



CURRICULUM COMMITTEE

FEBRUARY 16, 2022

TODAY'S AGENDA

Welcome

Mr. Castle and Mr. White

Round Table Discussion- Status of 2021-2022 School Improvement Plans

Building Principals

Implementation of American Sign Language (ASL) for the 2022-2023 School Year

Mr. Pantaleone

K-6 Math Pilot Update and Timeline

Mr. White

Reading Program Update and Expansion of FUNdations to Grade 3

Mr. White

School Improvement Plans- Teams work together to develop 2022-2023 plans

School Improvement Plans – Teams report out on 2022-2023 plans



ROUND TABLE DISCUSSION - STATUS OF 2021-2022 SCHOOL IMPROVEMENT PLANS

2021-2022

High School Roundtable Presentation



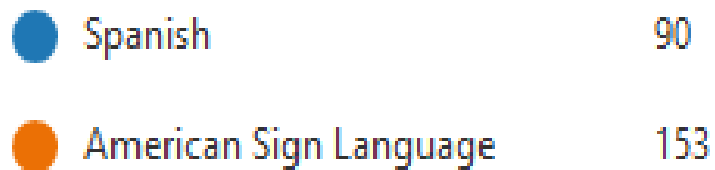
Timeline for ASL

| | |
|---------------------|---|
| February 1, 2022 | Present timeline and student survey results to Curriculum Committee |
| February 4, 2022 | Send letter home to parents informing them that eighth grade students will be asked to tentatively sign up (early registration) for either Spanish I or ASL for the 2022-2023 school year |
| February 9-18, 2022 | Eighth grade students will tentatively sign up (early registration) for Spanish I or ASL for the 2022-2023 school year |
| February 28, 2022 | Determine the estimated number of ASL sections that may be needed for the 2022-2023 school year |
| February/March 2022 | Explore possible middle school summer program for ASL |
| March 1, 2022 | Post an anticipated opening for 2022-2023 in ASL, if needed |



1. As a 9th grader, you will be required to take a foreign language course. Currently, we only offer Spanish as an option at the High School level. If American Sign Language was offered as an option, which course would you take? Please choose one:

[More Details](#)



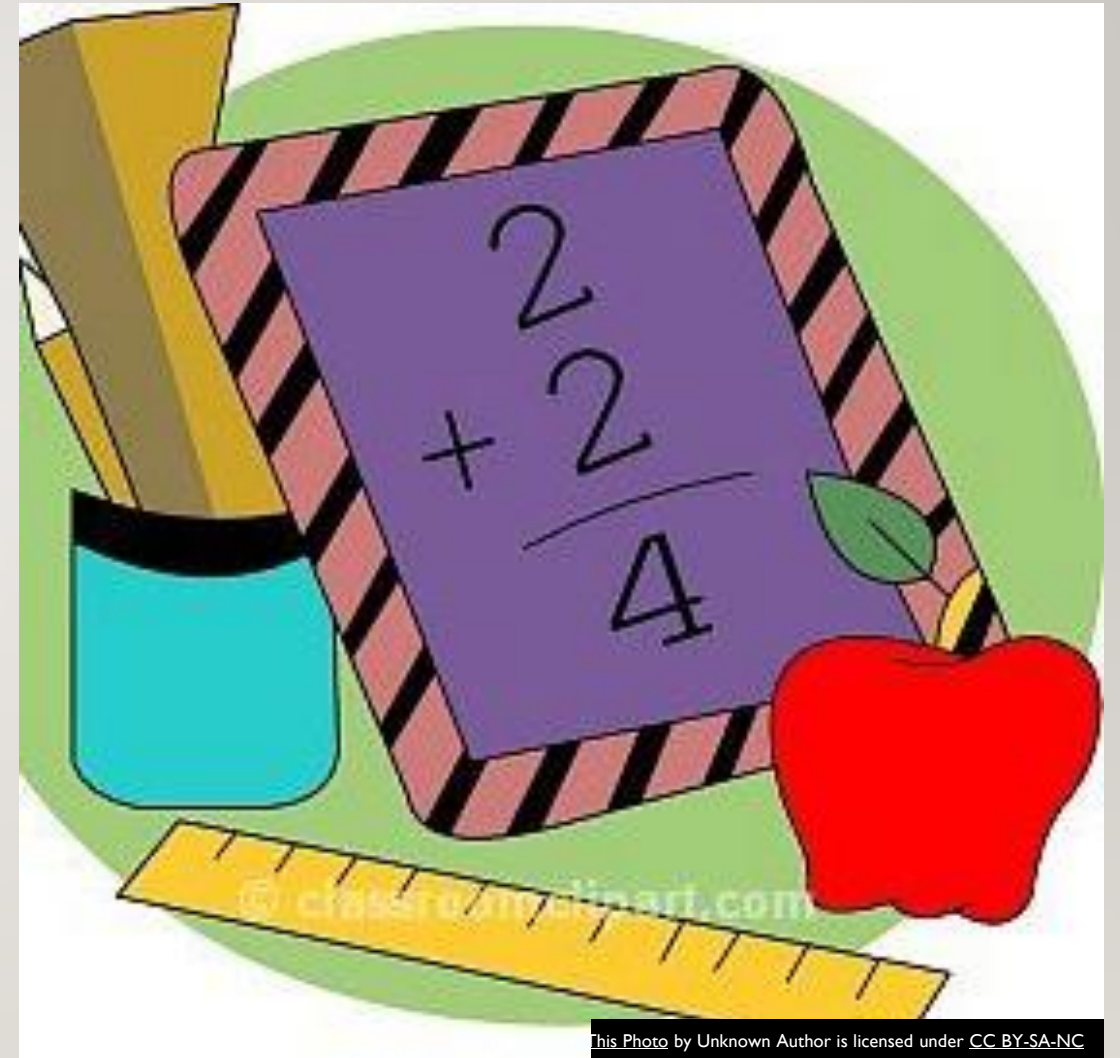
SURVEY **BREAKDOWN** **OF STUDENTS** **WHO SELECT** **ASL**

- 98 Students – *Spanish Intro*
- 42 Students – *Spanish I*
- 13 Students – *Other*

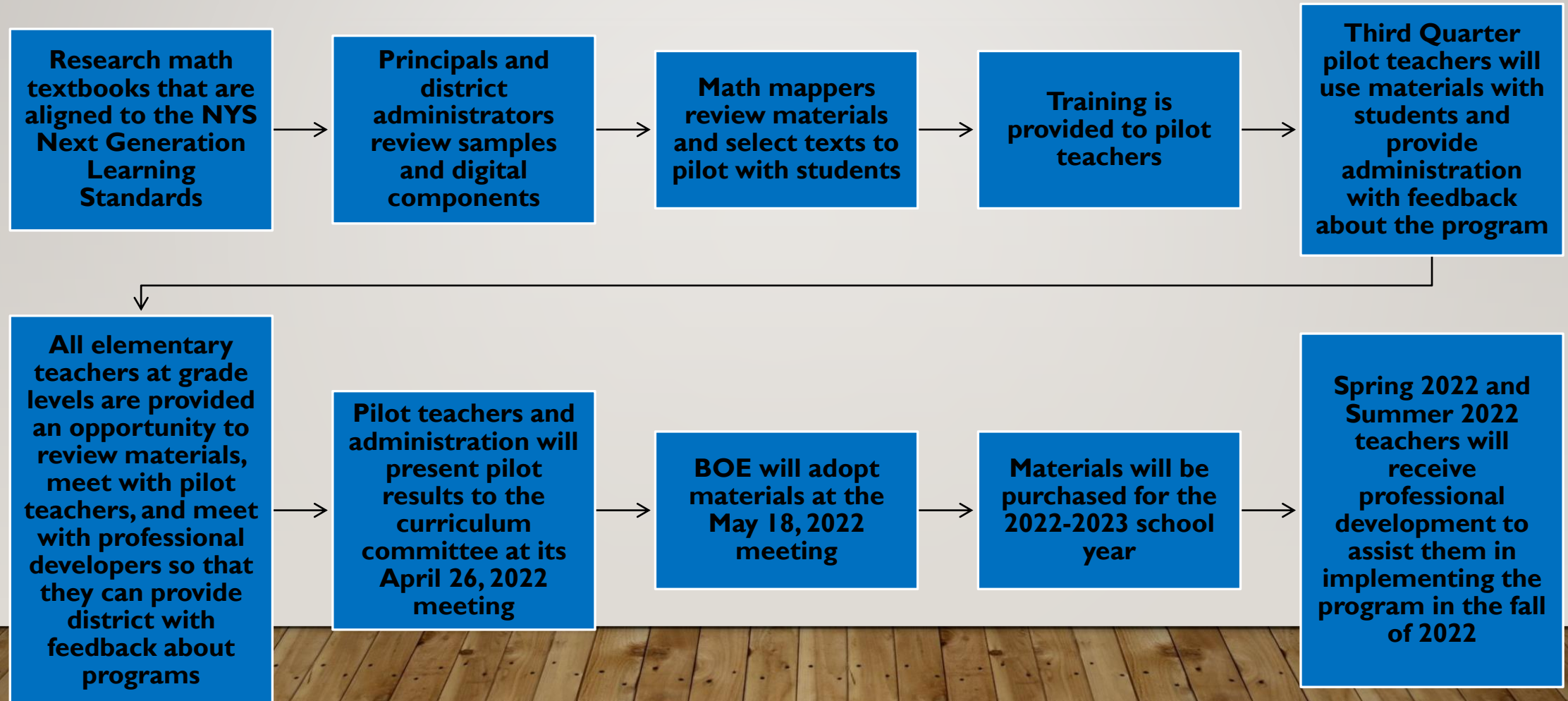
PARENT COMMUNICATION

- *Letter were mailed out to Parents on Friday, February 4, 2022*
- *Students are meeting with their guidance counselors between Wednesday, February 9, 2022 – Friday, February 18, 2022*
- *It is highly recommended for all students currently enrolled in Spanish I to Remain in Spanish sequence to obtain their Advanced Regents Diploma*

Grades K-6 Math Textbook Pilot and Adoption 2022-2023



K-6 MATH PROCESS AND TIMELINE



CRITICAL COMPONENTS FOR NEW TEXTBOOKS.

Alignment to the
NYS Next
Generation
Standards

Engaging student
activities that
require students to
think
mathematically and
problem solve

Student centered
instructional tools
and manipulatives
to assist in student
understanding

Technology
integration and
digital tools that
make sense and are
easy to use

Differentiated
materials with
remedial, on-level,
and enrichment
activities to help
meet the needs of
all learners

Provide teachers
with additional
resources for
academic
intervention
services

Include materials
for students with
disabilities and ENL

Provide actionable
data reports for
teachers to assist
them in monitoring
student progress

Assessments
(Summative,
Formative)

K-6 MATH PILOT - UPDATE

ENVISIONS

- K – 2 teachers
- 1st – 1 teacher
- 2nd – 2 teachers
- 3rd – 2 teachers
- 4th – 2 teachers
- 5th – 2 teachers
- 6th – 1 Teacher
- Intervention materials – 2 teachers

HMH – INTO MATH

- K – 1 teacher
- 1st – 1 teacher
- 2nd – 1 teacher
- 3rd – 1 teacher
- 4th – 2 teachers
- 5th – 1 teacher
- 6th – 2 Teachers
- Intervention materials – 2 teachers

The Math Pilot will take place from January 31, 2022 to April 8, 2022.

DISTRICT-WIDE READING PROGRAM

KINDERGARTEN- GRADE 12



READING TEACHERS IN DISTRICT

| | |
|------------------------------|------------|
| Leptondale Elementary School | 4 Teachers |
| Ostrander Elementary School | 4 Teachers |
| Plattekill Elementary School | 4 Teachers |
| John G. Borden Middle School | 2 Teachers |
| Wallkill Senior High School | 1 Teacher |

NUMBER OF STUDENTS ENROLLED IN READING LABS

Leptondale Elementary School **105 Students**

Ostrander Elementary School **93 Students**

Plattekill Elementary School **99 Students**

John G. Borden Middle School **Read180- 28 Student**
MTA- 2 Students

Wallkill Senior High School **MTA-2 Students**
Special Class- 7 Students



TIERED ELEMENTARY READING PROGRAMS



Tier 1: Classroom Programs

Grades K-2 :
Foundations and Pioneer Valley

Grades 3-6:

Into Reading

*Foundations may be added to grade 3
(2022-2023)

Tier 2: Additional Support

In class small group

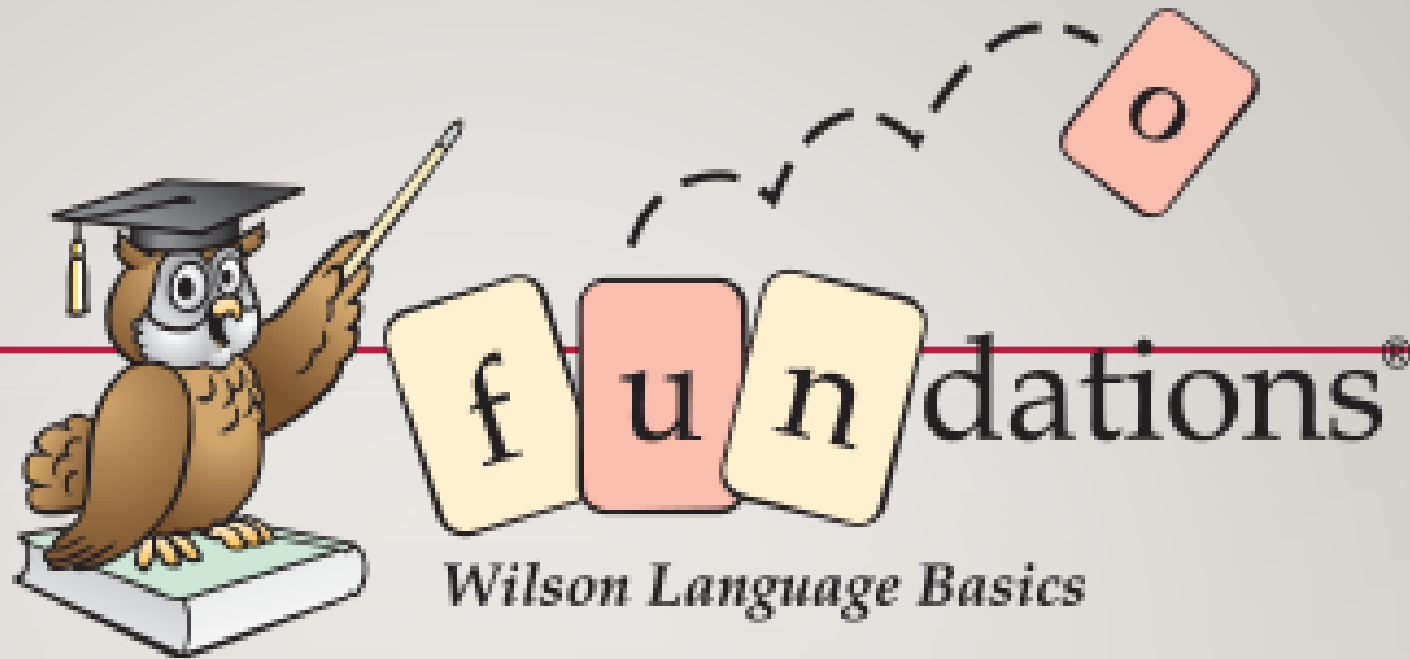
Reading Labs- Fountas/Pinnell and
Phonics instruction

Tier 3: Specialized Support

Reading Labs-

Orton- Gillingham (OG)

WHAT IS FUNDATI ONS?



Fundations **teaches accuracy of decoding, spelling, and handwriting in a carefully integrated and scaffolded sequence that is taught to mastery level.** It is designed to be combined with a literature-based language arts program in order to address comprehension and writing more thoroughly.

WHAT IS LITERACY FOOTPRINTS: PIONEER VALLEY

The Literacy Footprints- Pioneer Valley Reading lesson framework has three integral parts: reading skills, word study, and writing.

The lesson parts are developed by aligning target skills, strategies, and comprehension focuses with the literacy continuum. The effective reading lessons are planned and delivered by also using student assessment data.



INTO READING GRADES 3-6

Into Reading is grounded in science of reading research and shows strong alignment to the five essential reading concepts:

- phonemic awareness,
- phonics,
- fluency,
- vocabulary
- comprehension

The Program also contains the following elements:

- explicit, research-based foundational skills instruction that integrate listening, speaking, reading and writing
- Formative and summative assessments to identify each student's instructional needs- differentiated materials for reteaching
- Learning Platform *Ed* offers resources for the core instruction, supplemental practice, assessment and professional learning for teachers
- Aligned with STAR results



WHAT IS ORTON-GILLINGHAM

Orton–Gillingham is a teaching approach that was designed to help struggling readers. It explicitly teaches the connections between letters and sounds (phonetic instruction).

Orton–Gillingham introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time.

It also pioneered the multisensory approach to teaching reading, which is a common part of effective literacy programs. This means that instructors use sight, hearing, touch, and movement to help students connect language with letters and words.

WCSD Reading Teachers and Integrated Co-Teacher (ICT) Special Education Teachers have been trained in this methodology.



MIDDLE SCHOOL READING SUPPORTS

We offer specialized reading support in a separate period for students who need that level of support. If this level of support is not necessary, we are able to meet students' needs in:

- RAW Lab
- Homework Lab
- Summer School
- After-School Support



HIGH SCHOOL SUPPORTS

We offer specialized reading support in a separate period for students who need that level of support. If this level of support is not necessary, we are able to meet students' needs in:



ELA Labs

After-School Support Labs

Teacher Professional Prep Period

Credit Recovery Program (ELA)

ADDITIONAL READING SUPPORTS

Middle School

Reading and Writing Lab
(RAW)

Wallkill High School

English Labs
After-School ELA HW Support

Elementary Schools

Summer Reading Program
After-School Program

All Schools

Special Education Reading Program



PROFESSIONAL DEVELOPMENT



- **Orton-Gillingham** (Dawn Nieman – Manhattanville College, Rose Institute)
 - All Reading Teachers K-6 and one reading teacher at the middle school and high school
 - Integrated Co-Teaching (ICT) Special Education Teachers (K-12)
 - Elementary ICT Teacher
 - ICT ELA Special Education Teachers
- **FUNdation K-2** (Wilson Program – Linda Szackmary)
- **Reading in the Content Area** (Dr. Cunningham – Manhattanville College, Rose Institute)
 - All Teachers 5-6
 - Science and Social Studies Teachers 7-12

