



CURRICULUM COMMITTEE

TUESDAY, OCTOBER 20, 2026

TODAY'S AGENDA

- TAG Program Overview: J. Miller and E. Werlau
- Credit Recovery Program Review: J. Napoli
- Grades 7-12 Summer School: S. LaRocco
- Grades K-6 Summer School: J. Salisbury
- High School Elective Exploration: A. Greany
- Integrated ENL Exploration: N. Ferraiolo and R. Rivera
- Middle School Elective Exploration: M. Redmond
- After School AIS Update: T. Rounds
- District Curriculum Initiatives: B. Masopust

2026-2027 TAG Enrollment

Elementary: 44 students

JGBMS: 29 students

WSHS: 37 students



George Steele

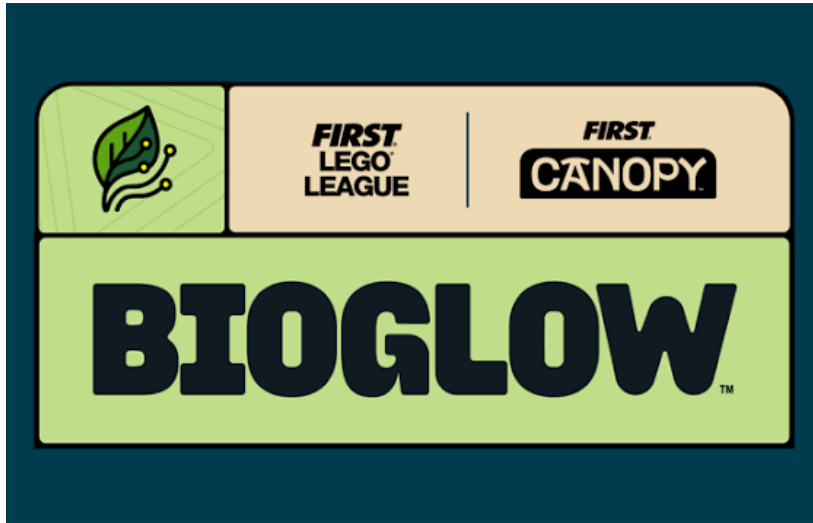
Plattekill visits completed

Ostrander visits in progress

Leptondale moved from
spring to fall- will be
completed by the end of the
month

TAG Enrichment Activity –
Scheduled for
May 20th & 21st
Enrichment activity with HS
Conservation Classes-
May 21st





Elementary TAG

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

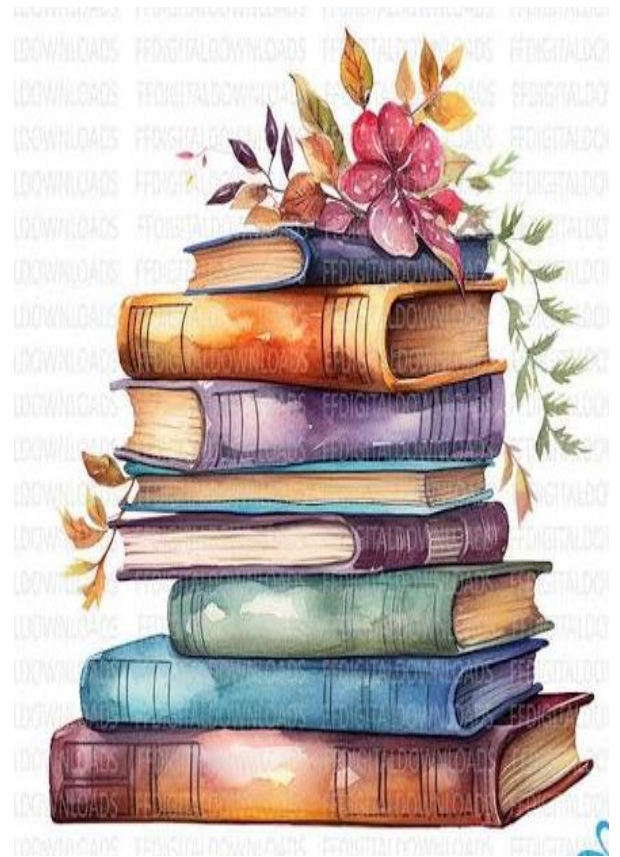
Authors Day: Coming up this Spring

DATES OF VISIT: TBD

We will discuss and plan our Author's Day at Teacher Planning Day this year.

The author will spend a full day at each elementary school and have the option to eat lunch with a small group of students at each school.

We will also have the author at the Middle School and High School doing 2-3 presentations whichever time allows for.



A low-angle, upward-looking perspective of several modern skyscrapers with glass and steel facades. The buildings converge towards the top of the frame, creating a sense of height and scale. The sky is a clear blue with some wispy white clouds. The text is overlaid on the central part of the image.

2026-2027 CREDIT RECOVERY

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

2026 – 2027 CREDIT RECOVERY FORMAT

- Meets weekly every Tuesday and Wednesday after school in Room 114
- Offer full course credit recovery (CR) and quarter credit recovery aligned to NYS Standards
- Students are required to meet with Courseware teachers for three hours a week
- Must attend one or two sessions (transportation)
- May work at home to catch up or get ahead usually focusing on one course at a time
- Tuesday Nights:
 - Melissa Tierney: All Integrated Algebra Courses; Practical Math; Math Essentials
 - Mike Farruggio: Global History; American History; PIG; Economics
 - Lucas Mann: Biology; Conservation; Health; Earth and Space Science
- Wednesday Nights:
 - Gary Tuttle: Analytical Geometry; Geometry
 - Jaime LaPolla: English Courses (Grades 10-12)

2026 – 2027 CREDIT RECOVERY POSSIBLE COURSE OFFERING

- **Science:** Conservation, Biology, Earth and Space Science, Health
- **Math:** Math Essentials, Practical Math, Algebra 1/1a/1b, Geometry, Analytical Geometry
- **English:** English 9-12
- **Soc. St.:** Economics, Global History 9/10, PIG, U.S. Hist.

2026 – 2027 STEPS PREPARING FOR QUARTER CREDIT RECOVERY

- Meet with counselors after the first quarter 5-week progress reports are completed
- Identify seniors that are failing essential credit courses required for graduation
- Coordinator/teachers added quarter credit recovery classes as identified by quarter
- First week in November: Counselors will begin the enrollment process for seniors that will likely fail the 1st quarter
- Credit deficient juniors will be added next to the quarter credit recovery program

2025 -2026 CREDIT RECOVERY PROGRAM STATS

SENIORS

- 16 seniors completed credit recovery
- 7 seniors recovered credit from 2 or more classes
- Seniors completed 17 quarters of credit recovery and 20 full course credits through the four core curriculum areas
- Credit recovery students contributed to the graduation rate of an overall 91.4% with 21 out of 26 credit recovery students graduating on time

2025 -2026 CREDIT RECOVERY PROGRAM STATS

JUNIORS

- 3 Juniors completed credit recovery for full credit
- Credit recovery was utilized in Biology, English, and Earth & Space Science.
- The program helped students remain on pace for graduation and prevented additional credit deficiencies.

2025 -2026 CREDIT RECOVERY PROGRAM STATS

SOPHOMORES

- 4 Sophomores completed credit recovery
- Sophomores completed 3 quarters of credit recovery and 2 full courses through the core curriculum areas
- Successful completion allowed students to maintain cohort progress toward graduation.

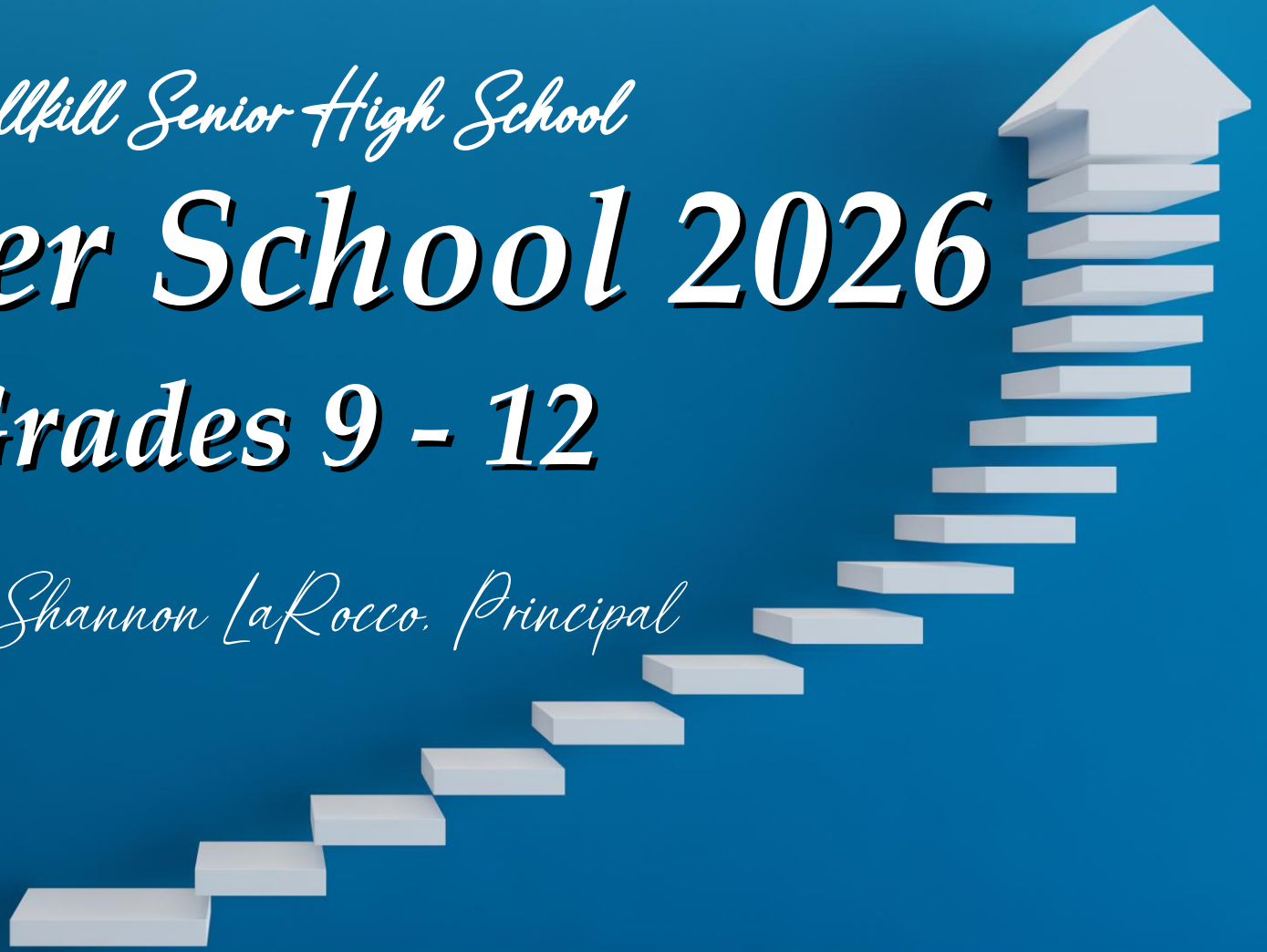
2026 – 2027 CREDIT RECOVERY CURRENT ENROLLMENT

- 9 Students enrolled in full credit recovery:
 - 3 Seniors
 - 2 Juniors
 - 4 Sophomores
- *2 Seniors enrolled for Regents Review

Wallkill Senior High School
Summer School 2026
Grades 9 - 12

Mrs. Shannon LaRocco, Principal

Monday, July 13th - Thursday, August 20th



Total Enrollment 154

74 Earned Course Credit

61 Audited Classes

5 Failed

14 Dropped *(poor attendance)*

20 Classes Offered

Math

Algebra 1
Algebra 1A
Algebra 1B
Algebra 2
Geometry

ELA

English 9
English 10
English 11
English 12

Social Studies

Global 9
Global 10
U.S. History

94%

*Students Earned
Attempted Credits*

Science

Earth & Space
Chemistry
Conservation
Biology
Human Anatomy

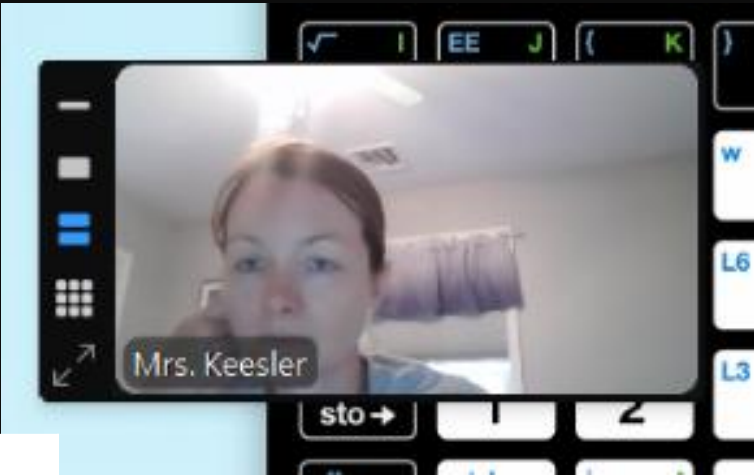
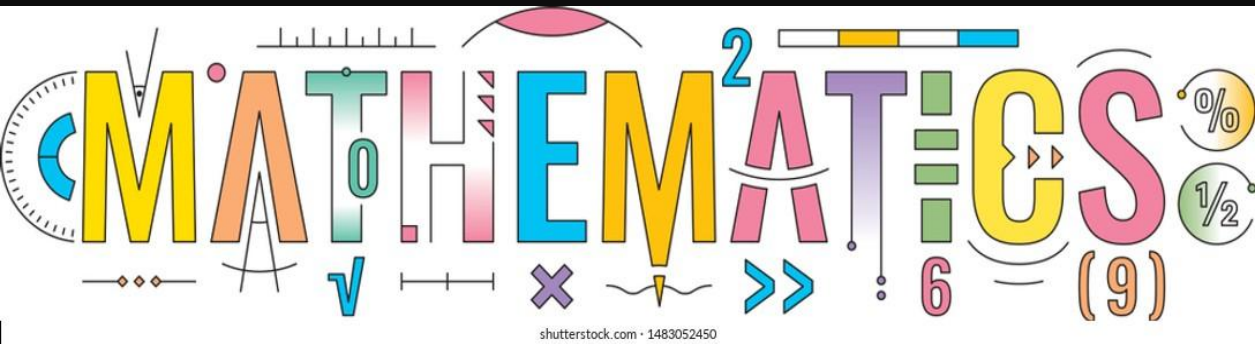
Independent Studies

Senior Capstone
Digital Photography
Physical Education



2

*August
Graduates*



<u>Course</u>	<u>Enrolled</u>	<u>Passed</u>
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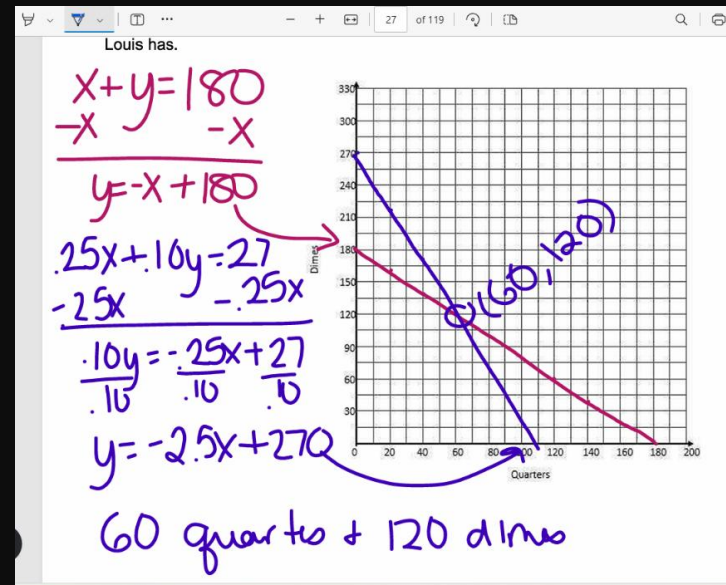
Algebra 1	5	100%
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Algebra 1A	3	100%
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Algebra 1B	5	60%
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Algebra 2	2	100%
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Geometry	8	100%
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SCIENCE

The Muscular System Wins!

Bones may give you structure.
And lungs help you breathe.
But without your muscles,
There's nowhere you can leave!
The digestive system gives you food.
The nervous system sends the call.
The circulatory system brings supplies.
But muscles help you do it all!
We contract and we relax.
We help y
We keep y
And hel
So other sys



NAME A MORE ICONIC
DUO, I WILL WAIT



<u>Course</u>	<u>Enrolled</u>	<u>Passed</u>
Earth Science	8	100%
Chemistry	2	100%
Conservation	5	80%
Biology	4	75%
Human Anatomy	3	100%

WANTED ★ ARMED & DANGEROUS ★ TUBERCULOSIS

AKA: Mycobacterium tuberculosis



PHOTO ID: Mycobacterium tuberculosis

1. SCIENTIFIC NAME

Mycobacterium tuberculosis

2. ORGANISM'S M.O.

Tuberculosis (TB) is a bacterium that mainly attacks the lungs. Once inside the body, it can multiply and damage lung tissue, making it hard for the body to get oxygen. It can remain dormant for a long time before causing active disease.

8. MOST EFFECTIVE WEAPONS AGAINST THE PATHOGEN

TB is treated with a combination of antibiotics for at least 6 months. Early diagnosis, completing the full course of medicine, good nutrition, vaccines (BCG), and proper hygiene help to prevent and control TB.

3. HOW IT ATTACKS & SPREADS

It spreads through the air when an infected person coughs, sneezes, or talks. The bacteria can then be breathed in by others and enter the lungs.

4. WHO IT PRIMARILY INFECTS

Anyone can get it, but it is most common in people with weakened immune systems, older adults, and people living in crowded areas.

5. WHERE IT IS MOST LIKELY FOUND

In the lungs of infected people and in places where people are in close contact, such as homes, schools, and workplaces.

6. HOW IT AFFECTS PEOPLE & SYMPTOMS

It causes a persistent cough (sometimes with blood), chest pain, fever, night sweats, weight loss, loss of appetite, chills, and tiredness.

7. HOW MANY DOES IT AFFECT?

About 10 million people worldwide get tuberculosis each year.

★ **REWARD: A HEALTHY, TB-FREE WORLD** ★
REPORT SUSPICIOUS COUGHS. PROTECT OTHERS. STOP TB.

*Final
Projects
from
Mr. Malgieri's
Human Anatomy
Course*



<u>Course</u>	<u>Enrolled</u>	<u>Passed</u>
Global 9	5	100%
Global 10	3	100%
U.S. History	5	100%



<u>Course</u>	<u>Enrolled</u>	<u>Passed</u>
English 9	3	100%
English 10	5	100%
English 11	7	86%
English 12	2	100%



<u>Course</u>	<u>Enrolled</u>	<u>Passed</u>
Senior Capstone	2	100%
Digital Photography	1	100%
Physical Education	2	100%

<u>Regents Exam</u>	<u>Students</u>	<u>Passed</u>	<u>Success</u>
Algebra 1	49	17	35%
Algebra 2	2	1	50%
Geometry	6	4	66%
English 11	5	3	60%
Global	10	6	60%
U.S. History	13	12	92%
Earth & Space	28	9	32%
Biology	29	10	34%
Chemistry	7	3	43%
<i>Total</i>	<i>142</i>	<i>65</i>	<i>46%</i>

<u>August Regents Exams</u>	<u>Passed</u>	<u>Failed</u>	<u>Success</u>
2019	57	30	65%
2020	<i>Cancelled (Pandemic)</i>		
2021	<i>Cancelled (Pandemic)</i>		
2022	46	11	81%
2023	39	16	71%
2024	45	86	34%
2025	100	77	56%
2026	65	77	46%

**Covid
Safety Nets**

John G. Borden Middle School

Summer Academy 2026

Grades 7 & 8

Mrs. Shannon LaRocco, Principal

Monday, July 13th - Thursday, August 14th

Summer Learning Academy

Grade 7 Math

17 Students Enrolled

1 Dropped

Grade 7 ELA

16 Students Enrolled

2 Dropped

Grade 8 Math

12 Students Enrolled

0 Dropped

Grade 8 ELA

9 Students Enrolled

1 Dropped

93%

*Completed the Summer
Learning Academy*

54
Total
Registrations!

GOAL

*Provide an exciting,
engaging summer learning
opportunity to reinforce
core Math & ELA skills*

WALLKILL CENTRAL SCHOOL DISTRICT ELEMENTARY SUMMER PROGRAM

JULY 13TH , 2026 THROUGH AUGUST 6TH , 2026

MS. J. SALISBURY, PRINCIPAL

Grade	# of Students	% of Attendance
Kindergarten	14	67.4%
1st	18	71.1%
2nd	15	75.25%
3rd	11	82.4%
4th	8	69%
5th	15	71.75%
6th	12	71.75%
ENL students	15	77.75%
Gr. K-2 Reading Tutoring	30	67.4%
Total	93	72.7%

WE WERE VERY EXCITED ON OUR FIRST DAY!

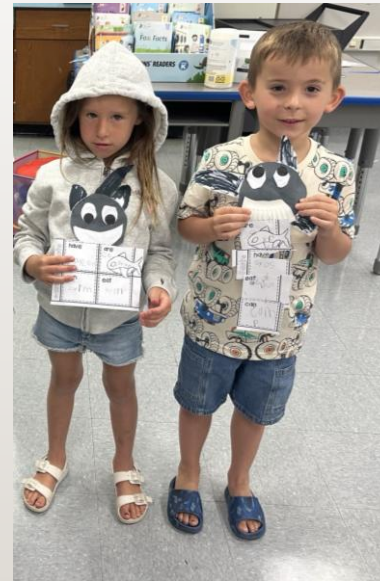
Some of us came by bus. Some of us were dropped off by our families. All of us were happy to see our teachers and classmates.



KINDERGARTEN AND FIRST GRADE COMBINED TO MAKE THE MOST OF SKILL DEVELOPMENT



- Ms. Vallaro/Mrs. Sasaki
- Ms. Ellison/Ms. Missale



FUN FIRST GRADE!

- 1st graders use number jumping to practice Math skills. Students also created math manipulatives that they could bring home!
- We also searched through microscopes to examine different types of cells!
- Building a strong foundation for success in 2nd grade!



K/1 Highlights: Literacy & Farm Theme

An engaging literacy program centered around the read-aloud of *Charlotte's Web*. Through this novel study, students strengthened their vocabulary, reading comprehension, listening, and oral language skills while developing a deeper understanding of character development, story elements, and making meaningful text-to-self and text-to-world connections. To extend learning beyond the book, we incorporated a farm theme throughout our instruction. Students participated in hands-on experiences, including making homemade cornbread and churning butter, allowing them to connect literature to authentic farm life while practicing sequencing, following directions, measurement, and collaboration. We also connected our learning to the Ulster County Fair by discussing local agriculture, farm animals, and community traditions. Students eagerly shared their own experiences, made real-world connections to the themes in *Charlotte's Web*, and expanded their understanding of the important role farms play in our local community.

Throughout the program, students demonstrated enthusiasm, curiosity, and active participation. Daily discussions encouraged critical thinking, rich vocabulary development, and confident communication as students shared ideas, asked questions, and reflected on their learning.

Our summer program successfully combined literacy instruction with meaningful, hands-on learning experiences, creating an engaging environment where students developed academic skills while building lasting connections between literature and the world around them.



**To compliment
our literature
piece, *Charlotte's
Web*, we made
cornbread and
butter! Yummy!**



SECOND GRADE

MS. SAUNDERS MS. LEONARDI

This summer, students participated in two Project-Based Learning units: **Design a Zoo** and **Ice Cream Sundae Party Planners**.

Through these hands-on experiences, they developed reading, writing, math, research, and problem-solving skills.

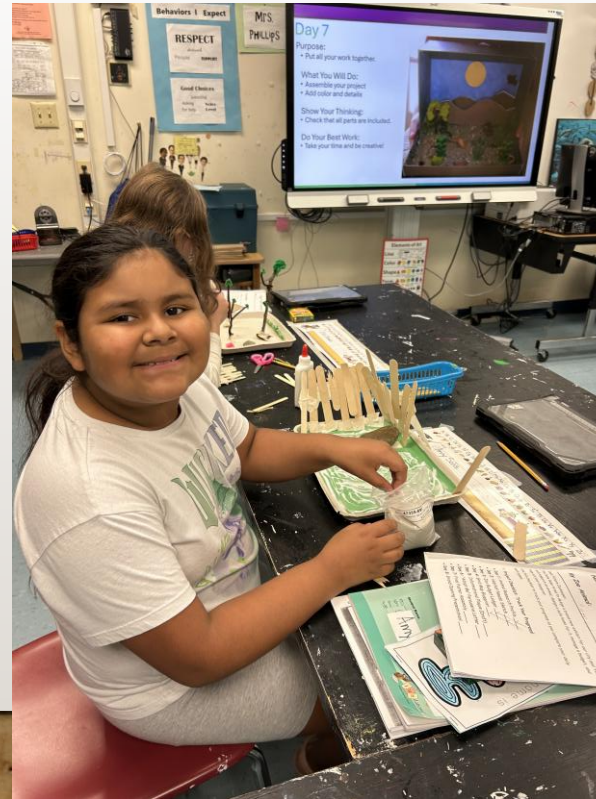
In the ice cream sundae project, they collected and analyzed data through voting, tallying, and graphing, and applied counting, addition, comparison, and budgeting skills to plan a class event.

Across both units, students strengthened their informational, opinion, and persuasive writing skills, supported their thinking with evidence, and practiced speaking, listening, collaboration, and decision-making. These engaging projects encouraged creativity, teamwork, and real-world application of academic skills. The students loved working on these projects!



ZOO PROJECT

In the zoo project, students researched animals, gathered information from nonfiction texts, and explored habitats and adaptations while designing their own zoo exhibits. They created "tickets" and we were all able to visit their zoo!



THIRD GRADE MRS. DEVOS MRS. DUNHAM



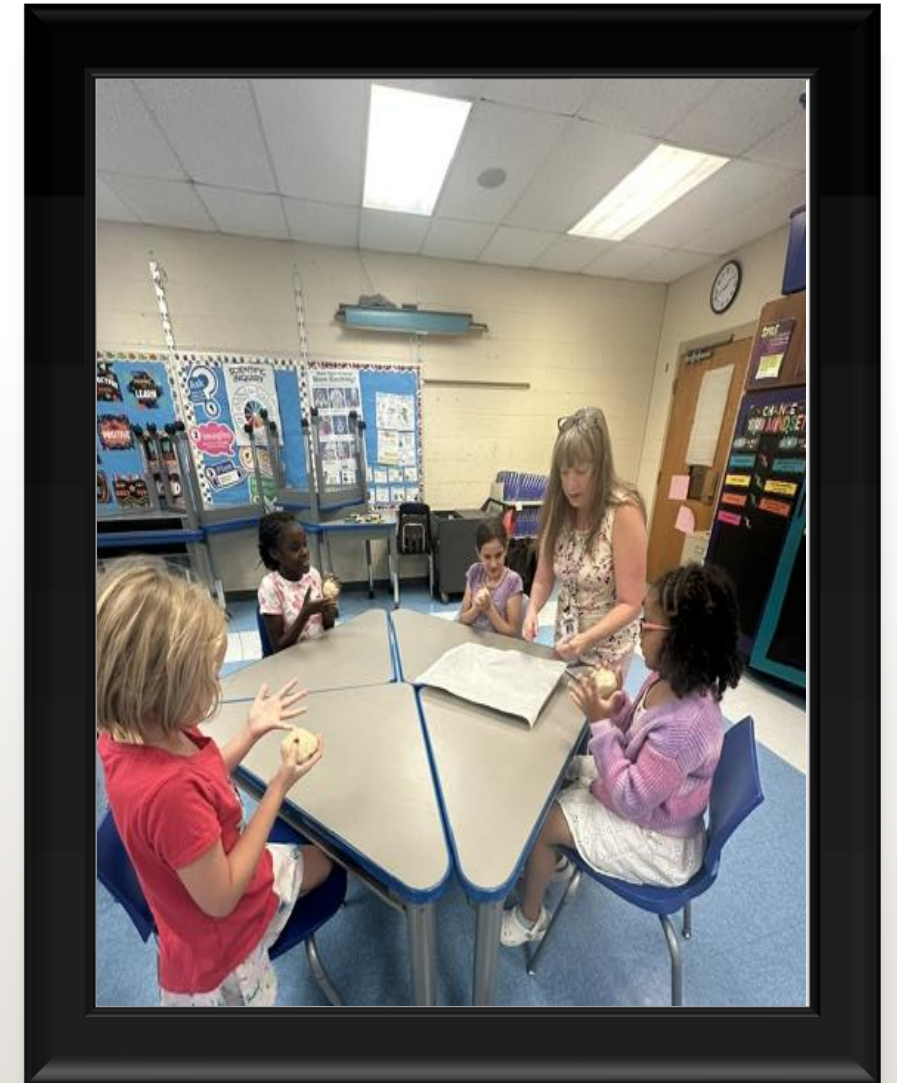
In ELA we have been working decoding and encoding 2-Syllable words with the vowel teams ai, ay, ee, ea, ey, oa, ow, oe.



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



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



WHAT IS BETTER THAN NEW YORK STATE APPLES? APPLE CRISP!

We made apple crisp as part of our
New York state travel project.



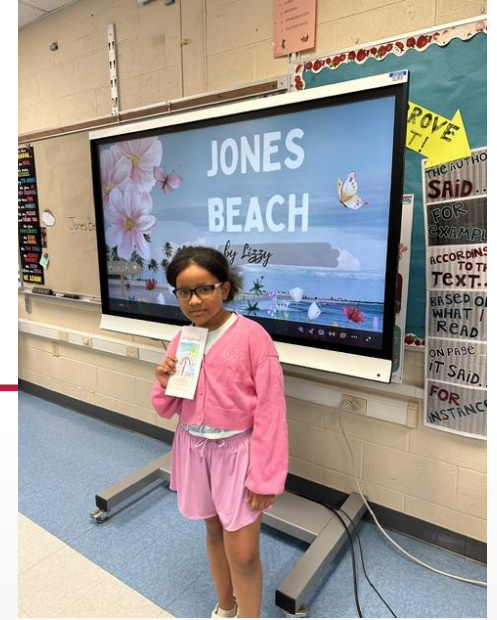
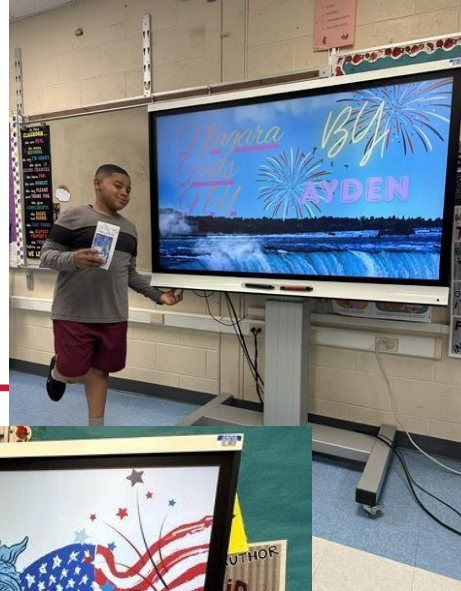
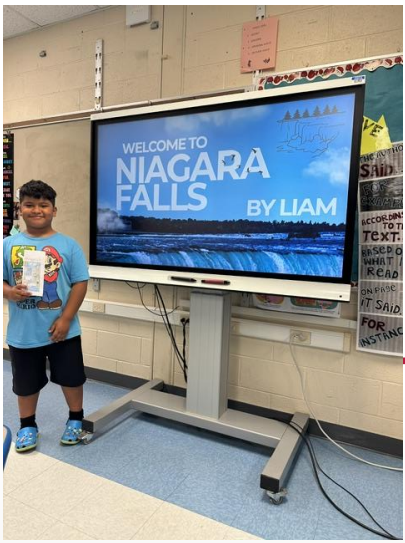
NEW YORK APPLES!

- We worked together, followed directions, learned about apples in New York, and made something wonderful!



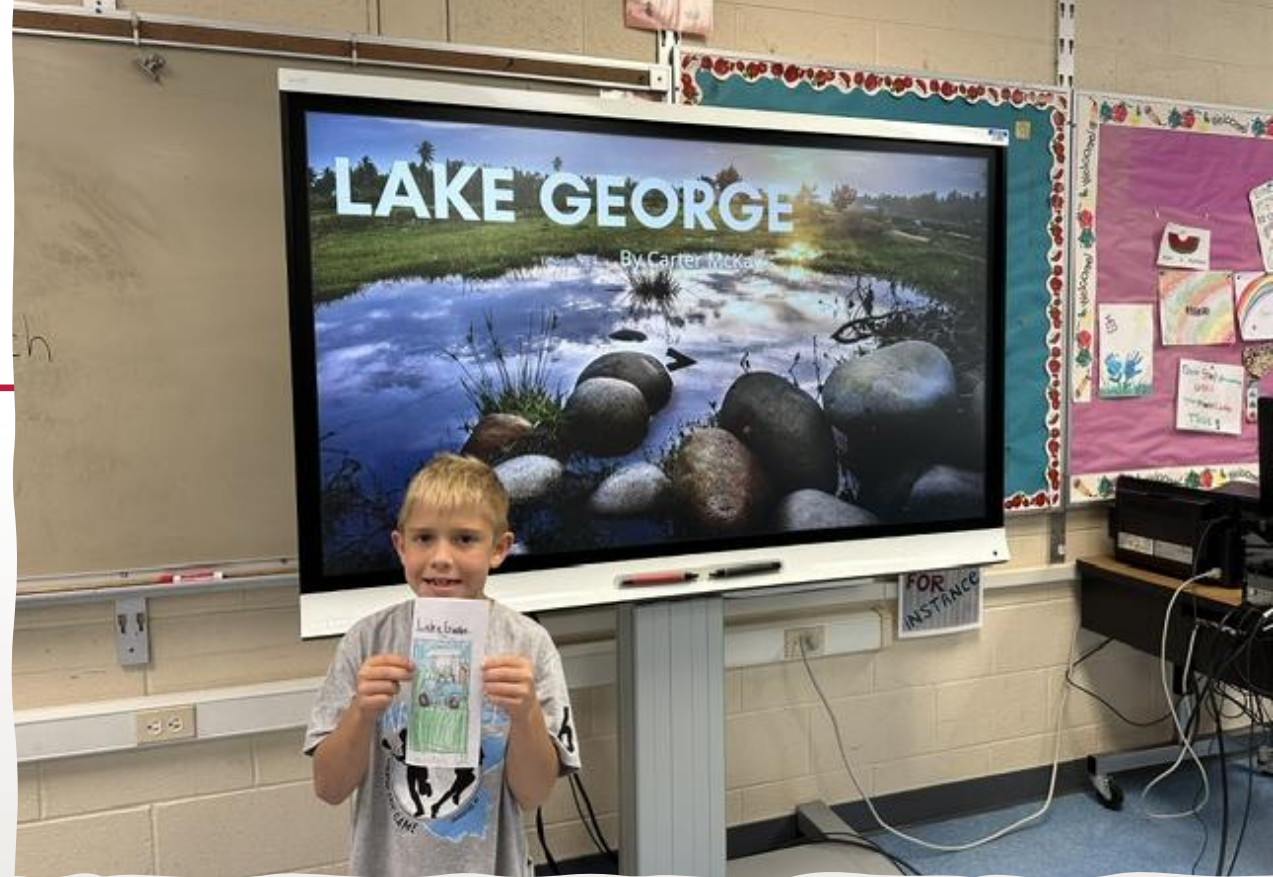
NY HAS THE BEST PIZZA!





NEW YORK STATE TRAVEL PRESENTATIONS

- After learning about all of the interesting places to visit in New York and planning out trips, we had fun on Canva creating presentations for our class!



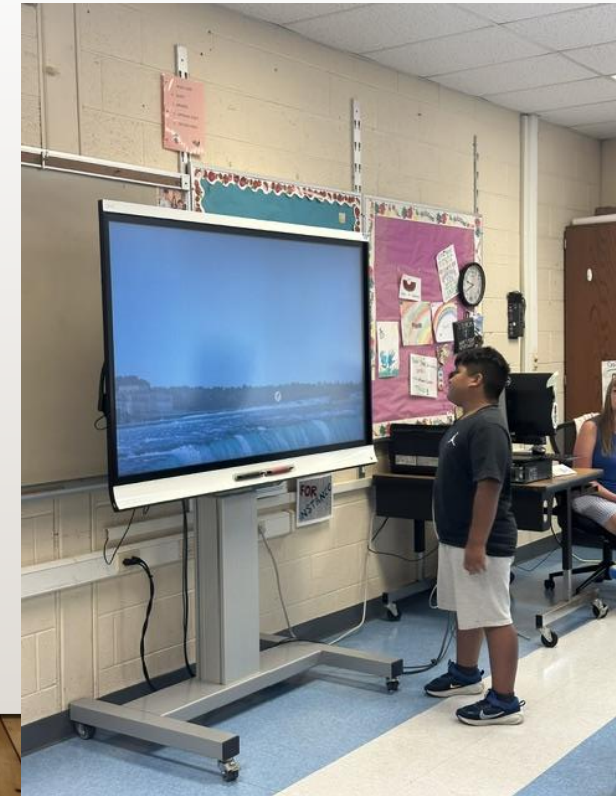
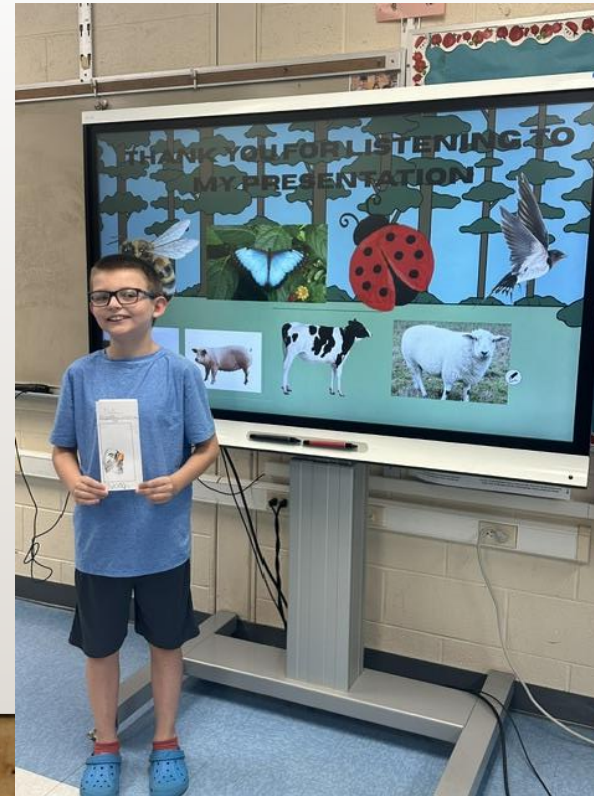
MORE GREAT
PLACES TO VISIT...

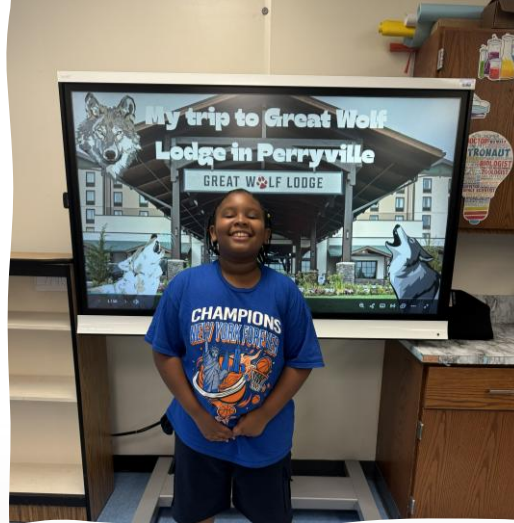
- There are so many things to do in Lake George!



SO MANY INTERESTING PLACES TO GO!

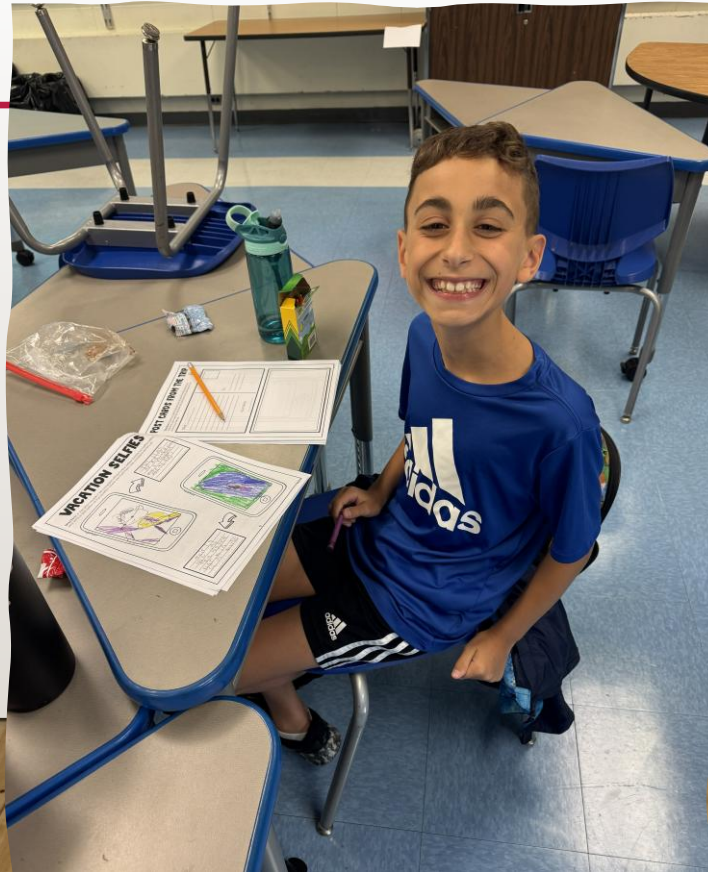
We even had Very Important Guests to present to- Mr. Masopust, Ms. Rounds and Ms. Salisbury





FOURTH GRADE MS. BENDER

- In 4th Grade, students participated in two engaging Project-Based Learning (PBL) activities during our four-week summer program that integrated reading, writing, math, research, technology, and creativity. In the first project, students planned a cross-country U.S. road trip by researching destinations, creating budgets, developing packing lists, mapping routes, and calculating travel expenses. They used Canva to organize and present their completed trips.
- In the second project, students became entrepreneurs tasked with turning around a struggling sneaker company. They researched competitors, designed original sneakers, created marketing campaigns, hired team members, and used sales data to make business decisions.





**WE MADE
BROWNIES TO
CELEBRATE
LEARNING ABOUT
HERSHEY PARK!**



•Both projects provided meaningful opportunities for students to apply academic skills in real-world situations while building collaboration, problem-solving, critical thinking, and digital literacy skills. Students were highly engaged throughout the program and demonstrated increased confidence in their ability to research, create, and communicate their ideas.

FIFTH GRADE

MRS. BARBATO

MRS. LANDIVAR

- We worked hard on our ELA and Math skills this summer.
- We read Bannicula and every day we discussed the vocabulary and different elements of the story.
- We also worked very hard on adding, subtracting, multiplying and dividing fractions!
- We learned about different ecosystems, and even created a fun recipe to end the program!



WRITING CAN PAY OFF!

- The students have been working hard to take their writing to the next level. Through discussions and lessons, they have learned how descriptive language and supporting details can strengthen their writing and improve the final product.
- Students wrote about several local businesses, including Frito-Lay, Stewart's Shops, and Dunkin'. As a result of their efforts, they received free ice cream cone coupons from Stewart's Shops. They are also looking forward to hearing back from Dunkin', which will help support an upcoming math measurement activity focused on decimals.
- Students have enjoyed strengthening their writing skills while building meaningful connections within the community.





SO MUCH FUN TO TRY NEW THINGS- SWAMP STEW!

- We learned about different ecosystems and our PBL for the Swamp Ecosystem was to make Swamp Stew!

It was delicious!!

SIXTH GRADE

Ms. LoCicero

For Ela, we focused on punctuation, creative writing, sentence structure and main ideas/events

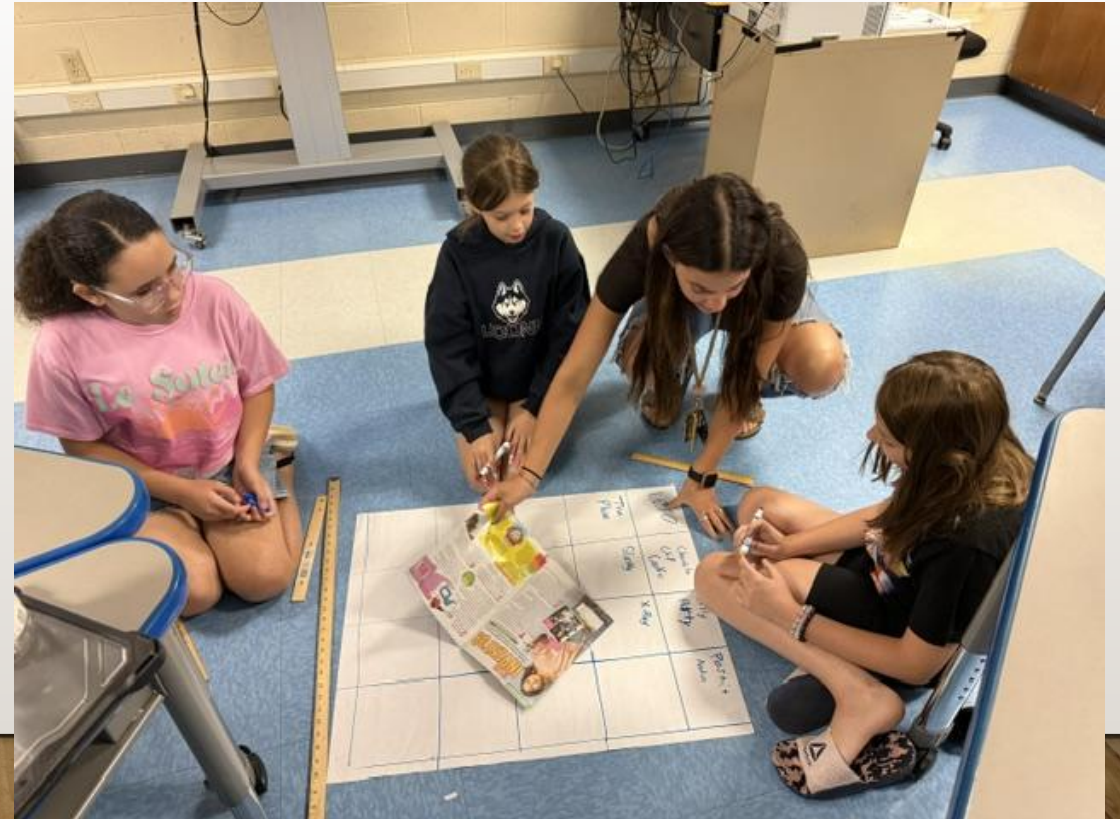
In Math, we completed multiplication sprints, reviewed place value and the area model strategy for multiplication.

MAKING COOKIES!

We practiced measurement and followed directions when we made cookies with Ms. Ippolito.



WE ALSO CODED AND FLEW DRONES USING BLOCK CODING!



THANK YOU!!!!



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



New Student Clubs for 2026-2027

- Strategy Gaming Club
 - Over 30 students continue to meet after school on Fridays
 - Exploring opportunities to support at our elementary schools
- Model UN
 - Taking initial steps to develop the program
- Girls Flag Football
 - Seeking a coach

New Elective Courses for 2026-2027

- Tech Elective
 - Agricultural Education
 - Considering possibility of two sections for next school year
- World Language Elective
 - ASL 3 and 4
 - Dual Enrollment through SUNY New Paltz (6 credits total)
- English Electives
 - Sports Journalism
 - Dual Enrollment through Mount St. Mary College (3 Credits)
 - Music as Poetry



Math & Music

Elective Exploration for 2027-2028

Takes a detailed look at the relationships between art and science. Students will engage in real-life production of music and sound design using mathematical techniques.

- Understand how rhythm works and how advanced rhythmic techniques are used
- Understand the connections between music and number theory
- Notice the changes of waves and know how to manipulate them using trigonometric functions
- Look into how music is produced and how one can use math to produce music
- Discover loudness scales using logarithms and real-world applications
- Create a live stage/studio setup using methods in mathematics & architecture.

Chemistry

Elective Exploration for 2027-2028

- Chemistry in the Community
 - This course is designed to give students a balanced view of chemistry, how it interfaces with society and technology, and how it will serve them in the real world
- SUNY Ulster General Chemistry I and II (4 college credits each)
 - These courses study the fundamental principles, concepts and theories of chemistry including: measurement, problem solving, laws of chemical combination, chemical nomenclature, stoichiometry, simple chemical reactions, the gas laws, the kinetic-molecular theory, thermochemistry, atomic structure, periodic properties, molecular structure, and theories of chemical bonding. The laboratory emphasizes the acquisition, analysis and interpretation of quantitative data.
 - The major part of the second semester course presents a study of the nature of chemical interactions, intermolecular forces, condensed states of matter, phase changes, solution chemistry, chemical kinetics, chemical equilibria, acid-base theory, chemical thermodynamics, oxidation-reduction reactions, and electro chemistry.

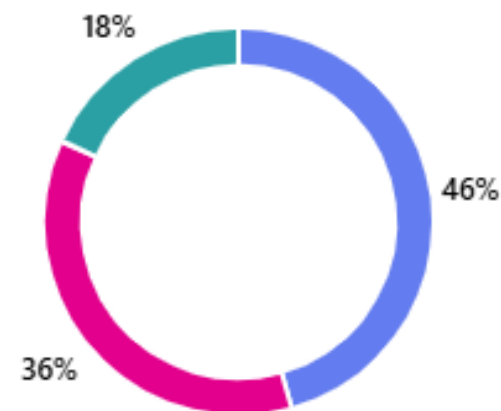


Chemistry

Elective Exploration for 2027-2028

1. Wallkill High School is considering offering a **SUNY Ulster Chemistry course (8 college credits)** as an elective. Would you be interested in taking it next year? Seniors, would you have been interested if it had been offered during your time here? [More details](#)

● Yes	93
● No	74
● Maybe	37



Social Studies

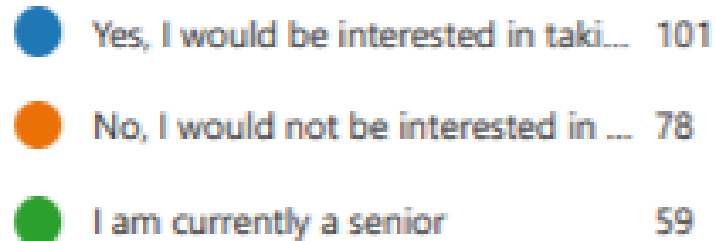
Elective Exploration 2027-2028

- US Military History
 - This course will provide students with the resources to examine the U.S military and its' role in U.S history. Students will understand and evaluate how the organizational structure, duties, and technological capabilities have changed over time. By the end of this class students will be able to understand sacrifices made during U.S conflicts.
 - Exploring dual-enrollment with Marist, SUNY New Paltz and SUNY Ulster.



US Military History Elective Exploration for 2027-2028

1. Would you be interested in taking a U.S Military History Course that examined different military conflicts that the U.S was involved in from the American Revolution to the War on Terror?



Technology

Elective Exploration for 2027-2028

Home Essentials

- This practical, hands-on course is designed to equip students with the essential skills and knowledge needed to confidently maintain a home and vehicle as responsible homeowners.
 - Topics include: plumbing, electrical systems, drywall repair, painting, carpentry, appliance upkeep, HVAC maintenance, seasonal home care, tool selection and safety, and budgeting for repairs.



Technology

Elective Exploration for 2027-2028

Advanced Woodworking and Furniture Construction

- Designed to help students develop skills in:
 - Project planning
 - Blueprint reading
 - Material selection
 - Joinery methods
 - Machine and tool operation
 - Finishing techniques
 - Quality control
 - Budgeting



Technology

Elective Exploration for 2027-2028

Winner's Circle Project and Factory Five Racing

- A STEM and motorsports program where high school students build, market, and race a Factory Five car kit over the course of an academic year
- Exploring industry partnerships to support the program and provide learning opportunities for our students
- Survey went out to students.



Additonal Elective Exploration for 2027-2028

- AP English
- Other Science Electives
 - Department meetings scheduled for 10/30



Sheltered ELA

English class for English Language Learners



Sheltered ELA for ENL Students

- ENL teacher and English teacher co-teach the current ELA curriculum with ENL scaffolds
- Course meets NYS ELA standards
- Students earn their required English credit
- High school ELLs experience English immersion across most of their school day. A sheltered ENL class provides intentional language instruction, a safe space to take risks, and meaningful access to grade-level content at students' individual proficiency levels.
- Grade levels could be combined depending on number of students in cohorts

Why Sheltered ENL & Co-Teaching Matter

A Bridge to Academic Success

- Explicit language instruction
- Safe, low-pressure practice
- Confidence, belonging, and academic vocabulary
- Differentiated instruction at each student's proficiency level
- More explicit vocabulary instruction, language scaffolds, visuals, modeling, and sentence frames
- structured opportunities to practice speaking and writing

Makes Learning Accessible

- ENL and content teachers share planning and instruction
- Flexible grouping for entering through commanding ELLs
- Multiple entry points to grade-level standards
- Shared responsibility for every student's growth

The Goal:

A purposeful balance of language development, grade-level learning, and individualized supports for ELLs to participate, progress, and succeed.

Key Takeaways:

Provides additional language support so ELLs can access high academic expectations of an ELA class

Compliant with NYS standards

Maximizes the ENL teacher and allows optimal scheduling

Aligns with Seal of Biliteracy

Aligns with Portrait of a Graduate

Equitable and best practice for ELLs

Middle School Design Team

10/7/2026 AGENDA

1. Committee Goals and Expectations

- *Elective Offerings*
- *Accelerated Course Criteria*
- *Team Teaching Model/Scheduling*
- *Required Units of Study in Grades 7 and 8*

2. Committee Name

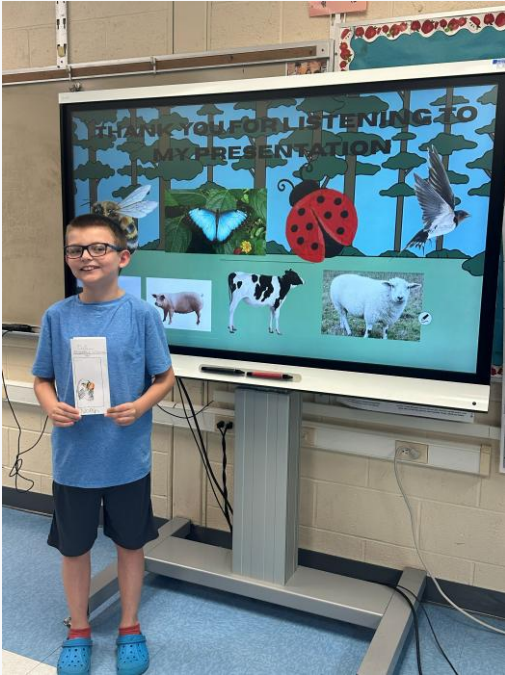
3. Planning Across the School Year

- *Timeline*
- *Monthly Meetings*

4. Questions



Reimagining Support and Enrichment



- Project-based and inquiry-driven experiences
- Programming built around student interests
- Greater student choice and connectedness
- Alignment to Portrait of a Graduate characteristics
- Implementation guided by participation and feedback

New York Inspires and Portrait of a Graduate

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



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



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



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



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

A District Moving Forward Together: Panther ABC's!

- **A**uthentic Learning Experiences
- Cultivating a Sense of **B**elonging
- **C**ollaborate, Communicate, and Work Together

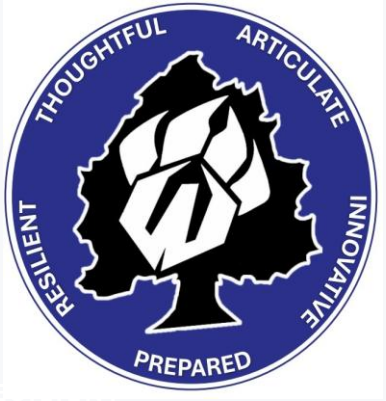


Preparing the Whole Graduate



- 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

A WALLKILL GRADUATE IS ...



OUR PORTRAIT. CONNECTED TO NEW YORK STATE.

Wallkill's Portrait of a Graduate is intentionally aligned to the New York State Portrait of a Graduate, ensuring our graduates are prepared for college, careers, community, and life.

WALLKILL PORTRAIT OF A GRADUATE		NEW YORK STATE PORTRAIT OF A GRADUATE	
	THOUGHTFUL Shows empathy, integrity, and respect. Considers diverse perspectives and makes ethical, informed decisions.		 REFLECTIVE AND FUTURE FOCUSED, CRSE Reflects on strengths and areas for growth, values multiple perspectives, and builds respectful, supportive relationships.
	ARTICULATE Communicates clearly and listens actively across a variety of platforms and audiences. Expresses ideas with confidence.		 EFFECTIVE COMMUNICATOR Expresses ideas clearly through speaking, writing, and varied media while actively listening to diverse perspectives.
	INNOVATIVE Seeks new ideas and solutions. Embraces creativity and adapts to solve problems in meaningful ways.		 CREATIVE INNOVATOR Uses imagination, curiosity, and flexible thinking to develop new ideas, solve problems, and adapt to challenges.
	RESILIENT Persists through challenges and setbacks. Learns from experiences and maintains a growth mindset.		 CRITICAL THINKER, REFLECTIVE AND FUTURE FOCUSED Analyzes information and experiences, makes thoughtful connections, and uses reflection to address complex challenges and support continued growth.
	PREPARED Sets goals and takes action. Applies learning to real-world situations and is ready for the future.		 ACADEMICALLY PREPARED, GLOBAL CITIZEN Applies strong knowledge and skills to succeed in college, careers, civic life, and diverse local, global, and digital communities.

Together, these traits empower Wallkill graduates to learn, grow, create, work, and contribute in a globally connected, ever-evolving world.

District Curricular Initiatives



- Stronger writing and problem-solving experiences (NEW WRITING JOURNAL IMPLEMENTATION)
- NYSED Math Curriculum Review
 - Quarterly Meetings
 - BTC Math PD and Pilot Grades 4-6
- Responsible and ethical use of artificial intelligence
 - Development of an AI Policy
- Clear connections among instruction, **assessment**, and professional learning (Shift from traditional learning to project/process-based learning and assessing portrait traits)
- Explore Elective Offerings (grades 7-12)
- Unruly Pilot Program (Assessing Portrait of a Graduate Traits vs. Content)

UPK Updates

- Ostrander Elementary: 18 seats
- Plattekill Elementary: 18 seats
- Building Blocks: increased from 8 to 11 seats

- *New:*

- Leptondale Elementary: 18 seats
- Most Precious Blood: Remaining seats to meet district need (49 seats currently filled)
- ***For the first time, the district can offer all families who applied access to UPK***



Questions?

