

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!



- ***New Course Offerings***

- *Technology Elective - Intro to Agriculture*
- *English Elective - Music as Poetry*
- *English Elective - Sports Journalism*
- *Expanding our ASL offering to include ASL 3/4 (Dual Enrollment with SUNY New Paltz)*

- ***Transfer Student Committee Progress***

- *Future POP Ambassadors and Mentoring Opportunities*
 - *Peer Support and Leadership Opportunities*
 - *Utilizing Schoology*
- *Transfer Student and Ambassador Bingo*
- *Collaboration with current Clubs and Student Groups to build connections*

Special Education Feb. 2026



- 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

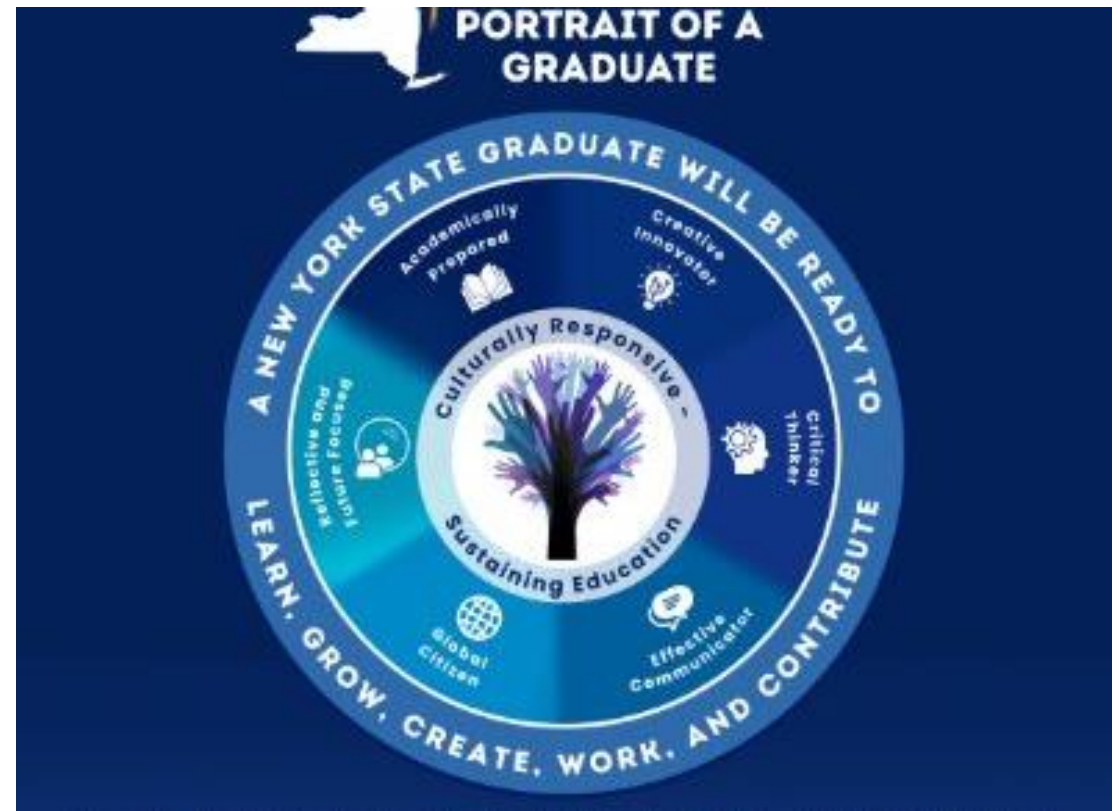
Let's Celebrate!



- Our Regional Associate (RA) Kim DiNuzzo came to do training for Indicator 13. Teachers in 8th-12th grade were given time to meet in small groups with Kim to review the transition pieces in their IEPs.
- We have put out the idea to staff about the Special Education "Good News" flier. We will continue to follow-up to get more input. We will use this to highlight Be-YOU-tiful Day on May 20th.

NY INSPIRES AND PORTRAIT OF A GRADUATE DESIGN TEAM COMMITTEE FINDINGS

- *Empathy Interviews and Student Shadow Days:*
 - The team engaged in over 30 empathy interviews and three student shadow days.
 - In looking for common themes by interviewing alumni, faculty/staff, students, parents, and administrators, the NY Inspires and Portrait of a Graduate Design Team Committee identified the following themes as they reviewed and discussed data:
 - **Most memorable** experiences included relationships with friends, teammates, and teachers through field trips, collaborative projects and/or authentic learning experiences, and extra-curricular activities such as club meetings and sporting events.
 - **Most difficult experiences** referenced conflict with peers and/or staff, allegations of bullying, lack of sensitivity to one's culture, point of view, or language.



Bringing Data Together

Finding Themes in Your Research

Making Meaning of the Themes

Tasks to Complete



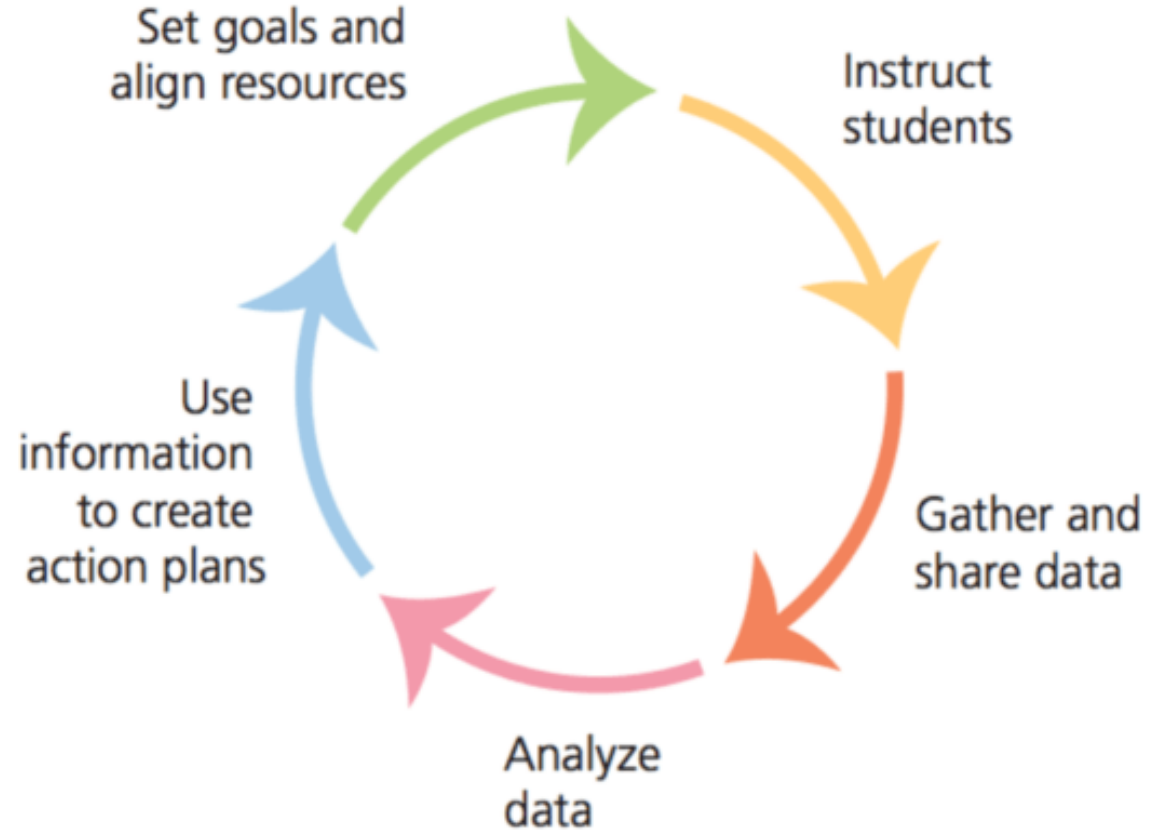
- We have data from many surveys to review.
- First: Get with your SIT Teams to Review Survey Data
- Then: each group will identify 3 themes from the data (what are the overlapping insights?)
- Share out on themes
- Identify three themes together as a group to guide our work moving forward.

REVIEW OF DISTRICT DATA

In preparation of School Improvement Plan Development for the 2026-2027 school year, let's take a deeper dive into some data specific to your building and relevant to the district overall.

○ *Additional Data to Be Reviewed Includes:*

- NYSED ESSA Accountability Determinations
- Attendance Data
- Discipline Data
- Standardized Testing Data



NYSED ESSA ACCOUNTABILITY DATA

What are we trying to do?

Lead stakeholders through:

- (a) the accountability system
- (b) unpacking district/school data
- (c) planning next steps

Our goals are to find areas for improvement and “red flags,” and to set goals for next year using multiple resources.

Norms: evidence-based, no blaming, ask “why might this be true?”

- NYSED emphasizes that the accountability system uses **multiple measures** and is meant to support **continuous improvement**, not label schools as “good/bad.”
- **Walkill CSD** is Local School Improvement (LSI) for 2024–25 and remains **LSI** for 2025–26.
 - All five buildings listed also remain **LSI** → **LSI:**

SCHOOL IMPROVEMENT PLANS HIGHLIGHTING AN EMPHASIS ON PORTRAIT OF A GRADUATE COMPETENCIES

- NYSED accountability is designed for equitable support and continuous improvement using multiple measures.
- Today we'll *identify district strengths, then pinpoint the most leverageable improvement areas, and convert those into 2026–27 goals aligned to our Portrait of a Graduate.*
- Wallkill is not being pushed by NYSED into CSI/TSI actions — which gives us freedom to use this data to set *strategic, Portrait-of-a-Graduate aligned* improvement goals proactively (exactly the “continuous improvement” posture NYSED calls for).



NYSED INDICATOR LEVELS

Level 1 = urgent inquiry

Level 2 = improvement target

Level 3–4 = learn-and-replicate



Task A: Identify “3 Observations” and “2 Wonderings” for each set of data

Teams complete:

- Observations: Where are levels strongest (3–4)? Where are they lowest (1–2)?
- Wonderings: What might be driving it? What local data do we need next?

Task B: “So what?” — convert to 1 Strength + 1 Priority Problem

Teams write:

- Strength statement (evidence + why it matters)
- Priority problem statement (evidence + who is impacted)

MORE DATA TO REVIEW

- Building Attendance Data
 - Building Discipline Data
 - Standardized Testing Data
- Synthesize Learning!
 - *Bring the Data Together*
 - *Identify 3 Grounding Themes* for Your SIT Plan Based on the Data You Analyzed While Cross-Walking the Portrait of a Graduate Competencies.

What does grade band implementation of the Portrait of a Graduate Competencies look like in practice?

Portrait Competency	Classroom Look-Fors	Student Evidence
Academically Prepared		
Creative Innovator		
Critical Thinking		
Culturally Responsive (Fosters Belonging/Understanding)		
Effective Communicator		
Global Citizen		
Reflective and Future Focused		

- Watch this [video clip of a webinar](#) that NYSED provided on implementing the Portrait of a Graduate at the Elementary Level
- Then Discuss With Your Teams What Identification of the Portrait Looks Like Using the "CDEP Grade Band Implementation and Look-Fors Graphic Organizer

• School Improvement Planning Through the Portrait of a Graduate

- Reframing School Improvement Plans (SIPs) through Portrait competencies
- Aligning:
 - ESSA data
 - Instructional priorities
 - Portrait outcomes
 - **Team Work:**
- Identify 3-4 SIT priorities explicitly tied to Portrait indicators
- Define evidence of implementation (not just completion)
- Utilize the SIT Plan Design Tool to assist your team in organizing your thoughts

School / Team Name:

SIT Focus Area/Goal:

DATA & NEED

What data informed this priority? \ (ESSA, local assessments, attendance, surveys, etc.) \ What does the data tell us?

PORTRAIT ALIGNMENT

Which Portrait of a Graduate competency is addressed? Why is this competency essential for our students?

INSTRUCTIONAL ACTIONS

What will change in teaching and learning? \ Instructional practices to start, strengthen, or refine

CURRICULUM / RESOURCE SUPPORT

What materials or resources are needed? \ Lessons, units, texts, tools, PD, consultant support

EVIDENCE OF IMPLEMENTATION

How will we know this is happening? \ Student work, walkthrough look-fors, assessments

PROGRESS MONITORING

How and when will we review progress? \ Who is responsible for monitoring and follow-up?

Anticipated Impact on Student Learning:

Connections to Other Initiatives (if applicable):

SHARE OUT SIT PLAN GOALS!



• Curriculum and Instruction Areas of Focus for 2026-2027

ELA & Math: Rebalancing Instructional Support

- **ELA Focus (Consultant: Denise Alterio):**
 - Shift from:
 - Strategy-only PD
 - High-level curriculum mapping
 - Toward:
 - **Concrete curriculum resources**
 - Lesson plans
 - Slide decks
 - Text sets
 - Projects and performance tasks
 - Addressing teacher-identified gaps in *ready-to-use instructional materials*
- **Math Focus (District Priority):**
 - Identifying gaps in math instructional emphasis
 - Exploring:
 - Math consultant support models
 - Vertical alignment and coherence
 - Conceptual understanding vs. procedural compliance
 - Discussion of next steps for strengthening math instruction district-wide

- **Curriculum and Instruction Areas of Focus for 2026-2027**
- **Design Team Committee, Authentic Learning Experiences, and Artificial Intelligence**

Artificial Intelligence

- Create a district-wide vision for appropriate, ethical AI use for staff and students.
- Provide tools and resources to maximize AI potential while maintaining district values.
- Provide targeted professional development

Portrait of a Graduate, Design Team Committee, Authentic Learning Experiences

- Continue to Convene Design Team Committee to Develop Wallkill's Graduate Profile
- Professional Development: Creation of Authentic Learning Experiences Through Various PBL Models
- Celebrate Student Work
- Analyze and Optimize Systems for Success as we Embark on This Transformation.

• Curriculum and Instruction Areas of Focus for 2026-2027

• NYS-STEPS Committee Work To Thoughtfully Design New Teacher Evaluation System

- The enactment of Education Law §3012-e provides an opportunity for school districts and BOCES to reflect on their current educator evaluation practices and to develop new locally designed systems consistent with NYSED's vision and shared goal of supporting teacher and leader development across the career continuum.
- This guidance introduces the new Standards-based Educator Evaluation and Professional Support ("STEPS") system, designed to support all educators' professional growth as a part of a comprehensive, systematic approach to advancing excellence in teaching and learning.
- This guidance document recommends a process for designing a STEPS plan, which includes an assessment of the LEA's needs, goals, resources, and existing processes, using a theory of action informed by local priorities.
- This evaluation system should be intentionally designed to align with the work of the CDEP Committee, Design Team Committee, as well as other district committees as we reimagine learning considering the NYSED NY Inspires Initiative, Portrait of a Graduate, and Four Transformations

