

Denise Alterio

Wallkill Central School District
1500 Route 208, PO Box 310
Wallkill, NY 12589
(845) 895-7103

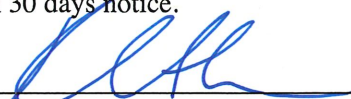
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JUN 24 2024
Ass't Superintendent
of Educational Services

Agreement made this July 3, 2024, between the Wallkill Central School District [District], 1500 Route 208, PO Box 310, Wallkill, New York 12589 and Denise Alterio, Inc. (Federal Tax ID #45-3741557) [Consultant], having physical place of business at 48 Maurizi Lane, Woodstock, NY 12498 in accordance with the following terms and conditions:

1. The contractor agrees to provide professional development services in the areas of (1) K-8 MTTS Committee, (2) K-6 ELA Teachers, grade level meetings, (3) K-6 ELA Teachers Job-Embedded/Coaching Support, (4) K-6 ELA Mappers, and (5) K-6 Assessment Committee in the Wallkill Central School District.
2. The services will be provided at The Wallkill Central School District.
3. The District shall pay the consultant \$1,050.00 per day or \$550 for half-day sessions (4 hours or less) for a total not to exceed 47 full days.
4. District commitment for services rendered from July 3, 2024 through June 30, 2025 shall not exceed \$49,350.00.
5. The consultant will provide regular reporting of work completed and submit a written report to the Assistant Superintendent for Educational Services for review.
6. This agreement is the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, oral or written, expressed or implied, not incorporated into this agreement are superseded. This agreement may not be amended or supplemented in any way, except in writing, dated and signed by authorized representatives of both parties.
7. This contract may be terminated by either party without cause upon 30 days notice.

Denise Alterio

Consultant (Denise Alterio)


Superintendent of Schools

June 24, 2024

Date

Date

**Wallkill Central School District
English Language Arts & MTSS Support
2024-2025 Proposal**

**“Teaching is only
demonstrating that
it is possible.
Learning is making it
possible for yourself.”**

—PAULO COELHO

Submitted by Denise Alterio
48 Maurizi Lane Woodstock, NY 12498
845.943.8506
denisealterio@yahoo.com
May 20, 2024

Goals

1. **MTSS Summer Team:** Develop a repository framework for progress monitoring tools and interventions, organized by key areas of literacy and specific skills. Populate the repository with resources (as many as possible within the time allocated)
2. **K-6 , 7-8 ELA, and 7-8 ELA AIS:** Utilize the Progress Monitoring and Interventions Repository, including STAR resources, to support data-driven small group instruction as part of the Multi-Tiered System of Supports (MTSS)
3. **K-6 and 7-8 ELA:** Implement the writing scope and sequence based on the Next Generation ELA Standards for language, writing, and speaking and listening. Computer Science and Digital Fluency Standards, and vocabulary expectations focusing on the use of unit vocabulary (grades K-8) and affixes and roots (grades 4-8).
4. **7-8 ELA AIS:** Select and implement reading interventions. Explore and apply The Writing Revolution methodologies for complex sentences, single paragraph outlines, and multi-paragraph outlines.
5. **K-6 and 7-8 ELA:** Implement instructional practices that support writing and vocabulary expectations such as the Hochman Method for Writing, Thinking Maps, The Painted Essay, and Writing about Reading.
6. **K-6 :** Administer district writing benchmarks and collaboratively use district rubrics/checklists to identify writing anchor papers.
7. **K-6:** Consider and apply Tier 1 instructional practices aligned with Science of Reading (SoR) research findings, in the areas of vocabulary, text sets (including the use of AI to generate texts), and comprehension, as well as high impact practices and enabling structures and processes outlined in the NYSED Literacy Briefs (2024). [Please click here for more information](#) about the Literacy Briefs.
8. **K-8 ELA Mappers:** Update Curriculum Maps for the 2024-2025 and 2025-2026 school years
9. **K-6 Assessment Committee:** Reflect on District Assessment Calendars and revise (Spring 2025) based on [assessment recommendations](#)
10. **K-8 and District Administration:** Identify strategies to support goals and determine next steps

Participants

- MTSS Summer Team (Goal 1)
- K-8 ELA Teachers (Goals 2, 3, 5, and 6)
- K-6 Teachers (Goal 7)
- 7-8 ELA AIS Providers (Goals 2 and 4)
- K-8 ELA Mappers (Goal 8)
- K-6 Assessment Committee (Goal 9)
- K-8 and District Office Administration

Proposed Schedule

MTSS Summer Team 4 DAYS		
Days	Participants	Purpose
July 15, 2024 July 16, 2024 In person	MTSS Summer Team	<ul style="list-style-type: none">● Develop a repository framework for progress monitoring tools and interventions, organized by key areas of literacy and specific skills. Populate the repository with resources (as many as possible within the time allocated)
2 Days Asynchronous July and August 2024	Denise Alterio	<ul style="list-style-type: none">● Organize recommended resources for committee's consideration, review committee's draft, create working copy for sharing with all teachers for the 2024-2025 school year

K-6 ELA Teachers Fall Grade Level Meetings 7 DAYS		
Days	Participants	Purpose
October 9, 2024	Kindergarten	<ul style="list-style-type: none"> Rollout and prepare to utilize the Progress Monitoring and Interventions Repository, including STAR resources, to support data-driven small group instruction as part of the Multi-Tiered System of Supports (MTSS) Consider and plan applications of concrete writing resources such as the Hochman Method for Writing, Thinking Maps, The Painted Essay, and Writing about Reading to support implementation of the writing scope and sequence Consider and apply Tier 1 instructional practices aligned with Science of Reading (SoR) research findings, in the areas of vocabulary and text sets, including the use of AI to create passages Sign Ups for Coaching Sessions
October 8, 2024	Grade 1	
October 2, 2024	Grade 2	
October 1, 2024	Grade 3	
September 26, 2024	Grade 4	
September 25, 2024	Grade 5	
September 24, 2024	Grade 6	

K-6 ELA Teachers Winter/Spring Grade Level Meetings 7 DAYS		
Days	Participants	Purpose
March 20, 2025	Kindergarten	<ul style="list-style-type: none"> Administer district writing benchmarks and collaboratively use district rubrics/checklists to identify writing anchor papers. Consider and apply Tier 1 instructional practices aligned with Science of Reading (SoR) research findings in the areas of high impact practices and enabling structures and processes outlined in the NYSED Literacy Briefs.
March 6, 2025	Grade 1	
March 5, 2025	Grade 2	
March 4, 2025	Grade 3	
February 27, 2025	Grade 4	
February 26, 2025	Grade 5	
February 25, 2025	Grade 6	
Snow Dates:	February 28, March 3, and March 21	

K-6 ELA Teachers**Coaching Days**

12 DAYS (4 per building)

Day 1: Grade Level Meetings to Determine Coaching Goals and Schedule Days 2,3, and 4

Day 2: Individual Coaching Sessions

Day 3: Individual Coaching Sessions

Day 4: Individual Coaching Sessions

Days	Participants	Purpose
Dates To Be Determined: November 2024 - April 2025		
Plattekill Elementary School: Day 1 - Day 2 - Day 3 - Day 4 -	K-6 Teachers Day 1: Grade Level Meetings for all Grade Levels, gather information to create schedule for coaching sessions on Days 2-4 Days 2-4: Schedules to be determined. Individual Coaching Sessions with teachers. Part 1 and Part 2 sessions will be scheduled for teachers across Days 2-4.	<ul style="list-style-type: none">● Provide differentiated coaching support with options including:<ul style="list-style-type: none">○ data analysis for small group planning○ model lessons○ co-taught lessons○ lesson observation and feedback meeting○ development of and planning with resources (e.g. text sets, TWR slides) <p>Please see Appendix A for more information on coaching options and scheduling.</p>
Ostrander Elementary School: Day 1 - Day 2 - Day 3 - Day 4 -		
Leptondale Elementary School: Day 1 - Day 2 - Day 3 - Day 4 -		

7-8 ELA Teachers Winter Meeting 1 DAY		
Days	Participants	Purpose
January 15, 2025 Snow Date: January 16, 2025	Grades 7 and 8 ELA Teachers	<ul style="list-style-type: none"> ● Rollout and prepare to utilize the Progress Monitoring and Interventions Repository, including STAR resources and curriculum-based-measurement, to support data-driven small group instruction as part of the Multi-Tiered System of Supports (MTSS) ● Consider and plan applications of concrete writing resources such as the Hochman Method for Writing, Thinking Maps, The Painted Essay, and Writing about Reading to support implementation of the writing scope and sequence

7-8 ELA AIS 2 DAYS		
Days	Participants	Purpose
Fall - September 12, 2024 Winter - January 13, 2025 Snow date : January 14, 2025	7-8 ELA AIS Providers	<ul style="list-style-type: none"> ● Select and implement reading interventions, including vocabulary development, Orton-Gillingham practices, and the connection between reading and writing ● Explore and apply The Writing Revolution methodologies for complex sentences, single paragraph outlines, and multi-paragraph outlines.

K-8 and District Office Administration 2 DAYS		
Days	Participants	Purpose
Day 1 - October 10, 2024 Day 2 - March 24, 2025	Individual Meetings and/or Group Meetings	<ul style="list-style-type: none"> Identify strategies to support goal attainment and determine next steps

K-6 Assessment Committee 4 DAYS		
Days	Participants	Purpose
Grades K-2 - May 20, 2025 Grades 3-4 - May 21, 2025 Grades 5-6 - May 22, 2025 Reading AIS - May 19, 2025	Assessment Committee	<ul style="list-style-type: none"> Evaluate and revise district assessment calendars based on assessment recommendations

K-8 ELA Mappers 5 DAYS		
Days	Participants	Purpose
July 1, 2024	ELA Mappers Grades 2, 3, and 5	<ul style="list-style-type: none"> Update Curriculum Maps for the 2024-2025 school year
June 2025 Dates To Be Determined 4 Days	ELA Mappers	<ul style="list-style-type: none"> Update Curriculum Maps for the 2025-2026 school year

Asynchronous 3 DAYS		
Days	Participants	Purpose
To Be Used as Needed	Denise Alterio	<ul style="list-style-type: none"> Research, review, develop, and create resources as directed by Anthony White to support project goals

Projected District Commitment

Total district commitment not to exceed \$49,350.00 (47 Days)

\$1050.00 per diem for full day sessions

\$550.00 for half day sessions (4 hours or less)

Comments

The specifications are tentative and may be modified to address the specific needs of Wallkill Central School District. To accept the proposal, please furnish a district contract/purchase order by June 30, 2024.

Please provide a list of 'dates to avoid' to facilitate proactive scheduling of sessions.

Please contact denisealterio@yahoo.com or 845-943-8506 to review the project specifications or discuss needed revisions. Thank you for the opportunity to partner with your district.

APPENDIX A

Coaching Session Options		
Option	Part 1	Part 2
A: Observation and Feedback Meeting	30-minutes (1 slot) - Denise Visits Class to Observe a Teacher's Lesson	30-minutes (1 slot) - Meeting with Teacher to Share Feedback and Plan Next Steps
B: Pre-planning Meeting, Demo Lesson, and Debriefing Meeting	30-minute planning meeting with an individual teacher to discuss instructional needs, consider data, and plan for the Part 2 class visit when Denise will model or co-teach a lesson	45-minutes Total to be split for the following purposes: Class visit for Denise to model/co-teach a lesson and Meeting with the individual teacher following the lesson to debrief and plan next steps
C: Pre-planning, observation/co-teaching, and Debriefing Meeting	30-minute planning meeting with an individual teacher to co-plan for the Part 2 lesson that the teacher will teach	45 minutes Total to be split for the following purposes: Class visit to observe teacher and Debrief meeting following the class visit with the individual teacher
D: Individual Meeting	30 minutes - Meet to review data and answer questions (no Part 2 needed)	30 minutes - Meet to review data and answer questions (no Part 2 needed)