

COMPREHENSIVE DISTRICT EDUCATIONAL PLANNING (CDEP)

WEDNESDAY, FEBRUARY 28, 2024

AGENDA

- Welcome
- District Curriculum and Instructional Happenings
- Universal Pre-Kindergarten (UPK)
- The District's Reading Program and How it Relates to the "Science of Reading"
- School Improvement Teams (SIT) Meet to Review Current Plans and Develop Plans for the 2024-2025 School Year
- SIT Reports out to CDEP Committee on the Progress of 2023-2024 School Year Plan and Developed 2024-2025 School Year Plans



A rectangular sign with a white background and a black border, mounted on a dark gray wall. The sign is framed by a thick black border. The word "WELCOME" is written in the center of the sign in a bold, black, sans-serif font. The sign is positioned above a wooden floor.

WELCOME

DISTRICT CURRICULUM AND INSTRUCTIONAL HAPPENINGS

- New High School Courses for 2024-2025
 - Spanish 6 (Dual Enrollment through SUNY Ulster)
 - American Sign Language (ASL) III
 - Financial Literacy
- Courses receiving college credit for the first time in 2024-2025
 - Conservation ADV (SUNY Ulster)
 - Journalism (MSMC)
 - Public Speaking (SUNY Ulster)

DISTRICT CURRICULUM AND INSTRUCTIONAL HAPPENINGS CONTINUED

- Writing Instruction
- Multi-Tier System of Support (MTSS)
- Itinerant support from BOCES
 - Science (3 days per week)
 - Technology (focused on Computer Science and Digital Fluency Standards)
- Math Support
 - Jane O'Donnell
- ELA Support
 - Denise Alterio
 - Barbara Curiale

WRITING ENTERING AND EXITING EXPECTATIONS SCOPE AND SEQUENCE SPREADSHEET

Writing Scope and Sequence		Definition & Purpose, Comments, & Key - bottom SEPTEMBER 2023								
Writing: Micro-Level		Scope & Sequence								
		B= Beginning	D= Developing (Reinforce)			S= Secure (Mastery)				
1	PreWriting: Brainstorming and Plan	K	1	2	3	4	5	6	7	8
A.	Letter Formation, Grip and Posture	B	S							
B.	Collaborate to discuss ideas for writing		B	D	S					
C.	Determine what the question is asking and the type of response needed (comp/contrast, cause/effect, sequence, description, argument, informational text)	model	model	B	D	D	D	D	D	S
D.	Select and use the appropriate graphic organizer to organize the ideas (content) for the response based on what the question is asking (e.g. Flow Map for a response requiring sequential information, a Multi-flow Map for a response requiring cause/effect information, a Tree Map for a response requiring information organized by categories, a Venn diagram for comp/contrast questions, a Brace Map for Arguments)	model	model	model	B	D	D	D	D	S
E.	Use Single Paragraph Organizer (SPO)			B	D	S				
F.	Use Multi-Paragraph Outline (MPO)					B	D	D	D	S
G.	List vocabulary words to use in writing	model	model	B	D	D	D	D	D	S

WRITING BENCHMARK PROMPTS

WRITING BENCHMARK PROMPTS

Developed Fall 2023

KINDERGARTEN		
Beginning of Year Prompt (Sept)	Skills Assessed	Link to Rubric or Checklist
Middle of Year Prompt (Dec)	Skills Assessed	Link to Rubric or Checklist
End of Year Prompt (April)	Skills Assessed	Link to Rubric or Checklist



UNIVERSAL PREKINDERGARTEN (UPK)

UPDATE ON THE 2023-2024 UPK PROGRAM

- Two (2) sections of In-House UPK with eighteen (18) students in each section. One (1) section is at Ostrander Elementary School and the other section is at Plattekill Elementary School.
- We have contracted with two (2) outside agencies; Building Blocks Childcare, Inc. and Most Precious Blood (MPB)
 - Building Blocks has eight (8) students
 - MPB has thirty-six (36) students
- There are currently no students on the waitlist.
- Teachers are using Play Based Learning to teach the focus skills (standards) for prekindergarten in the following developmental domains:
 - Character Education/Communication, Language and Literacy/Cognition and Knowledge of the World/Physical Development

2023-
2024



A DAY IN UPK



Barbara Bouck
Kailen Stey

DOMAIN 1

Approaches to Learning

How children become involved in learning and acquiring knowledge.





DOMAIN 2

Physical Development and Health:

Children's physical health
and ability to engage in
daily activities, both
outdoors and inside.





DOMAIN 3

Character Education Development

**The emotional
competence and ability
to form positive
relationships in the
home, school, and larger
community.**





DOMAIN 4

Communication, Language, and Literacy:

How children
understand, create,
and communicate
meaning.





DOMAIN 5

Knowledge of the World (Mathematics, Science, Social Studies, Arts)

What children need to
know and understand
about their world





2024-2025 UPK TIMELINE




- Applications for the 2024-2025 UPK lottery will be available on April 19, 2024, and are due by Friday, May 17, 2024.
- The district will hold a random lottery to determine enrollment on Wednesday, May 29, 2024, at 4:00 p.m. Any student not selected in the lottery for a seat will be placed on a waiting list.
- District transportation WILL NOT be provided for the program.
- The aid that the district receives does not cover the full cost to run a program.
- The UPK program is contingent upon the passing of the 2024-2025 school budget on Tuesday, May 21, 2024.



The District's Reading Program and How it Relates to the "Science of Reading"

Simple View of Reading

- a formula introduced by Gough and Tunmer in 1986
- The Simple View of Reading is a mathematic formula that can be used to **predict reading comprehension**.
- A student's Reading Comprehension (**RC**) score can be predicted if Decoding (**D**) skills and Language Comprehension (**LC**) abilities are known.

	DECODING (D)	×	LANGUAGE COMPREHENSION (LC)	=	READING COMPREHENSION (RC)
	1	×	1	=	1
	1	×	0	=	0
	0	×	1	=	0

Slide Source: Really Great Reading Science of Reading Virtual Workshop, September 2022

Scarborough's Rope

Language Comprehension

LC

Background Knowledge
(facts, concepts, etc.)

Vocabulary (breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

Decoding

D

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle, spelling-sound correspondences)

Sight Recognition
(of familiar words)

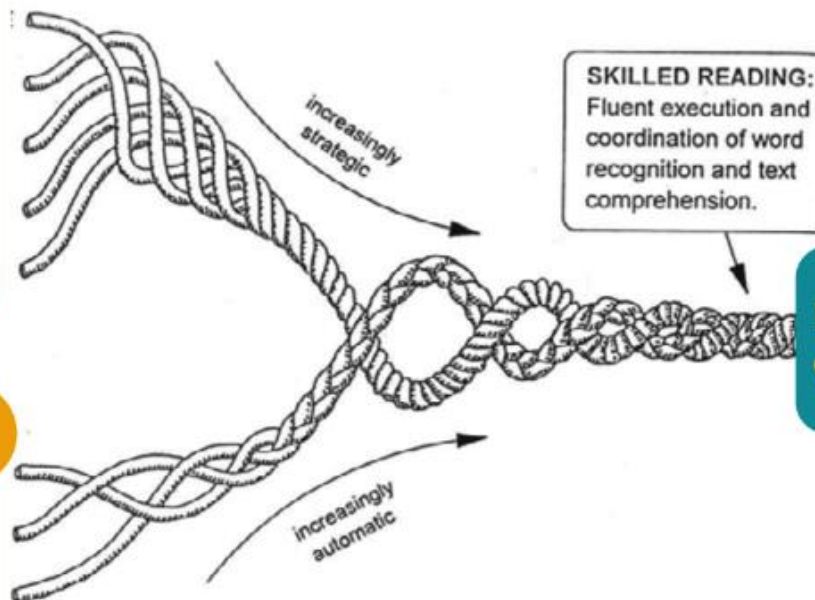
LC

×

D

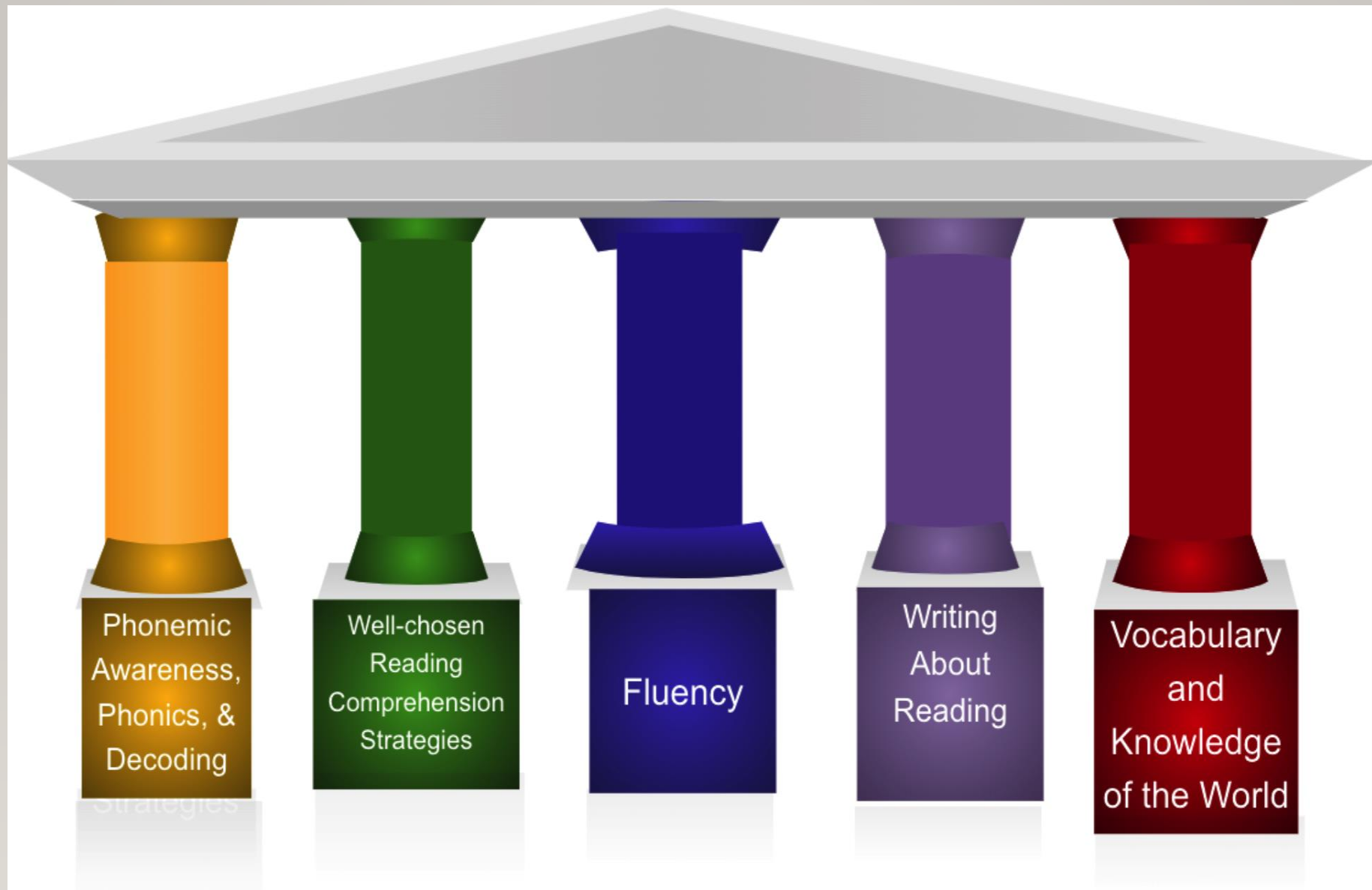
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RC



RC

Reading Comprehension



Phonemic Awareness, Phonics, & Decoding



- Systematic and Explicit Instruction
- Sounds - Symbols, Letter - Sound Relationships
- Decodable Readers to Apply Skills

Phonemic
Awareness,
Phonics, &
Decoding

Fluency



- Accuracy, Automaticity (Rate), Expression (Prosody - Tone, Pitch, Rhythm)
- Repeated Reads, Shared Reading

Fluency

Vocabulary & Knowledge of the World



Vocabulary
and
Knowledge of
the World

- Thematic, Content-based Text Sets to build knowledge about the world and develop vocabulary
- Explicit Vocabulary Instruction in Context

WELL-CHOSEN Reading Comprehension Strategies



- What 'good readers' do
- Selected strategies that help students make meaning and understand the content of texts in part and as a whole (e.g. predict, infer, monitor comprehension, visualize, synthesize, etc.), not just narrow skills in isolation

**7 Research-based
Reading
Comprehension
Strategies**

Activating Prior
Knowledge

Asking &
Answering
Questions

Predicting

Visualizing

Summarizing

Making
Inferences

Monitoring
Comprehension

Writing about Reading



Writing
About
Reading

- Connect writing with reading
- Process texts through writing
- Use evidence from texts in writing

WCSD Resources and Instructional Strategies to Science of Reading Research

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graph TD; A[WCSD Resources and Instructional Strategies to Science of Reading Research] --> B[Phonemic Awareness, Phonics, and Decoding]; A --> C[Fluency]; A --> D[Vocabulary and Knowledge of the World]; B --> E["- Heggerty<br/>- Foundations<br/>- Geodes<br/>- Orton<br/>- Gillingham<br/>- Phonics to decode"]; C --> F["- Foundations: Trick Words and Fluency Passages<br/>- Reading A-Z: Fluency Passages<br/>- Pioneer Valley"]; D --> G["- ELA Units with Text Sets to Build Knowledge & Vocab. (Pioneer Valley and Geodes)<br/>- Vocabulary Training<br/>- Gr 4-6 Morphology Units & Resources"];
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Phonemic Awareness, Phonics, and Decoding

- Heggerty
- Foundations
- Geodes
- Orton
- Gillingham
- Phonics to decode

Fluency

- Foundations: Trick Words and Fluency Passages
- Reading A-Z: Fluency Passages
- Pioneer Valley

Vocabulary and Knowledge of the World

- ELA Units with Text Sets to Build Knowledge & Vocab. (Pioneer Valley and Geodes)
- Vocabulary Training
- Gr 4-6 Morphology Units & Resources

WCSD Resources and Instructional Strategies to Science of Reading Research

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graph TD; A[WCSD Resources and Instructional Strategies to Science of Reading Research] --> B[Reading Comprehension Strategies]; A --> C[Writing About Reading]; B --> D["- Research-based Reading Comprehension Strategies infused in ELA Curriculum Maps<br/>- Thinking Maps: 8 Visual Organizers"]; C --> E["- K-8 Writing Scope and Sequence<br/>- The Writing Revolution Methodologies<br/>- Thinking Maps: 8 Visual Organizers"];
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Reading Comprehension Strategies

- Research-based Reading Comprehension Strategies infused in ELA Curriculum Maps
- Thinking Maps: 8 Visual Organizers

Writing About Reading

- K-8 Writing Scope and Sequence
- The Writing Revolution Methodologies
- Thinking Maps: 8 Visual Organizers

Supports for Multiple Science of Reading Priorities

- Small Group Instruction (Tier Time) to Provide Differentiated Intervention and Support
- Common Assessment Calendar to Screen, Diagnose, and Progress Monitor Key Literacy Skills
- District Resource Development: Reading Interventions and Progression Monitoring Tools

