



Curriculum Committee Meeting

3-10-2026

Today's Agenda



TAG Update: Mrs. Werlau



Program Updates: Mr. Masopust & Mr. Hershfield



CDEP Update: Mr. Masopust



Professional Development Update:
Mr. Masopust

Spring 2026 Elementary TAG Presentations

Students will participate in the FIRST LEGO Robot Game to demonstrate coding skills

Students will present their independent inquiry projects

Options

- * In school showcase: Bus students to high school after lunch, invite select high school classes to view student work
- * Evening showcase: Prior to May 20 BOE meeting at Plattekill or June 17 BOE meeting at WSHS

*The 2025-2026 FIRST LEGO League challenge theme is **UNEARTHED™**, focusing on archaeology and uncovering the past to build the future. Teams will use STEM skills to explore artifacts, history, and innovation, with missions involving digging for discoveries.*



Curriculum and Instruction Updates

- ***Model for new electives:***

1. Idea for Elective Rooted in Authentic Learning Experiences
 - Teacher Driven vs. Student Driven
2. Student Voice
 - Polls, Surveys, Etc...
3. Highlighting at Elective Expo
 - Students have an opportunity to ask questions, sign up
4. Assessing Official Interest and Implementation
 - School Counselors Tally Signups and Meet with Students After the Expo to Confirm Interest
 - Offering Electives With Current Faculty (No Additional Positions Created)



Proposed Additions Did Well at the Annual Elective Expo!

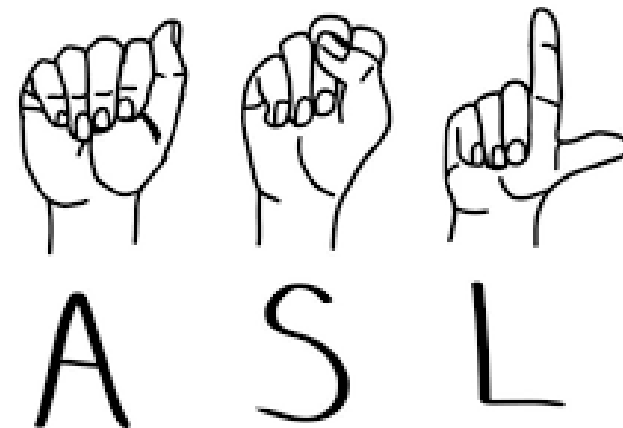
Course + Grade Level	Number of Students Signed Up
Incoming Sophomores	
Sports Journalism	34
Music as Poetry	21
Intro to Agriculture	18
Incoming Juniors	
Sports Journalism	11
Music as Poetry	8
Intro to Agriculture	4
Incoming Seniors	
Sports Journalism	20
Music as Poetry	14
Intro to Agriculture	7
Totals	
Sports Journalism	65
Music as Poetry	43
Intro to Agriculture	29

Dual Enrollment Opportunities

***Sports Journalism** has been approved as a **dual-enrollment** course with partner **Mount Saint Mary College** for the 2026-2027 school year!*



- We are currently exploring expanding our American Sign Language (ASL) Program by offering American Sign Language IV
- Dual-Enrollment with college partner SUNY New Paltz
- This could give students who successfully complete both ASL III and ASL IV the opportunity to earn 6 college credits!



Proposed Club, Interscholastic Athletic, and Program Additions for 2026-2027

• Club and Program Additions

- Create a Strategic Gaming Club, Girls Flag Football Club, and Model UN Club at Wallkill Senior High School
- Offer Wallkill Senior High School Students The New York State Seal of Biliteracy (NYSSB)
- Create a Weightlifting Club at John G. Borden Middle School
- Offer Instrumental Band to students beginning in fourth (4th) grade
- Updated Media Room at Wallkill Senior High School

Interscholastic Athletic Offerings and Updates

- Create a Varsity Girls Golf Team
- Create a Varsity Girls/Boys Bowling Team
- Create Unified Bowling Team for Students with Disabilities
- Wallkill Athletics Hall of Fame
- Weightroom Update



CDEP Summary February 26, 2026

Key Activities, Discussions, and Evidence Reviewed

Collaborative Meeting Framework

The meeting began with grounding in the Portrait of a Graduate and New York Inspires framework, fostering educator voice and collaboration.

School Improvement Team Updates

Teams shared measurable progress on School Improvement Team plans including PLC goals, MTSS supports, and family engagement.

Data Review and Analysis

Committee reviewed district data, identified strengths and priority problems, linking data to student experience and outcomes.

Student Engagement Insights

Survey results and artifacts revealed themes of **belonging**, engagement, **collaboration/communication** and **authentic** learning impacting district improvement efforts.

Outputs, Planning Momentum, and Next Steps for 2026-27

Structured Data Analysis

Teams used NYSED-aligned tools to translate data into actionable strengths and priority problems.

Grounding Themes for 2026-27

Three key themes emerged, aligned with Portrait of a Graduate competencies for coherence.

- Authentic Learning Experiences
- Belonging
- Communication, Collaboration, Community

Curriculum and Instruction Priorities

Focus areas include ELA and math support, authentic learning (PBL), AI ethics, and professional learning.

Future Planning and Evaluation (NY-STEPS)

Ongoing efforts on teacher evaluation systems aligned with NYSED vision and district priorities.

DELETE THIS TEXT BOX AND ADD A PICTURE RELEVANT TO YOUR BUILDING!

Panthers lift you up

@Adey/MondayArt #WhatLiftsYou

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2026-2027 Special Education School Improvement Plan Goals

2026-2027



S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p><i>Students with Disabilities will be involved in inclusive extra-curricular activities.</i></p>	<p><i>Student Surveys</i></p>	<p><i>Global Citizen</i></p>
<p><i>Special Education student and class achievements will be shared and celebrated.</i></p>	<p><i>Student/Parent/Staff Surveys</i></p>	<p><i>Reflective and Future-Focused</i></p>
<p><i>Student Learning Opportunities and Curriculum access tools (e.g., learning aids, graphic organizers, sentence starters, etc.) will be expanded through sharing of Special Education materials via the creation of a Special Ed. Teams</i></p>	<p><i>ESSA Data</i></p> <p><i>Local Assessments</i></p> <p><i>Progress Monitoring</i></p>	<p><i>Academically Prepared</i></p>

2026-2027
Leptondale Elementary
School Improvement
Plan Goals



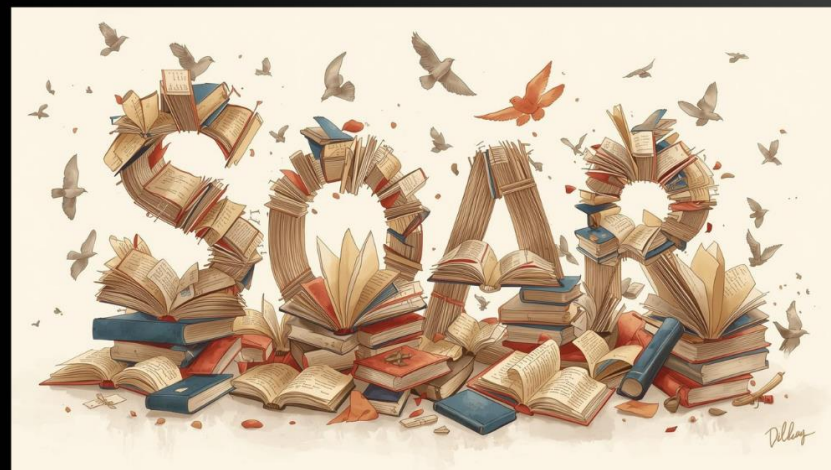
S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p>Develop a collaborative framework between Reading and Math Lab AIS teachers and individual classroom educators to discuss and plan targeted 1:1 student support, whole class lessons and the use of different modalities within lessons.</p>	<ul style="list-style-type: none"> • STAR/CBM data • Classroom Assessments • Benchmark Data • State Assessment Data • Perceptive Feedback from responsible parties 	<p>Reflective and Future Focused Academically Prepared Critical Thinker</p>
<p>Develop Kindergarten and 2nd grade homogeneous math groups (TEAM Math) and plan for targeted skill instruction.</p>	<ul style="list-style-type: none"> • STAR Data • STAR CMB • State Test Data • Daily Spiral Review • Perceptive Teacher Data 	<p>Reflective and Future Focused Academically Prepared Critical Thinker Creative Innovator</p>

S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p>Teachers will implement the district wide writing journal to target specific measure goals by grade level.</p>	<ul style="list-style-type: none"> • STAR Data • Classroom Assessments • Benchmark Data • State Assessment Data • Writing examples • Perceptive Feedback from responsible parties 	<p>Reflective and Future Focused Academically Prepared Critical Thinker</p>
<p>Students will participate in a Bridge day with next year’s classroom teachers. To decrease anxiety for their 2026/2027 school year.</p>	<ul style="list-style-type: none"> • Perceptive Data • Student Feedback • Survey (Before and After) 	<p>Reflective and Future Focused Global Citizen Effective Communicator</p>

2026-2027 Ostrander Elementary School Improvement Plan



S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p>1. Throughout the 26-27 school year, Ostrander teachers will use a variety of collaboratively developed practices to improve student growth in mathematics by 10%.</p>	<p>ESSA Data STAR Reports NYS Testing Data Benchmark Data Content Area PLC Meetings</p> <ul style="list-style-type: none"> • Need to address math skill weaknesses 	<p>Critical Thinker Academically Prepared</p>
<p>2. Throughout the 26/27 school year, Ostrander faculty and staff will develop opportunities to cultivate an inclusive and engaged school environment using school and community resources.</p>	<p>ESSA Data Attendance Records Student Learning Survey (Grades 4-6) Parent Feedback Surveys</p>	<p>Creative Innovator Critical Thinker Effective Communicator Culturally Responsive Global Citizen</p>
<p>3. Throughout the 26/27 school year, Ostrander faculty and staff will design, promote and conduct events designed to showcase student achievement.</p>	<p>ESSA Data Student Learning Survey (Grades 4-6) Parent Feedback Surveys</p> <ul style="list-style-type: none"> • Need for more inquiry based opportunities 	<p>Academically Prepared Creative Innovator Critical Thinker Effective Communicator Culturally Responsive Reflective and Future Focused</p>

*2026-2027
Plattekill
Elementary
School
Improvement
Plan Goals*



S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p>1. Throughout the 26-27 school year, Plattekill will enhance Tier 1 instructional practices and strengthen MTSS structures to ensure that were meeting all of our students needs.</p>	<p>ESSA Data STAR Reports NYS Testing Data Benchmark Data MTSS referrals Special Education Referral</p>	<p>Critical Thinker Academically Prepared</p>
<p>2. Throughout the 26/27 school year, Plattekill faculty and staff will highlight and celebrate authentic, project-based learning aligned to the NYS Portrait of a Graduate competencies, resulting in 100% of students participating in authentic learning experiences during the school year.</p>	<p>Attendance Student Showcased work throughout the school Walkthroughs Grade Level Meetings Output</p>	<p>Creative Innovator Critical Thinker Effective Communicator Culturally Responsive Global Citizen</p>
<p>3. Throughout the 26/27 school year, Plattekill faculty and staff will expand opportunities for student voice and strengthen a culture of belonging so that all students feel connected, valued and supported.</p>	<p>Attendance Data Student Climate Survey Data Parent Feedback Surveys</p>	<p>Academically Prepared Creative Innovator Critical Thinker Effective Communicator Culturally Responsive Reflective and Future Focused</p>

2026-2027

JGBMS School Improvement Plan



S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p><i>Foster a supportive and engaging school environment where students feel connected, supported, and motivated to attend regularly through intentional attendance monitoring, mentoring relationships, and expanded co-curricular opportunities aligned to student interests.</i></p>	<p>ESSA Data Attendance Data Grade Reports Team Meetings</p>	<p>Reflective and Future Focused Global Citizen Effective Communicator Academically Prepared</p>
<p><i>Teachers will use three or more data sources (performance tasks, formative assessments, student projects) to identify and close learning gaps for all students including SWD and ELL.</i></p>	<p>Benchmark Data Grade Reports NYS Testing Data</p>	<p>Critical Thinker Academically Prepared</p>
<p><i>The school will establish four or more partnerships with local businesses/organizations and each student will participate in two or more career-awareness experiences.</i></p>	<p>ESSA Data Attendance Data Grade Reports Team Meetings</p>	<p>Reflective and Future Focused Global Citizen Effective Communicator Academically Prepared</p>
<p><i>Promote authentic demonstration of learning by providing students with opportunities to present their work in a schoolwide exhibition that highlights mastery, creativity, and critical thinking.</i></p>	<p>Portrait of a Graduate Survey Data Formative Assessments Benchmark Data Striving for Portfolio Style Assessment</p>	<p>Academically Prepared Critical Thinker Creative Innovator Reflective and Future Focused</p>

2026-2027 WSHS School Improvement Plan



S.I.T. Plan Goals 2026-2027

<p>Goal</p> <p><i>What actions will occur to make the goal and its strategies realities? What steps will staff take?</i></p>	<p>Data and Need</p> <p><i>What data informed this priority? (ESSA, Local Assessments, Attendance, Surveys, etc.) What does the data tell us?</i></p>	<p>Portrait of a Graduate Alignment</p> <p><i>Which Portrait of a Graduate Competency is being addressed? Why is this competency essential for our students?</i></p>
<p><i>Increase Sense of Belonging/Cultivate a More Inclusive Learning Community</i></p> <ul style="list-style-type: none"> • <i>Include student representatives on committees</i> • <i>Creation of a Campus Improvement Assembly (CIA) to foster a sense of inclusivity and belonging</i> • <i>Continued improvement of building aesthetics</i> • <i>Increase student celebrations, spotlights, and acknowledgments</i> 	<ul style="list-style-type: none"> • <i>Survey Results</i> • <i>ESSA Data</i> • <i>Attendance Data</i> • <i>Student Feedback</i> 	<ul style="list-style-type: none"> • <i>Effective Communicator</i> • <i>-Critical Thinker</i> • <i>-Global Citizen</i> • <i>-Reflection and Future Focused</i>
<p><i>Monitor Student Progress, Attendance, and Performance</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Continue to monitor student progress and implement intervention services for students in need of support</i> • <i>Continue to monitor the progress in the implementation of transfer student welcoming program</i> 	<ul style="list-style-type: none"> • <i>ESSA Data</i> • <i>Attendance Data</i> • <i>State and Local Assessment Data</i> • <i>Student Surveys</i> • <i>Enrollment Data</i> • <i>Graduation Data</i> 	<ul style="list-style-type: none"> • <i>Academically Prepared</i> • <i>Effective Communicator</i> • <i>Critical Thinker</i> • <i>Reflective and Future Focused</i> • <i>Global Citizen</i>
<p><i>Continue to Evaluate Academic Program Offerings</i></p> <ul style="list-style-type: none"> • <i>Explore AP English for the 27-28 School Year</i> • <i>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 Initiatives</i> 	<ul style="list-style-type: none"> • <i>Student Surveys</i> • <i>Attendance Dara</i> • <i>Student Feedback Opportunities</i> 	<ul style="list-style-type: none"> • <i>Academically Prepared</i> • <i>Effective Communicator</i> • <i>Critical Thinker</i> • <i>Reflective and Future Focused</i> • <i>Global Citizen</i>

• 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



Professional Development Committee Met on 2-26-2026

Superintendent's Conference Day Scheduled for 5-8-2026

- Evaluating Faculty Survey on PD, which highlighted a desire for sessions on artificial intelligence, Portrait of a Graduate introduction, belonging and circle work (Sweethearts and Heroes), numeracy briefs, and professional development designed for primary grade teachers and staff related to teaching social skills, play-based learning, and the supporting the dysregulated student.
- Teambuilding Activities
- Technology: Cybersecurity Refresher with Tom Hein