



CDEP MEETING

WEDNESDAY, OCTOBER 6, 2021

TODAY'S AGENDA

- Welcome- Mr. Castle
- District Data Overview and Initiatives- Y. Herrington
- Guidance Plan- A. White
- SCEP/DCIP Update- A. White
- Summer School- Mr. Albert (MS/HS) and Mrs. Harjes (K-6)
- Professional Development Plan- Y. Herrington
- 12:00 Lunch
- 1:00-2:30 Team-Work- Building Principals and Mr. White
- 2:30-3:00 Teams Report Out



DISTRICT DATA OVERVIEW

Percent Not Tested

GRADES 3-8 ELA

LEPTONDALE ELEMENTARY SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
3	30%	26%	65%
4	39%	37%	60%
5	18%	33%	67%
6	49%	29%	68%

OSTRANDER ELEMENTARY SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
3	30%	31%	69%
4	38%	34%	65%
5	43%	40%	73%
6	57%	50%	74%

PLATTEKILL ELEMENTARY SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
3	44%	33%	78%
4	44%	58%	76%
5	39%	49%	72%
6	51%	49%	82%

BORDEN MIDDLE SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
7	50%	41%	61%
8	66%	55%	70%

Grades	Wallkill
3-8	55%
3-6	62%
7-8	43%

2021 ELA Percent of Students Scoring at Levels 3 or 4

*Note: Only Part I of the test was administered by the State unlike previous years where Parts I and II were given; therefore, 2021 should not be used to compare to previous years

2019 ELA Wallkill-Local County Comparison Percent of Students Scoring 3 or 4

Grades	Wallkill	Ulster County	Orange County	Dutchess County	Rockland County	Sullivan County
3-8	42%	35%	39%	42%	44%	26%
3-6	49%	37%	40%	44%	46%	27%
7-8	29%	33%	37%	37%	40%	25%

Percent Not Tested GRADES 3-8 MATH

LEPTONDALE ELEMENTARY SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
3	30%	24%	65%
4	35%	35%	63%
5	24%	32%	67%
6	53%	29%	67%

OSTRANDER ELEMENTARY SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
3	27%	33%	64%
4	36%	36%	69%
5	41%	32%	73%
6	54%	37%	72%

PLATTEKILL ELEMENTARY SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
3	52%	35%	78%
4	44%	57%	76%
5	41%	46%	70%
6	49%	34%	83%

BORDEN MIDDLE SCHOOL			
Grade	Percent Not Tested		
	2018	2019	2021
7	47%	44%	61%
*8	68%	68%	84%

*Does not include 8th grade Algebra I students who did not take the assessment.

Grades	Wallkill
3-8	27%
3-6	30%
7-8	26%

2021 MATH

Percent of Students Scoring at Levels 3 or 4

*Note: Only Part I of the test was administered by the State unlike previous years where Parts I and II were given; therefore, 2021 should not be used to compare to previous years

2019 MATH Wallkill- Local County Comparison Percent of Students Scoring 3 or 4

Grades	Wallkill	Ulster County	Orange County	Dutchess County	Rockland County	Sullivan County
3-8	49%	38%	43%	41%	44%	28%
3-6	51%	41%	46%	46%	48%	32%
7-8	43%	29%	35%	28%	33%	17%

June 2021 Regents

*June 2021 Exams were made optional by NYS

Subject Regents Exam	Number of Students Taking Exam	Performance Level 5	Performance Level 4	Performance Level 3	Performance Level 2	Performance Level 1
Algebra	13	1	4	8	0	0
Earth Science	3	0	1	1	0	1
English	0	0	0	0	0	0
Living Environment	11	0	8	3	0	0

Wallkill Central School District Regents Performance Summary **JUNE EXAMS ONLY**

Percent Scoring Between 65%-100%
(Includes Advanced Placement Middle School Students)
**2019-2020 Regents Exams were Cancelled by NYSED*

Assessment	3 Year Average 2016-2018 % Tested Students Scoring between 65 and 100	2018-2019 % Tested Students Scoring between 65 and 100
Common Core Algebra I	91	90
Common Core Geometry	86	92
Common Core Algebra II	93	98
Common Core English	94	96
Global History and Geography	87**	86*
US History and Government	95	95
Earth Science	81	83
Living Environment	83	85
Chemistry	87	81
Physics	81	85

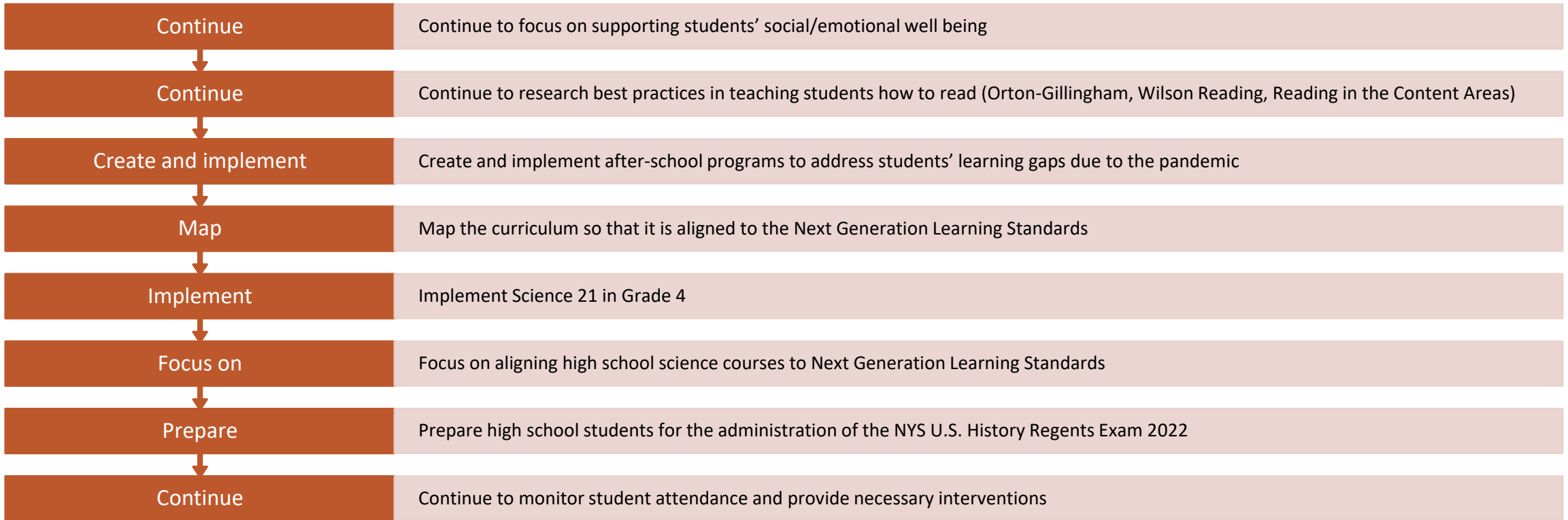
- * Transition Global Exam
- ** Includes two years of previous Global exam and one year of the Transition Global Exam.

Wallkill Senior High School Graduation Rates

Five Year Analysis

*Students enrolled at Wallkill Senior High School
(Does not include students enrolled at Out of District Placements)

2017 (Cohort of 2013)	2018 (Cohort of 2014)	2019 (Cohort of 2015)	2020 (Cohort of 2016)	2021 (Cohort of 2017)
89.6%	88.7%	90.2%	94.0%	92.3%



2021-2022 District-Wide Initiatives

2021-2022 School Counseling Plan (K-12)

2021-2022

WALLKILL CENTRAL SCHOOL DISTRICT COMPREHENSIVE SCHOOL COUNSELING PLAN

Committee Members: Mr. Danon, Mr. Derisse, Mr. Nace, Mrs. Reid-Apronti, Ms. Sinacori, Mrs. Terralavoro, Mrs. Veach, Mrs. DeStefano (HS teacher/parent), Mrs. Tejeda (staff/parent/community member), Mrs. Wager (MS teacher/parent/community member), Mr. Frisbie (board member/parent/community member), Mrs. Herrington (Asst. Superintendent), Ms. Pantaleone (MS Principal), Mr. Brown (ES Principal), Mr. Masopust (HS Principal), Mr. White (Director of Pupil Personnel)

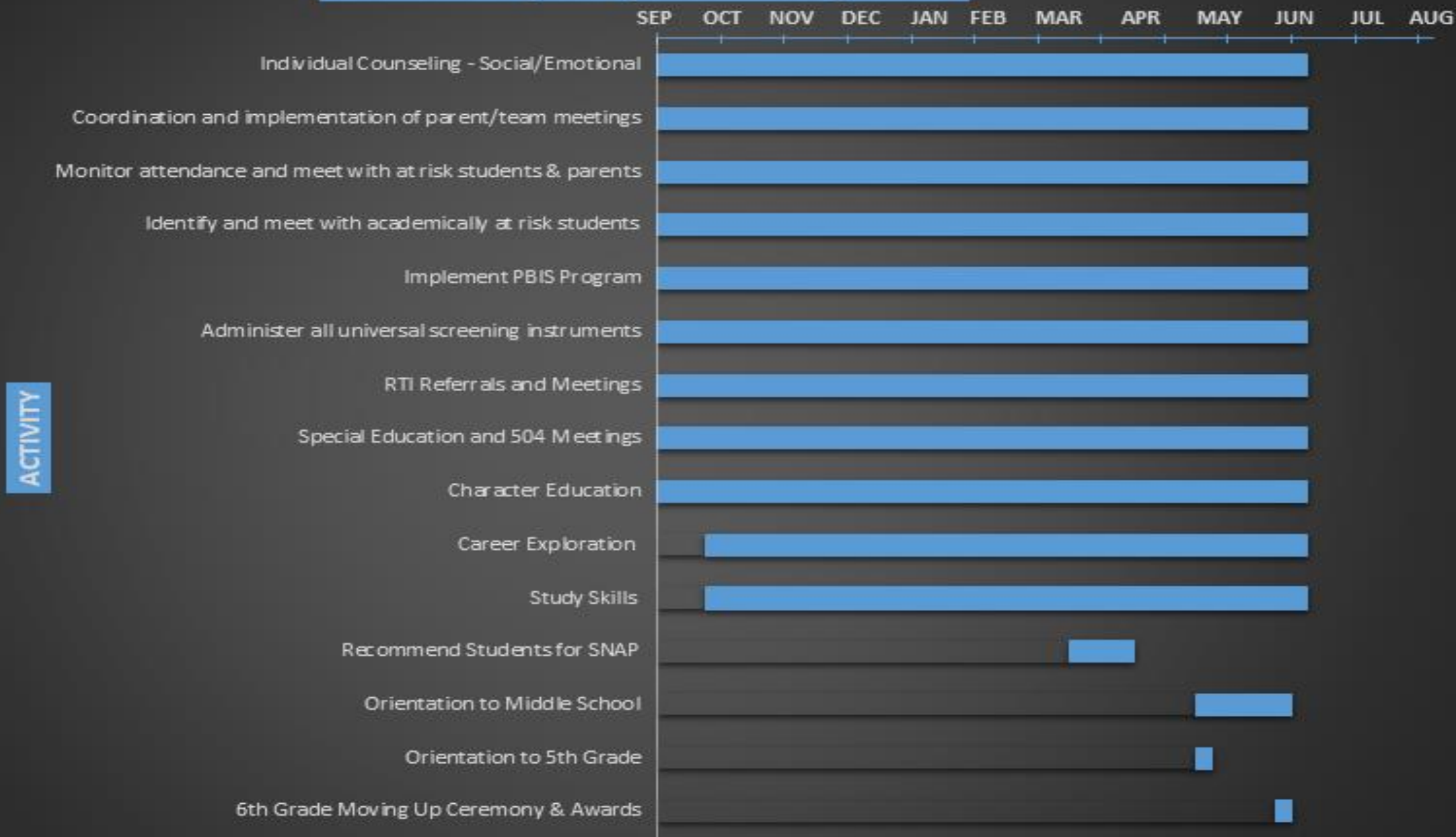
Progress on 2020-21 SY School Counseling Program Goals

- The school counselors collected and evaluated data for each goal on the 2020-2021 School Counseling Plan. The data was reviewed and informed the decisions when developing the goals for the 2021-2022 school year.
- * Goals that were not met for the 2020-2021 school year were discussed and a plan was developed to meet the goals in the 2021-2022 school year.
- Goals that were met were evaluated, discussed and determined if they needed to continue to be a goal.
- * Goals not met were due to COVID related constraints.

School Counseling Program Goals for Students in Grades K – 6

- **Goal 1:** By the end of the school year, 95% of K-6 students will have attended a career program (either in-person or virtually) designed to introduce them to non-traditional gender professions.
- **Goal 2:** The percentage of students who take the Grades 3-6 ELA exam will increase by five (5) percentage points for the 2021-2022 school year.
- **Goal 3:** The number of students who were absent for 18 or more days will decrease by 10%, for the 2021-22 school year.
- **Goal 4:** At least 95% of 6th grade students will participate in at least two middle school orientation activities.
- **Goal 5:** At least 95% of families with students in grade 6 who are in special education programming will have direct communication and access to middle school counselors as they meet for their child's annual review.
- **Goal 6:** 100% of students attending school will have access to school counselors and other intervention personnel on a daily basis to support them with their academic, social, and emotional needs. Counselors and other intervention personnel will reach out on a daily basis to check in with students and advise them of the resources available to them.

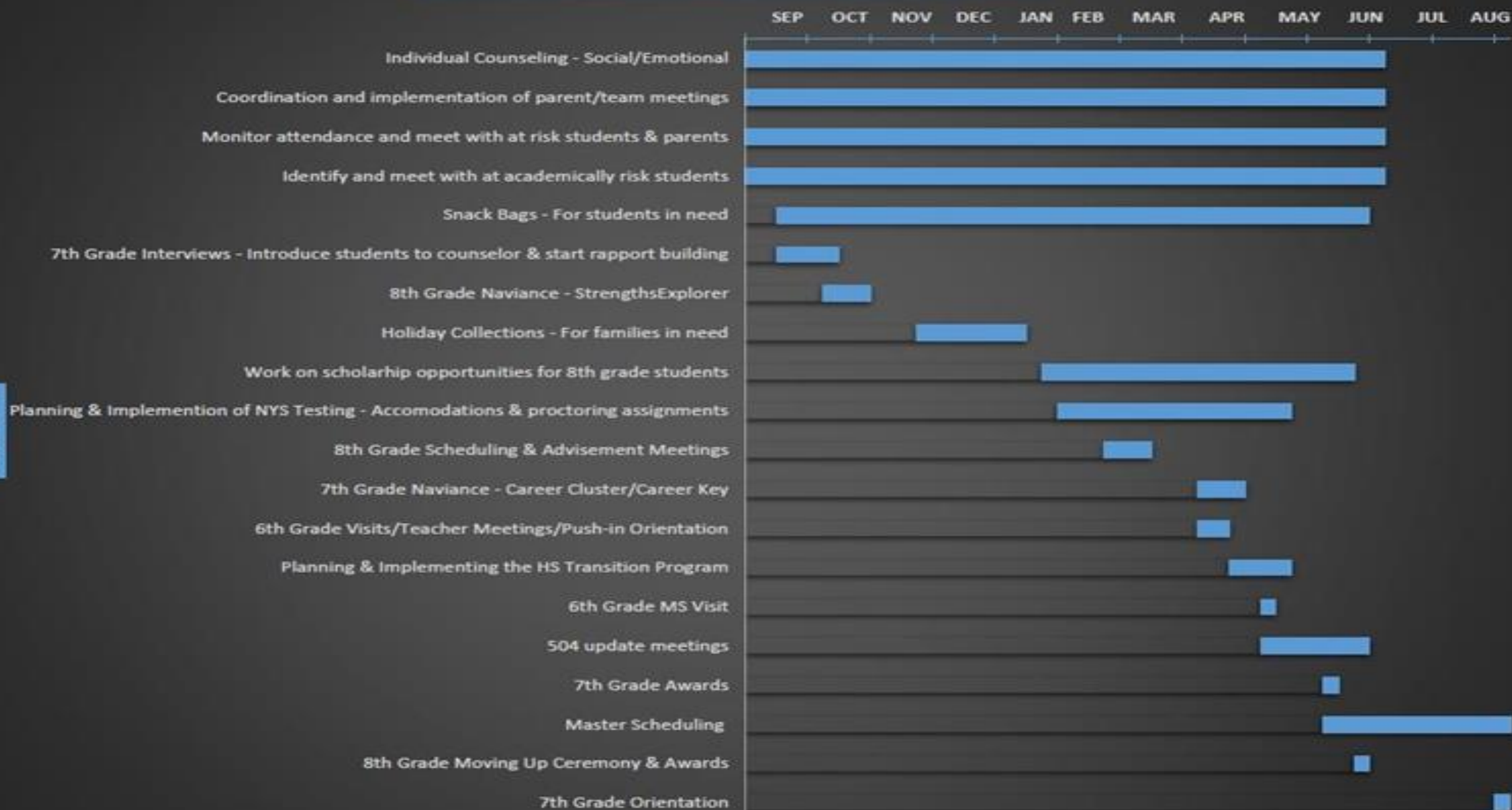
Elementary Scope and Sequence



School Counseling Program Goals for Students in Grades 7 – 8

- **Goal 1:** The number of students who are absent for more than 18 days will decrease by 15% by the end of the school year. Student attendance data will be measured quarterly through our student management system.
- **Goal 2:** Utilizing Naviance, 95% of our students will identify at least one career interest at the end of both 7th and 8th grade.
- **Goal 3:** Decrease the number of at-risk students, who have failed more than one core subject after two quarters, by 22% by the end of the school year.

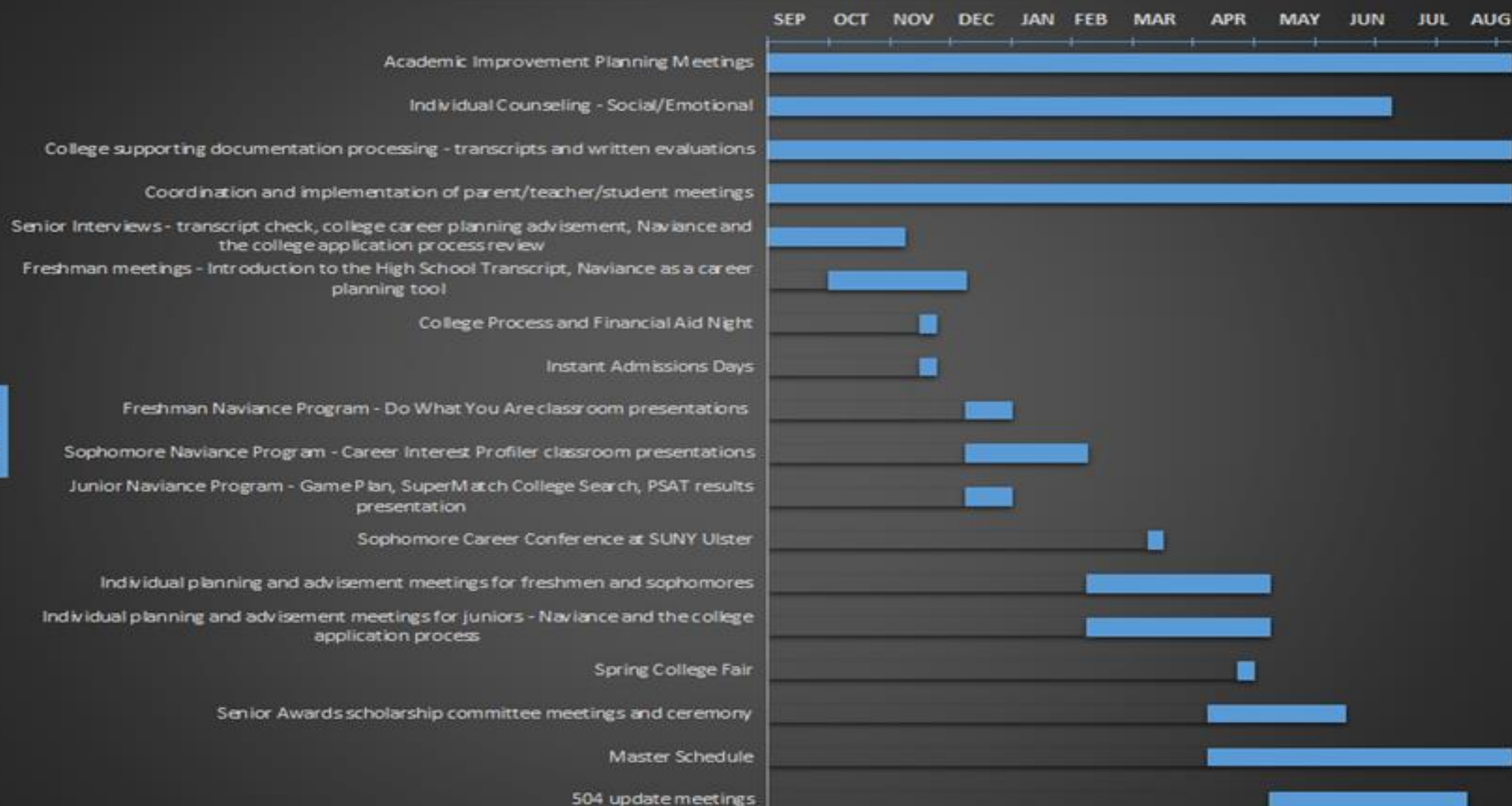
ACTIVITY




School Counseling Program Goals for Students in Grades 9-12

- **Goal 1:** 100% of students attending the Wallkill Central School District will be able to identify a post-secondary goal upon graduation.
- **Goal 2:** The number of students earning four (4) credits or more will increase by three (3) percentage points compared to the 2020-2021 school year.
- **Goal 3:** Increase the number of all students in grades 9-11 by ten (10) percentage points (if below 50% from the previous year) or five (5) percentage points (if above 50% from the previous year) that will complete grade appropriate activities (see scope and sequence chart below), through Naviance. These activities are designed to help them make informed decisions when selecting courses and creating post-secondary plans.
- **Goal 4:** The number of students who are absent for more than 18 days will decrease by 5% by the end of the school year.

High School Scope and Sequence







School Comprehensive Education Plan (SCEP) and District Comprehensive Improvement Plan (DCIP) Updates

Specifics to Wallkill's SCEP

SCEP – GOALS

1- We commit to enhance our teachers' instructional practices by supporting research-based educational approaches to meet all students' learning needs in all areas.

2- We commit to developing and implementing horizontal and vertical standards alignment amongst and across grade-level programs.

3- We commit to helping students and adults build trusting relationships as the foundation for being more engaged with learning and have increased awareness of their social-emotional needs.

FUNDING

During the 2021-22 SY the District will receive \$125,000. (\$75,000 for school and \$50,000 for District*).

*Note: \$50,000 is for implementation of the DCIP.

Strategies being Implemented at Clare F. Ostrander for the 2021-2022 SCEP

Strategies	Related Goal(s)
Professional Learning Communities (PLC)	One (1) and Two (2)
Trainings/Workshops such as Reading in the Content Area and FUNdations.	One (1) and Two (2)
Standard Alignment Committee and Documents	Two (2)
Daily survey of students' emotional well being	Three (3)
Training on De-Escalation Strategies	Three (3)
Positive Behavioral Intervention System (PBIS)	Three (3)

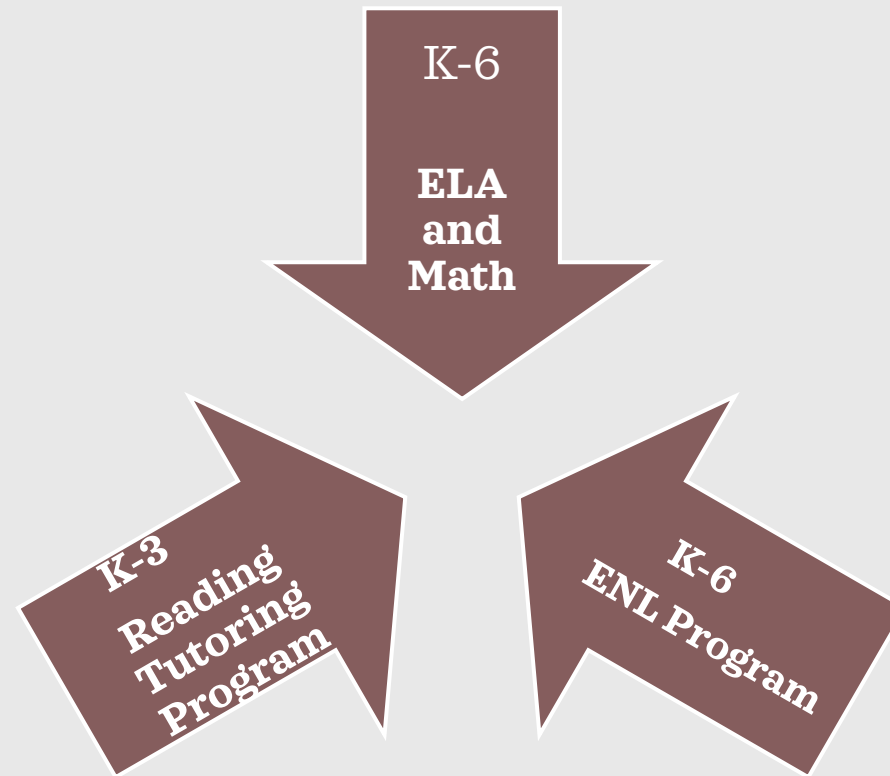




WALLKILL ELEMENTARY SUMMER PROGRAM

July 7-August 5, 2021

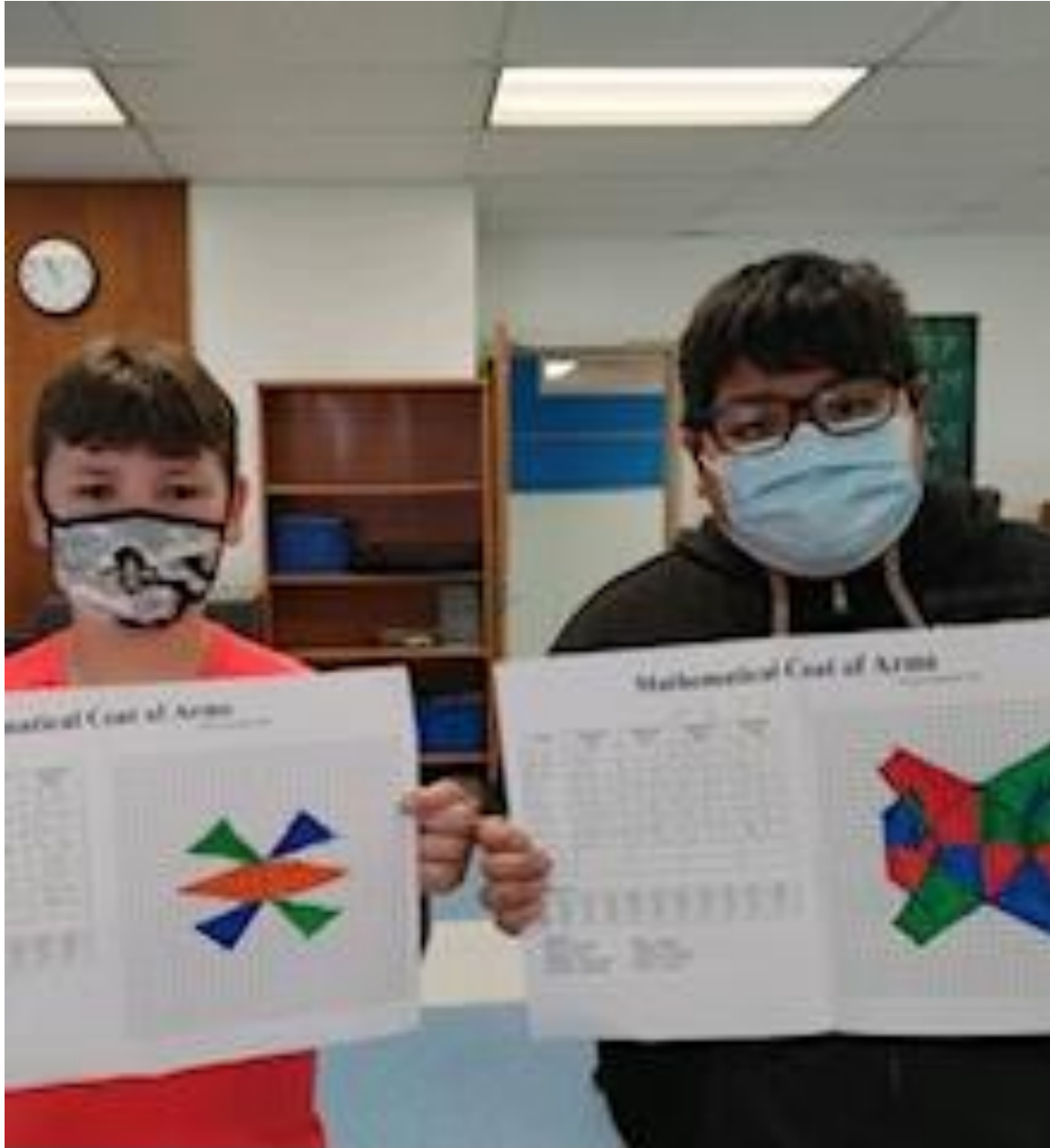
WCSD Summer School Program



Elementary Summer Program

- 178 students enrolled in the Wallkill Elementary Summer Program
- 21 classroom teachers were hired K-6
- 2 ENL/ELL teachers were hired
- There were 21 classes held in Wallkill for grades K-6
 - Seven (7) classes held at Ostrander Elementary
 - Seven (7) classes held at Plattekill Elementary
 - Seven (7) classes held at Leptondale Elementary
 - Students received instruction Monday - Thursday
 - The program ran from 9:00 a.m. - 11:00 a.m.
 - Bussing was provided for all students





K-6 Summer Curriculum

Curriculum was created by K-6 classroom teachers based on data from the 2020-2021 School year.

MATH and ELA

- Phonics - "FUNdations"
- Reading - "Literacy Footprints" from Pioneer Valley
- 3-6 reading passages
- New York State Literacy Standards
- Math - "Envision"
- New York State Math Standards

Progress Monitoring in ELA K-6

Areas of Strength:

Kindergarten: Letter ID, letter sound correspondence, tapping out sounds.

1st Grade: Letter sound correspondence.

2nd Grade: Sight words, decoding; finding main idea & details, retelling.

3rd Grade: Listening comprehension, making connections.

4th Grade: Using context clues to define unknown words.

5th Grade: Finding text evidence/details to support main idea, making connections

6th Grade: Identify themes in fictional text, analyzing texts for plot elements (setting, characters, problem & solution.)

Areas in need of improvement:

Kindergarten: sight words, writing

1st Grade: Decoding, sight words, writing

2nd Grade: Writing, sentence structure

3rd Grade: Reading comprehension, finding text evidence, writing

4th Grade: Inferencing, using text evidence, writing

5th Grade: Reading fluency, inferencing, writing

6th Grade: Reading fluency, writing, answering inferential questions

Progress Monitoring in Math K-6

Areas of strength:

Kindergarten: Number sense, identifying numbers 0-20

1st Grade: Use of strategies to solve math problems, number sense, place value.

2nd Grade: Use of strategies to solve math problems

3rd Grade: Finding area, + and - with regrouping,

4th Grade: Place value, comparing numbers, geometry, adding and subtracting fractions

5th Grade: Multiplication facts, geometry

6th Grade: 2 step equations, finding area

Areas in need of improvement:

Kindergarten: Writing numbers, subtraction

1st Grade: Fact practice + and -

2nd Grade: Fact practice + and -, add and subtraction problems using borrowing/regrouping, word problems

3rd Grade: Math fluency (add, sub, multiplication and division)

4th Grade: Multiplication facts, long division, simplifying fractions.

5th Grade: Math vocabulary, place value, rounding, & decimals, word problems.

6th Grade: Finding percent of a number, adding and subtracting fractions, word problems

Recommendations for Home

ELA

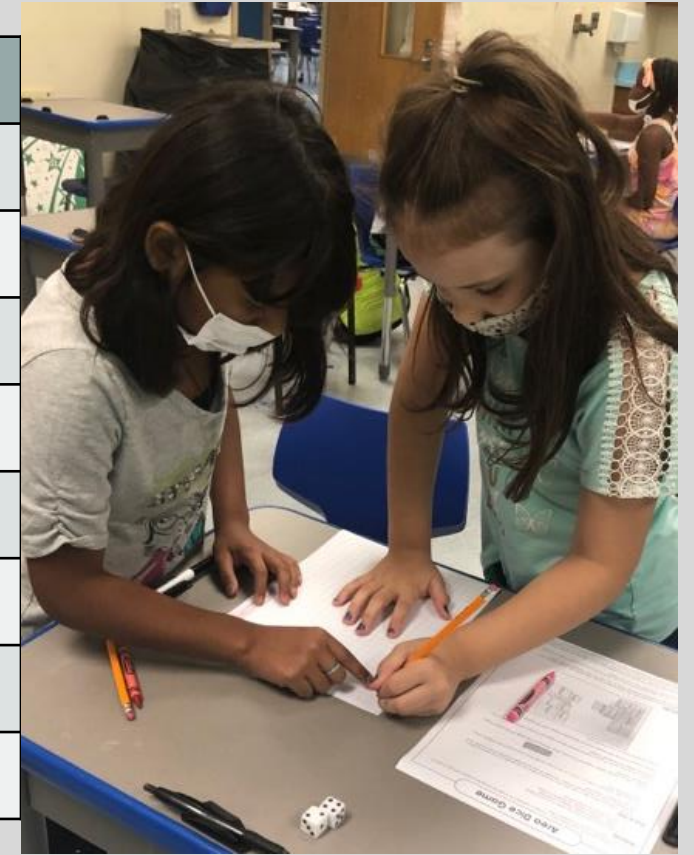
- Sight word practice
- Independent reading practice
- Writing

Math

- Fact practice

Enrollment by School and Grade (Total Enrollment 178)

Grade	OSTRANDER	LEPTONDALE	PLATTEKILL
K	15	9	5
1	11	9	9
2	11	8	12
3	6	4	14
4	6	8	14
5	5	7	5
6	4	8	8
Total	58	53	67



Attendance Rate

There were 18 days the students could attend the **Wallkill Elementary Summer Program**



The attendance rate was 77%

- Ostrander Elementary 83%
- Plattekill Elementary 75%
- Leptondale Elementary 74%

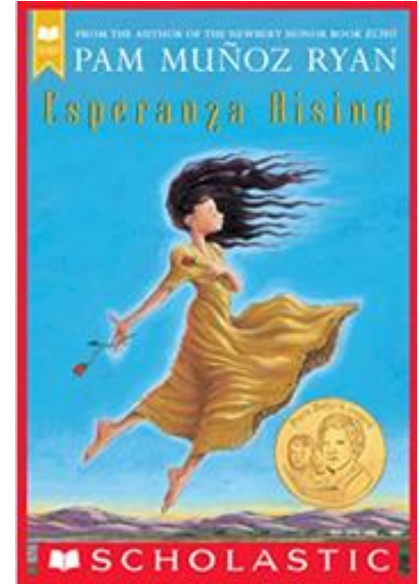
Summer School Attendance

Grade	OSTRANDER	LEPTONDALE	PLATTEKILL
K	92%	56%	84%
1	86%	76%	55%
2	78%	67%	90%
3	84%	69%	76%
4	77%	85%	67%
5	72%	84%	73%
6	92%	82%	84%
Average	83%	74%	75%



ENL MORNING SUMMER PROGRAM

- Ms. Ippolito and Mrs. Estrada ran the morning ENL Morning Summer Program
- Students were picked up by bus and arrived at Plattekill Elementary by 7:30 a.m. Monday – Thursday
- Chef Ippolito made a fresh homemade breakfast for Students
- Students listened to *Esperanza Rising* by Pam Munoz Ryan. This was read in English and Spanish. Students were engaged and active participants in discussing the story.



Virtual Summer Reading Tutoring Program

- 57 students in grades K-3 enrolled in the Virtual Summer Reading Tutoring Program
- 5 Reading Teachers were hired
- Students received instruction 2 days a week for 30 minutes each day
- 8 students at Ostrander were in the tutoring and summer program
- 9 students at Plattekill were in the tutoring and summer program

Summer Reading Tutoring Program Curriculum

Review and improve foundational literacy skills
using multisensory techniques

- Open and closed syllables
- Blends
- Segmenting sounds
- Reading CVC/CVCC words
- Oral reading
- Self-correcting
- Sight words

Reading- Enrollment by School and Grade

(Total Enrollment 57)

Grade	OSTRANDER	LEPTONDALE	PLATTEKILL
K	0	5	6
1	5	6	6
2	7	7	7
3	1	5	2
Total	13	23	21

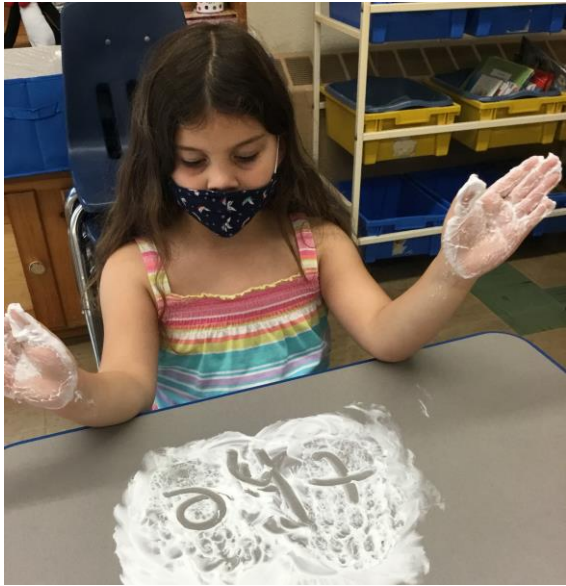



Summer Program feedback

- As a new teacher, the strong collaboration and communication between staff made it very easy to ask questions, find information and resources. Another strong aspect of the summer school program were the provided resources. We were given an abundance of them to help teach any lesson.
- It gave students the opportunity to maintain learned skills and to assist with regression.
- One strength of the program was the class sizes. I found I could be more individualized with my teaching while supporting everyone's needs. I also found like that fact the although the curriculum was provided by the district, we were able to make it our own and it was flexible.
- In person instruction was a huge benefit to most of my summer school student. Most of my students were remote part of the year or most of the year.
- Mrs. Harjes was on top of helping everyone. She visited often. The program was put together nicely and touched on a lot of skills that help build a foundation for more advanced skills.
- It was beneficial for students to receive reading intervention over the summer to help maintain skills.
- The addition of bus for early ENL program and breakfast for students was beneficial.
- Giving the students more individualized instruction benefits the students in the long run. The days weren't too long so the students were focused practically the entire time.









THANK YOU TO CENTRAL
ADMINISTRATION AND THE BOARD OF
EDUCATION FOR ALLOWING US TO RUN A
SUCCESSFUL SUMMER PROGRAM FOR
OUR WALLKILL STUDENTS.



Summer School 2021

Wallkill Central School District

Grades 7-12

Presented by:

David Albert

Secondary Summer School Principal

Agenda

- ▶ Purpose
- ▶ Planning
- ▶ Numbers
- ▶ Instruction
- ▶ Schedule
- ▶ Courses
- ▶ Process
- ▶ Technology
- ▶ Results
- ▶ Q & A

Together We Can Make a Difference





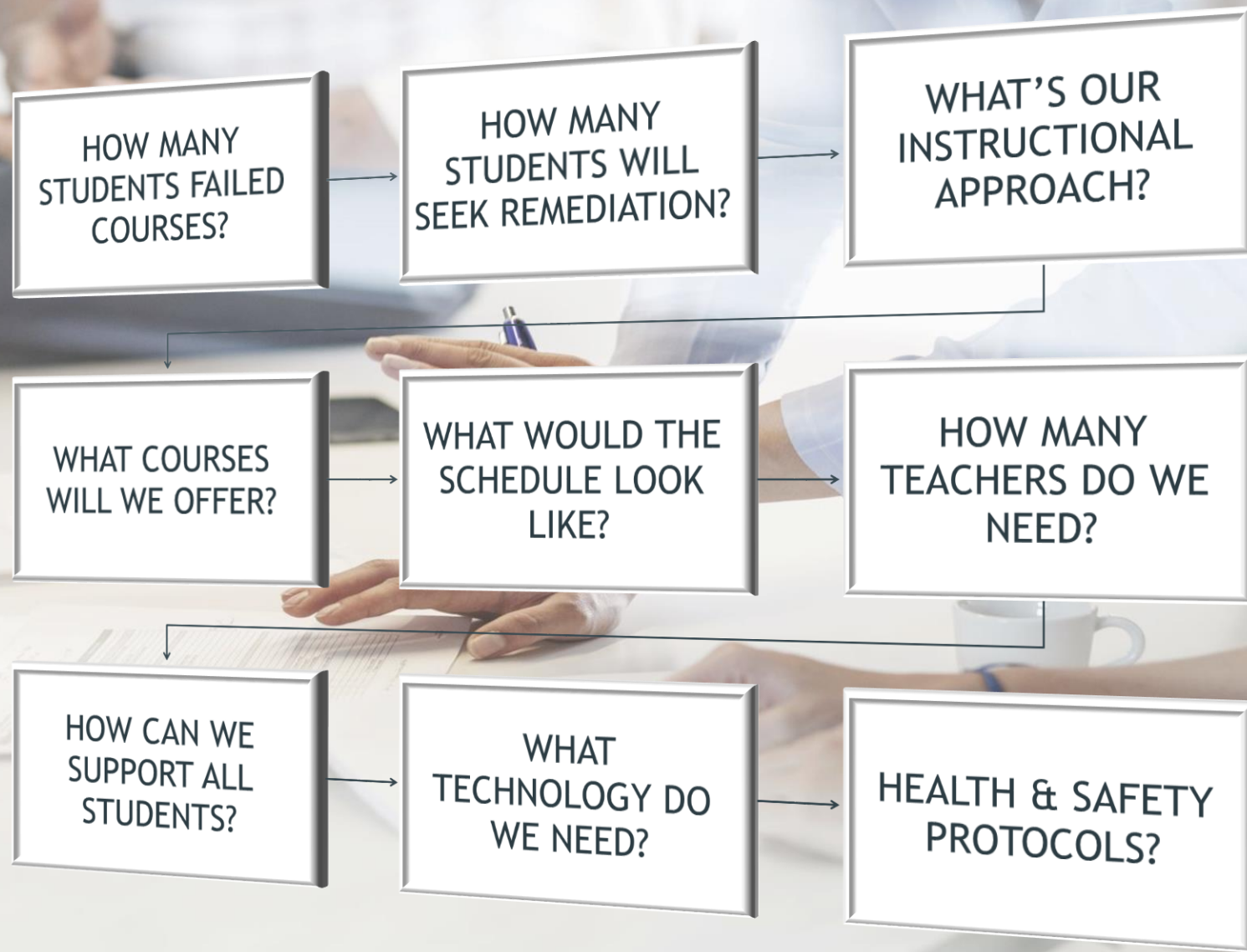
Purpose

To provide students with an opportunity for academic remediation (7-8) and credit recovery through a student-centered approach to teaching and learning.

Academic
Remediation
Grades 7-8

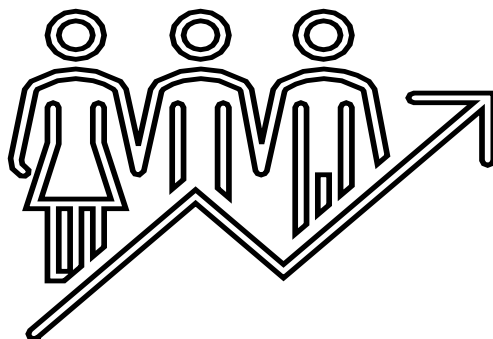
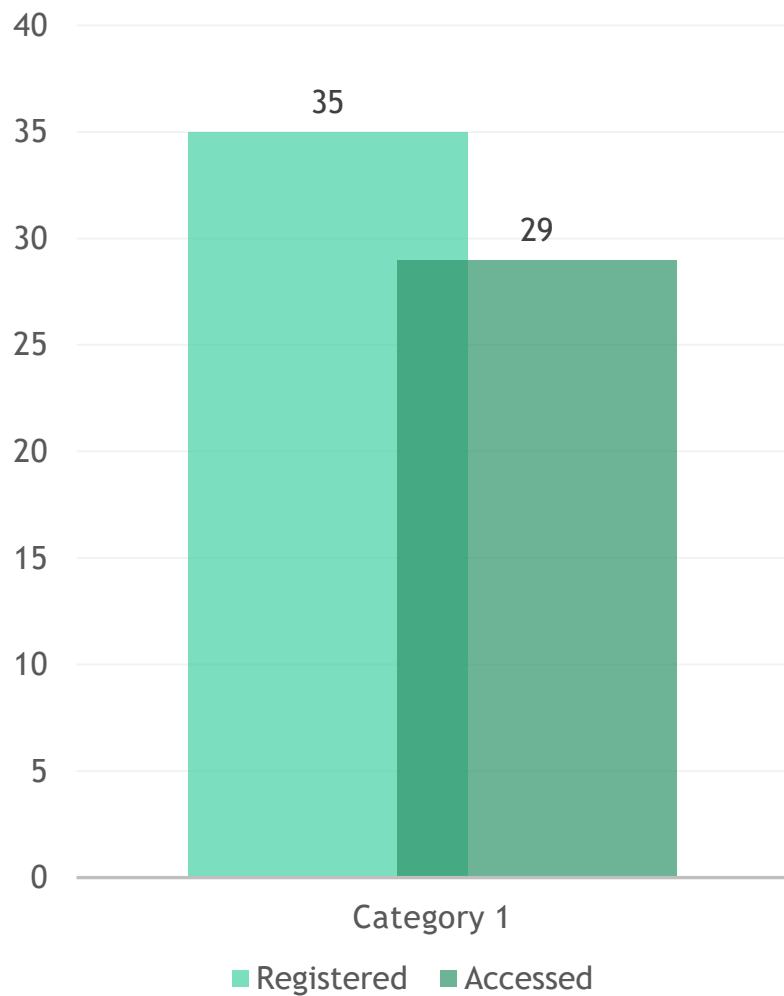
Credit
Recovery
Grades 9-12

Planning

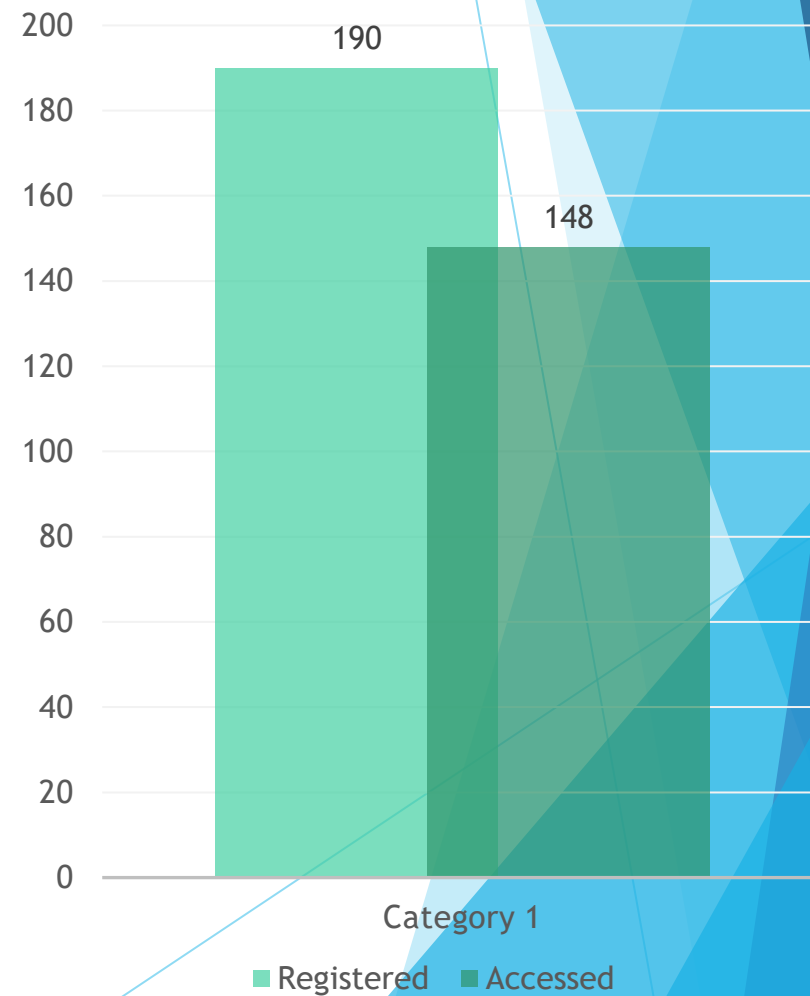


Numbers

Grades 7-8



Grades 9-12



Instructional Approaches

Grades 7-8

- ▶ Live In-Person Instruction
- ▶ Cohort Model
- ▶ Focus on Academic remediation in Math and ELA
- ▶ Incorporate Project-Based Learning
- ▶ Utilize Technology in the Classroom
- ▶ Provide Additional Support through Co-Teaching Model
- ▶ Adherence to Health/Safety Guidelines due to COVID-19

Grades 9-12

- ▶ Remote Instructional Model
- ▶ Provide All Students Access to Program During Pandemic
- ▶ Focus on Credit Recovery through Mastery of Course Content
- ▶ Learning Through Live Interaction and Technology Integration
- ▶ Office Hours Available Before and After Classes
- ▶ Provide Student Support Through Special Education Teachers
- ▶ Adherence to Health/Safety Guidelines due to COVID-19

- 6 Week Program
- July 6th-August 12th
- Monday-Thursday
- 23 Days of Instruction

MON	TUE	WED	THU	FRI	SAT	SUN

Session 1: 9:00-10:00*

Session 2: 10:00-11:00*

*Summer Learning Academy students alternated between ELA and Math instruction with their respective cohort

Office Hours: 8:30-9:00

Session 1: 9:00-10:30

Session 2: 10:45-12:15

Office Hours: 12:15-12:45

The Process

Attendance

- Attendance was monitored through Schoology.
- Students who exhibited poor/inconsistent attendance were tracked and logged through Microsoft Teams.
- There was a direct correlation between attendance and success.
 - Students who accessed the program but did not receive course credit (25), averaged 7.5 days absences/course (34% of program)

Live Interaction/ Pedagogical Approach

- Instructional Approach
 - Mini-Lesson/Lecture
 - Group/Individual Practice
 - Reunite for Closing Discussion and Assessment
- Teachers utilized Zoom Breakout Rooms to facilitate student collaboration.
- Group or individual support for students in real time

Assessment/Grading

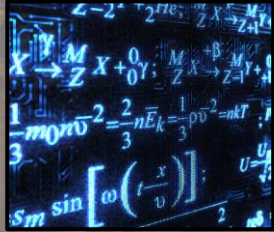
- **Consistent Practices**
- **Participation**
 - Integrated Attendance Incentive into Grading
- **Assignment Portfolio**
 - Classwork
 - Discussion Boards/Posts
 - Essays
 - Group Activities
 - Projects
 - Quizzes
 - Tests
- **Final Assessment**
 - Final Project
 - Final Portfolio
 - Final Exam
 - Final Presentation

Communication

- Parent Email, Phone Calls, and Zoom Meetings
- All communication with parents recorded in contact logs.
- 3-Week Progress Report Mailed Home to Parents
- Regular check-in with students of concern.
- Daily check-ins with teachers and support staff.

High School Courses

Math



- Algebra 1
- Algebra 1A
- Algebra 1B
- Geometry
- Math Essentials

Science



- Living Environment
- Conservation
- Earth Science

English



- English 9
- English 10
- English 11
- English 12

History



- Global 9
- Global 10
- US History

Technology



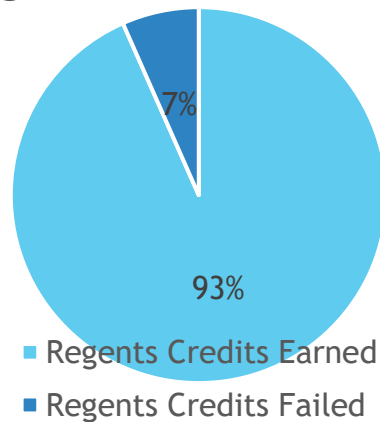
- Distance learning facilitated through 1:1 Chromebook initiative
- Technology Department provided designated support hotline for students
- Schoology as virtual learning platform
 - Attendance, assignment submission, gradebook, communication
- Live instruction through Zoom videoconferencing
 - Breakout rooms
 - Group assignments/discussions, testing accommodations, student support
- Software as a tool for formative/summative assessment
 - Go Formative, Quizlet, etc.
- Microsoft Office 365 as a collaboration tool
 - Access to shared documents
 - Translator, immersive reader
 - Remote access for staff



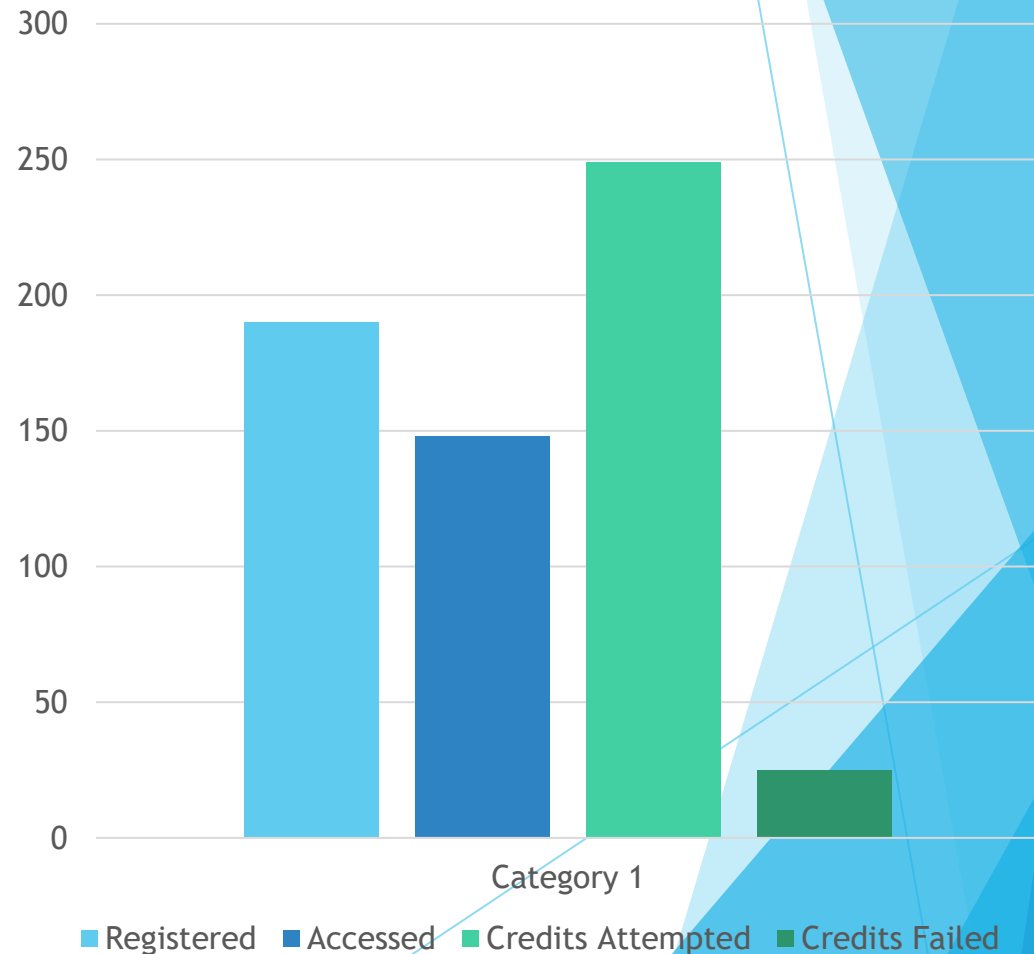
High School Success!

- ✓ **90% of Credits Attempted by Students who Accessed Program Earned Course Credit!**
- ✓ **93% of Students Who Were Eligible Received Regents Credit!**
- ✓ **224 Course Credits Recovered (66 in 2020)**
- ✓ **127 Regents Exam Credits Earned**

Regents Credits Attempted



Enrollment & Course Credits
Grades 9-12



High School Summer Data

Year	Course Credits Earned	Student Pass Rate	Regents Credit Earned	Regents Exam Pass Rate
2019	114	93%	57	65%
2020	66	96%	40	N/A*
2021	224	90%	127	N/A*

** NYSED waived August 2020 & 2021 Regents Exams due to COVID-19 school closures and hybrid schedules*



Any
Questions

Professional Development Plan 2021-2023

PROFESSIONAL DEVELOPMENT COMMITTEE MEMBERS:

Y. HERRINGTON, N. HARJES, BMASOPUST, N. PANTALEONE, A. WHITE, D. ALBERT, B. CURIALE, T. CUSTY, J. IPPOLLITO, R. LEONARDI, D. LYNCH, K. LYNCH, K. ROLON, T. YURO-CLARK, A. GREANY, Y. HAGAR, E.KNAP, V. NUNEZ, M. PELOSA, A.SANCHEZ, M. SERVANT, J. SHANLEY, C. VALENCIA, N. DAVIS

Areas of Focus:

Continue to provide teachers with resources and professional development to conduct data analysis

Mapping Updates
(ELA, Math, Science, Social St.)

K-8 strategies to teach writing

Strategies for working with students with dyslexia (OG, foundations, and Reading in the Content Areas)

Special Education Best Practices for IEP development, setting goals, measuring goals, instructional practices (SCEP)

Managing students' social-emotional well being and behavior

Focus on student attendance

New York State Culturally Responsive-Sustaining Framework

Instructional Technology Implementation

Best practices for meeting the needs of ELLs in content areas

K-12 Science Professional Development

Provide HS Social Studies Teachers with professional development designed to assist them in aligning instruction in US History to the new regents exam