CURRICULUM COMMITTEE

TUESDAY, FEBRUARY 6, 2023

TODAY'S AGENDA

❑ TAG Program Update	L. Werlau
❑ Remote Instruction for Emergency Conditions	A. White
❑ Exploration of ELA plus one for grade 4	S. Brown M. Hasbrouck N. Harjes
❑ Exploring the Implementation of Universal Prekindergarten (UPK)	A. White

SPELLING BEE

WINNER: SAMEER ZAFAR, LEPTONDALE GRADE 6

RUNNER UP: DEAN NAPARANO, JGBMS GRADE 7

FIRST LEGO LEAGUE (FLL)

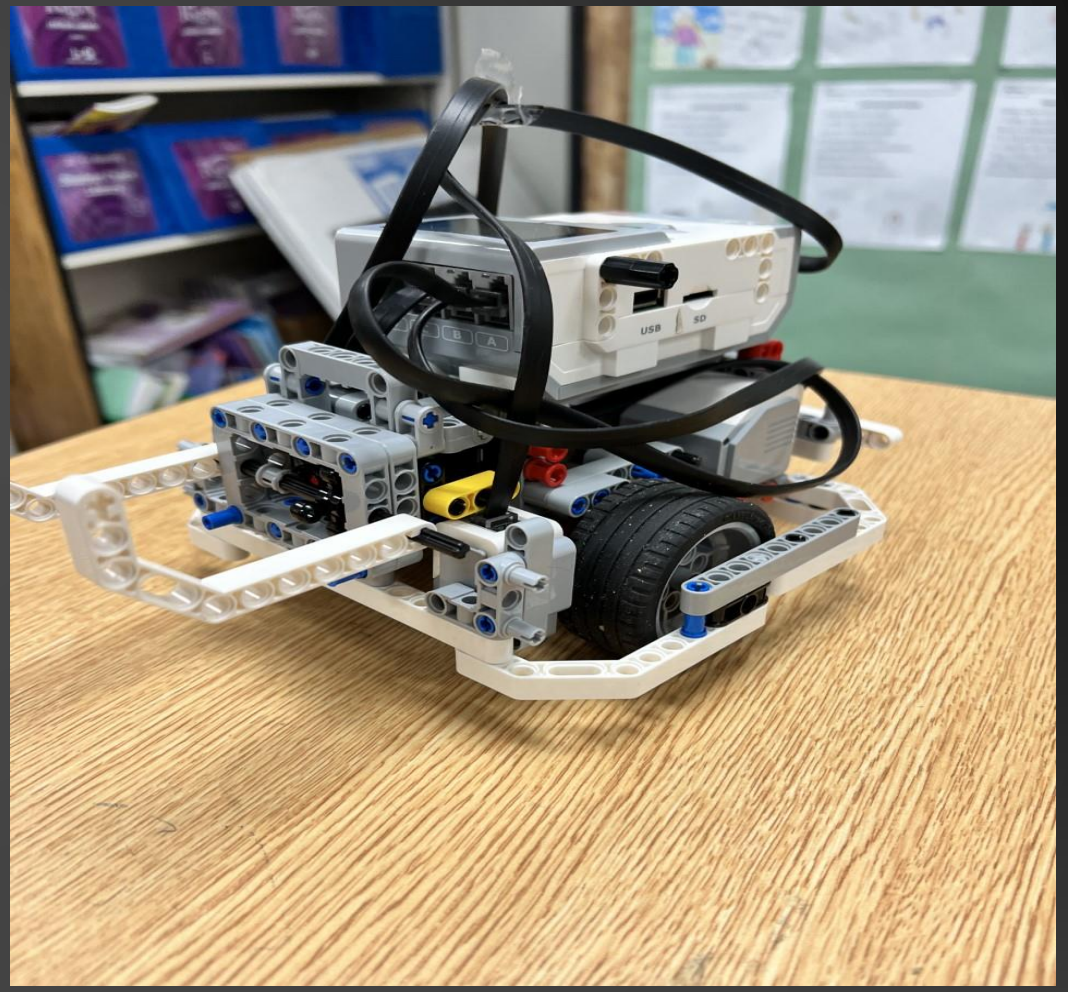
ROBOT DESIGN

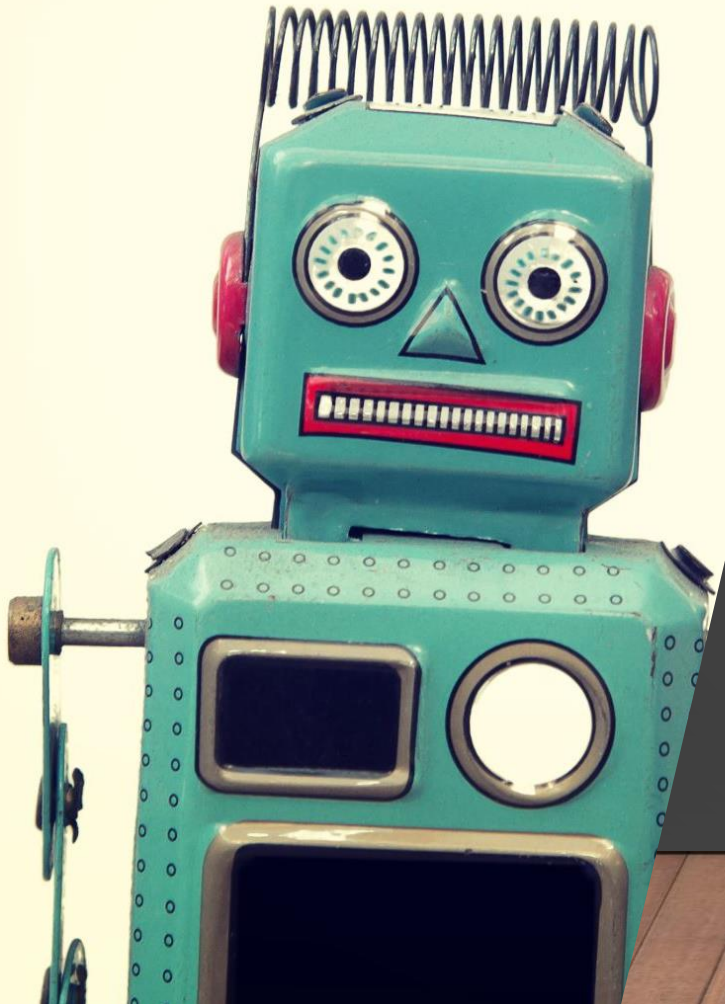
WALLKILL PANTHER PLATTEKILL

FLL 2023

INTRODUCING…SUPERCUBBY

- The right robot to get the job done!

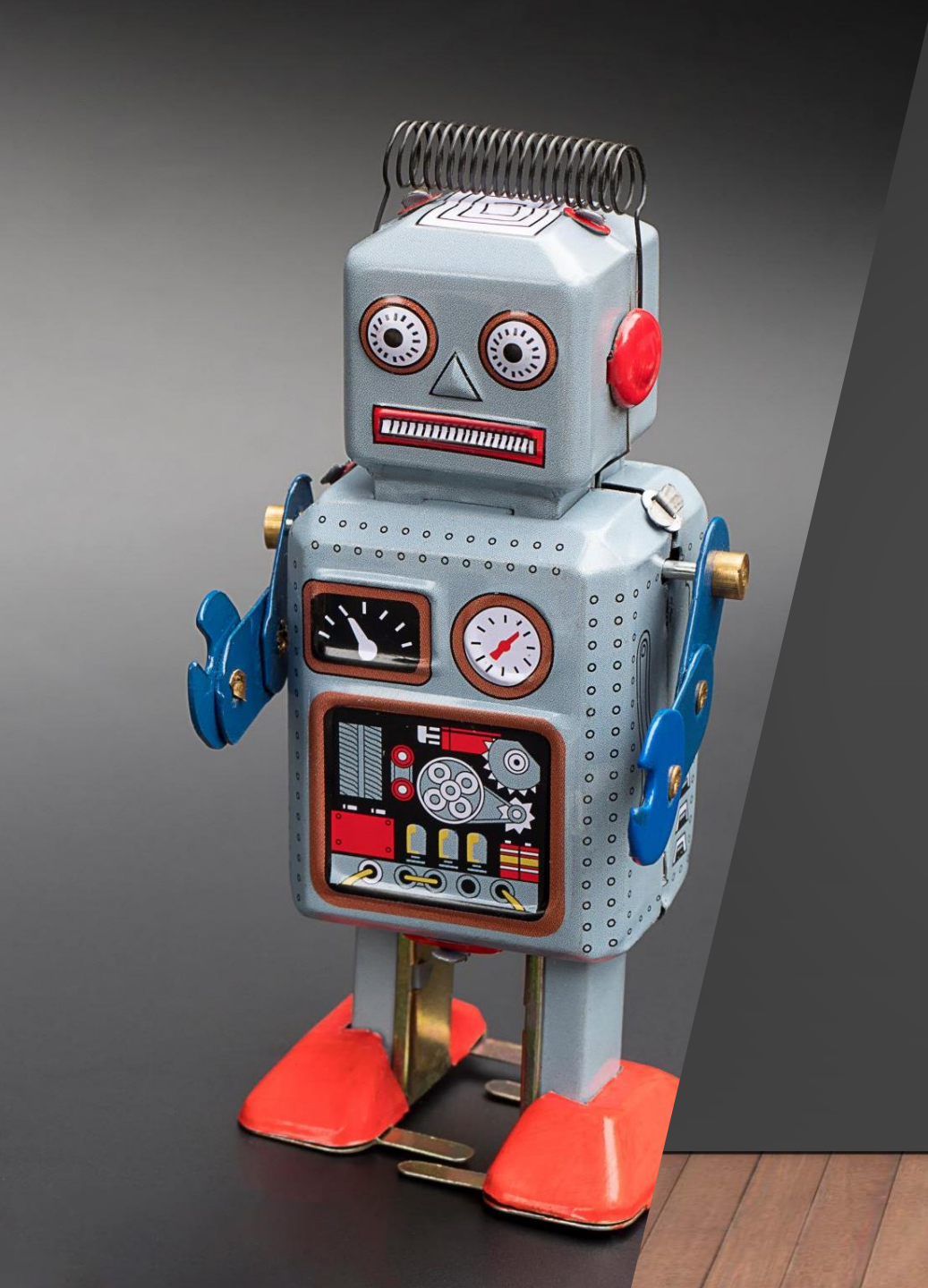




HOW DID WE CHOOSE OUR ROBOT DESIGN?

- SuperCubby 2023

- First, we watched the SuperPowered Missions to determine what we wanted our robot to accomplish.
- Then we looked at a number of FLL Robot Designs to see which would have features to accomplish our missions.
- Finally, we settled on the basic Spike model because it is smaller and easier to maneuver through tight spaces.



WHAT IS SO SPECIAL ABOUT SUPERCUBBY?

- Easy to build-we weren’t spending too many sessions building the robot.
- We used color sensors. Initially, we wanted to explore following the lines with the robot. We didn't get it to work, so we moved on to another way to get the robot move.
- Medium motor to add attachments to.
- Attachments easily snap on and off of the motor for quick changes during the robot game.
- Fits in small inspection areas.

HOW DID WE KNOW WHAT WE NEEDED FROM SUPERCUBBY?

Mission 1-Innovation Project

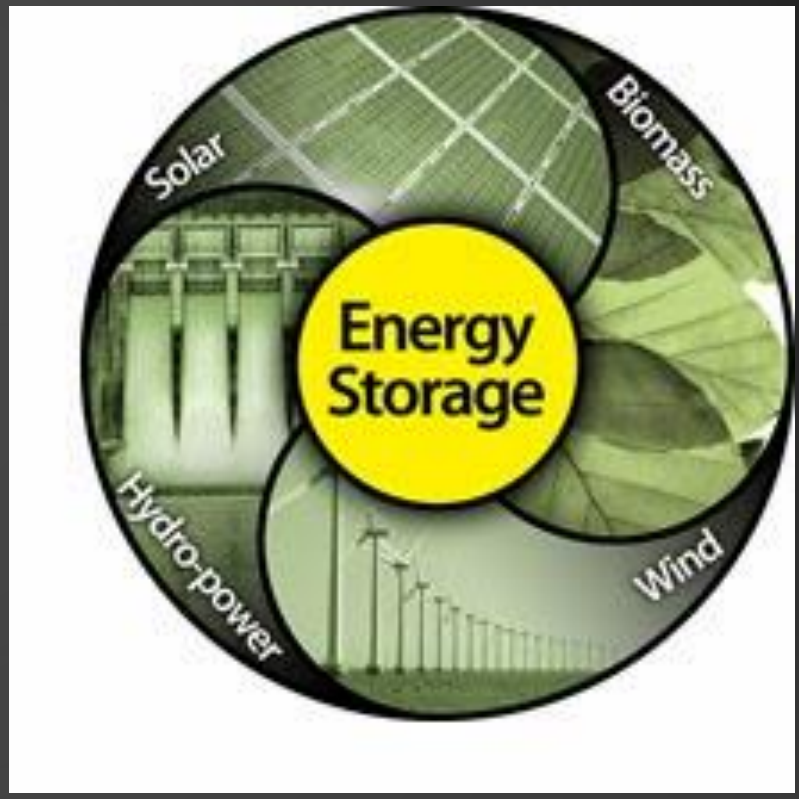
We needed the robot to bring a representation of the innovation project to the circle. Designed arms to snap on, hold and guide the project into the circle. Did not require motor.

WHAT DO WE NEED SUPERCUBBY TO DO?

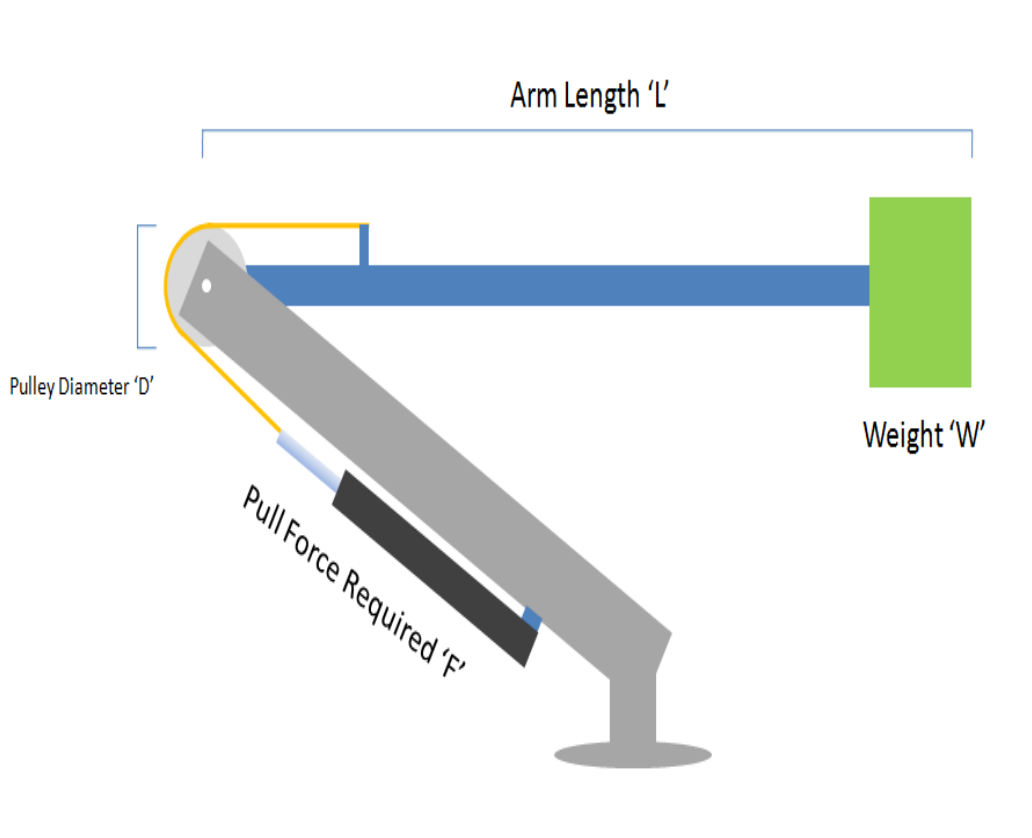
- Mission 1
- Innovation Project Model
- Push the model of the innovation project into the circle.
- Since this is a push, we don't need to engage a secondary motor

WHAT DO WE NEED SUPERCUBBY TO DO?

- Mission 3
- Energy storage
- Pull the tray under the model to release the energy unit from the tray.
- We created an arm attached to a motor to come down and pull out the tray.



WHAT DOES CYBERCUBBY NEED TO DO?



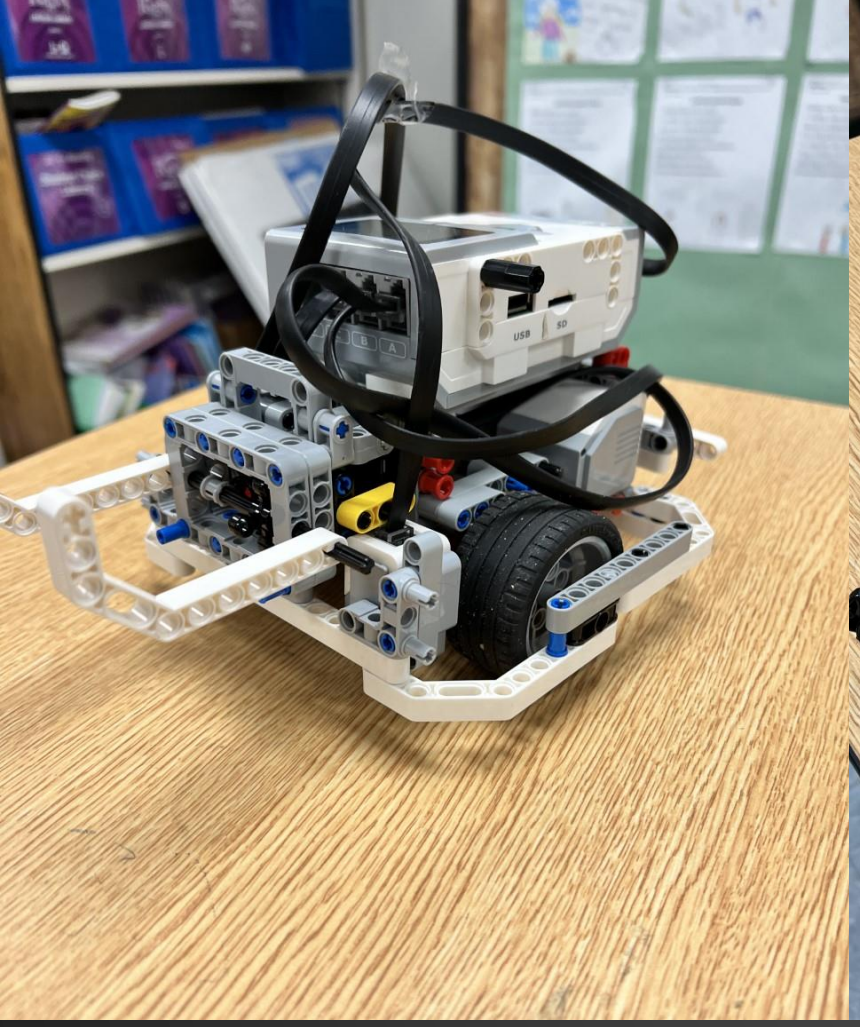
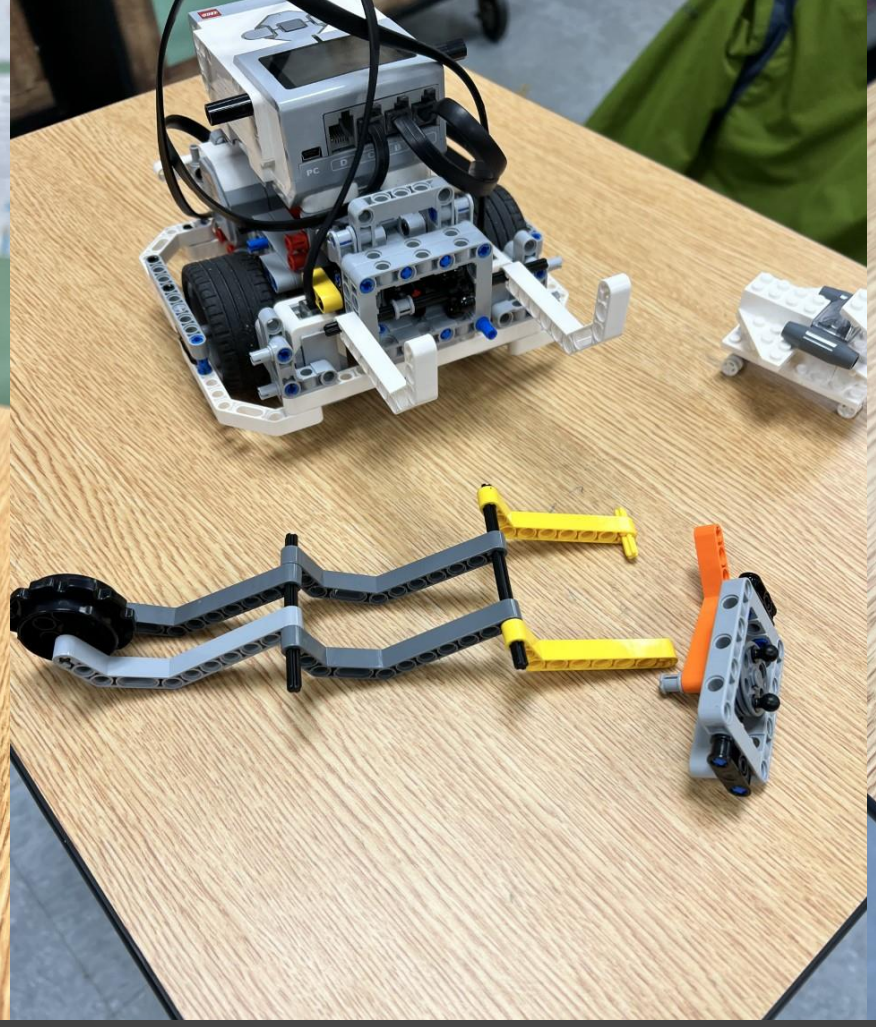
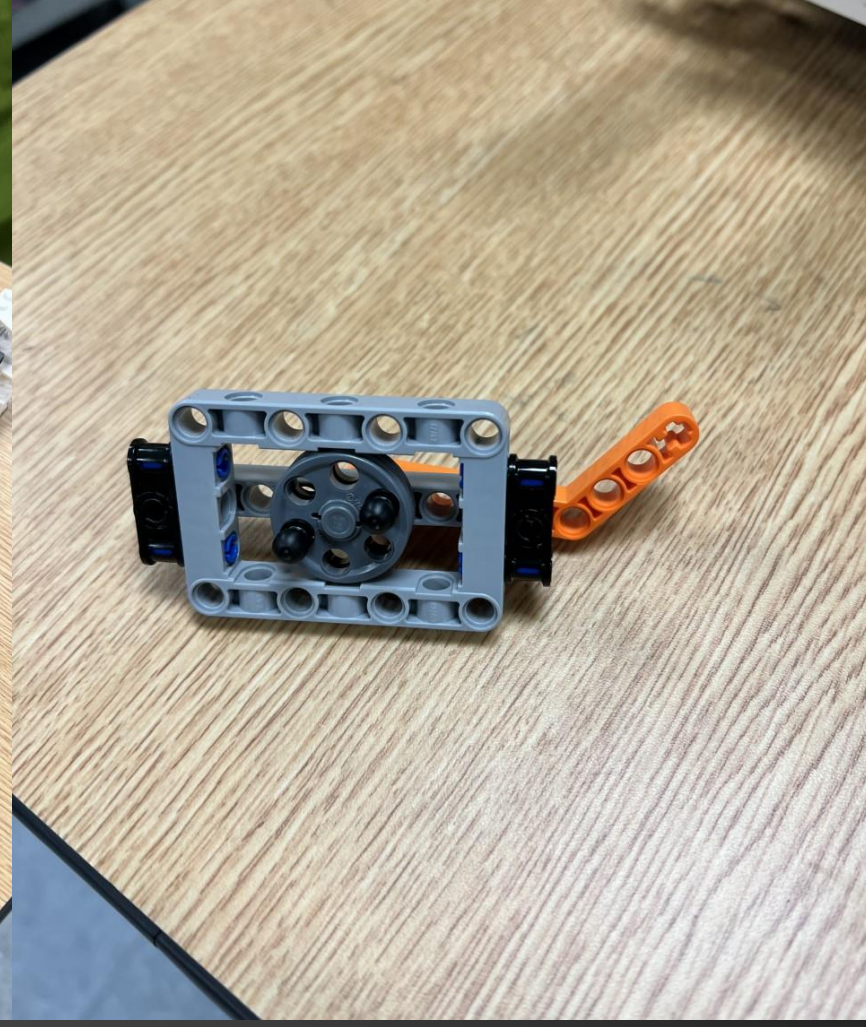
- Mission 5 Smart Grid
- Robot has to drop the arm, pull the lever and make the hand go up.
- Since we had to drop the arm on the lever, we have to use the motor to drop the arm.

WHAT DO WE NEED SUPERCUBBY TO DO?

- Mission 7 Wind Turbine
- We needed to push the lever three times to release the energy storage unit.
- We added a larger attachment.

WHAT DOES SUPERCUBBY NEED TO DO?

- Mission 8 Watch Television
- Robot pushed the couch and pushed the TV up which released the energy storage unit.
- Since it is just a push, we didn't involve a motor or change the attachment.

THE ATTACHMENTS WE DESIGNED FOR THE MISSIONS

GRACIOUS PROFESSIONALISM AND CORE VALUES IN THE ROBOT GAME AND INNOVATION PROJECT

WALLKILL PANTHERS

PLATTEKILL

Wallkill Panthers Plattekill

WHAT DOES GRACIOUS PROFESSIONALISM MEAN TO US?

- We started by thinking about what we thought it might be...
- We knew that gracious means courteous, kind and pleasant...and we thought that a professional does excellent quality work and behaves in a respectful way to everyone.
- Putting it together, we realized that it mean doing our best work while having an excellent attitude and treating others well!

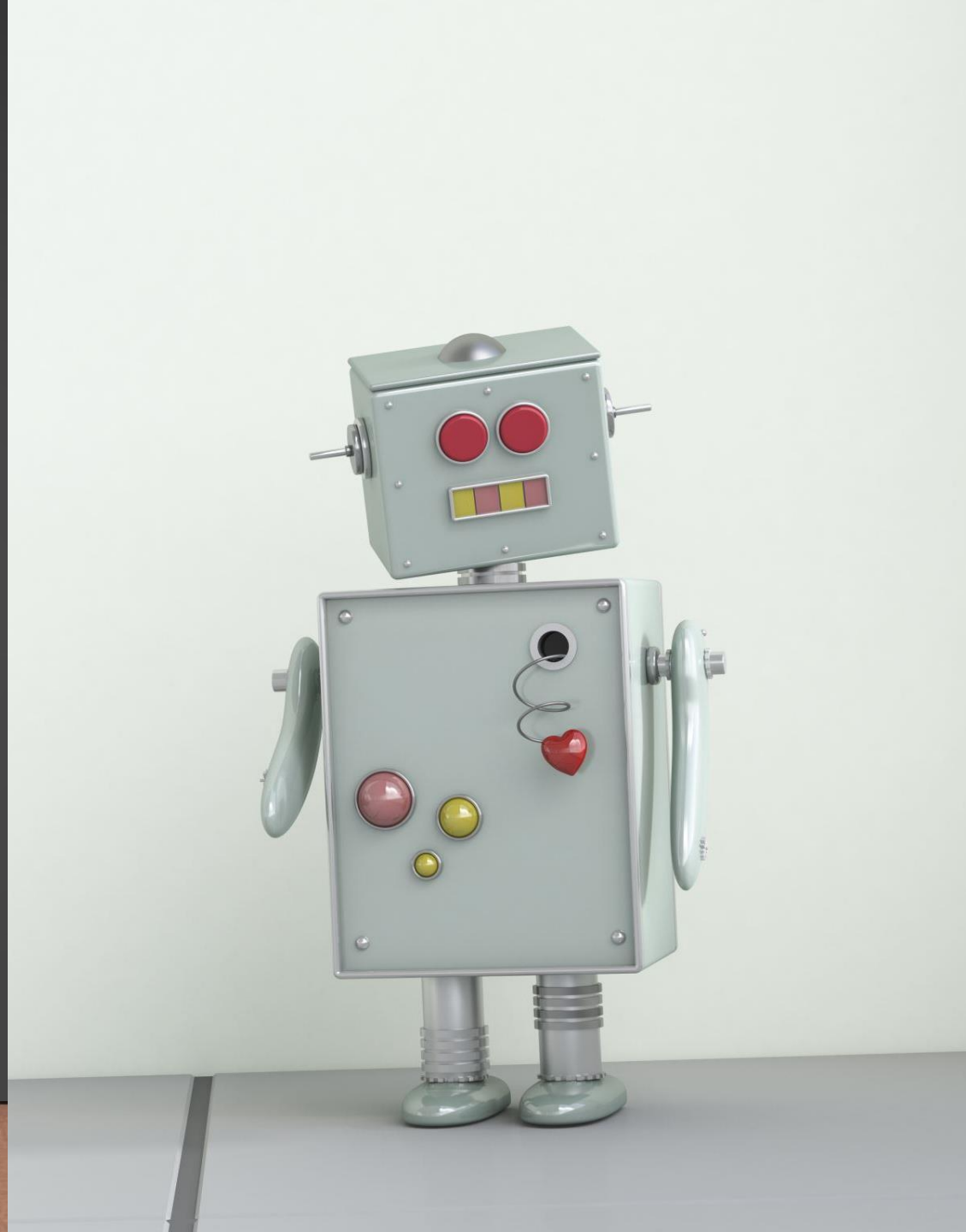
WHAT DOES GRACIOUS PROFESSIONALISM LOOK LIKE IN THE ROBOT GAME?

Support teammates in successes and failures on the board.

Give everyone who wants to code the robot a chance. Help each other!

React in a dignified way when the robot does not accomplish the mission at hand.

Persevere!

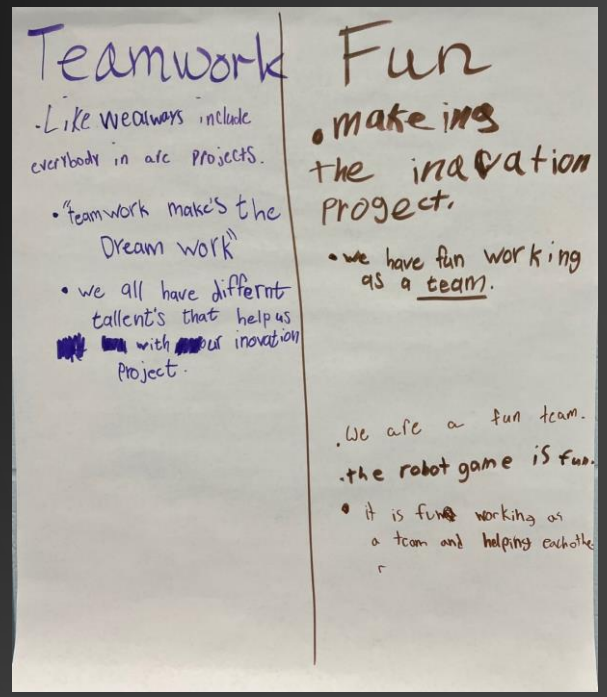


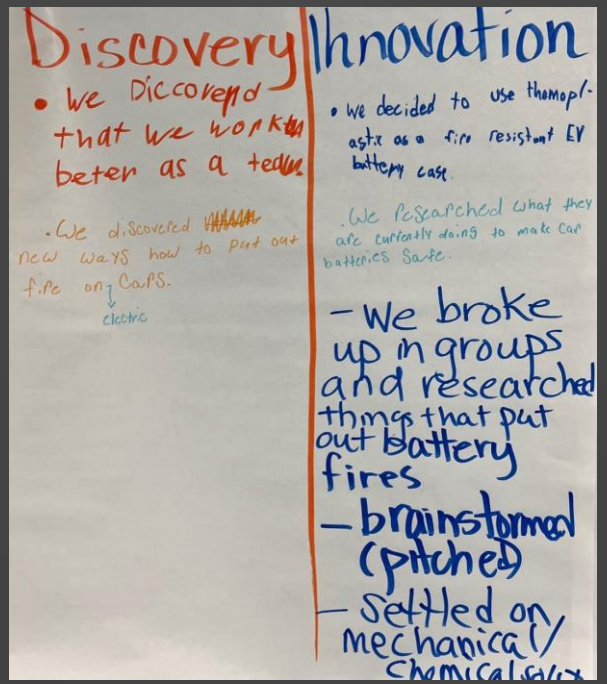
HOW DID WE DEMONSTRATE CORE VALUES?

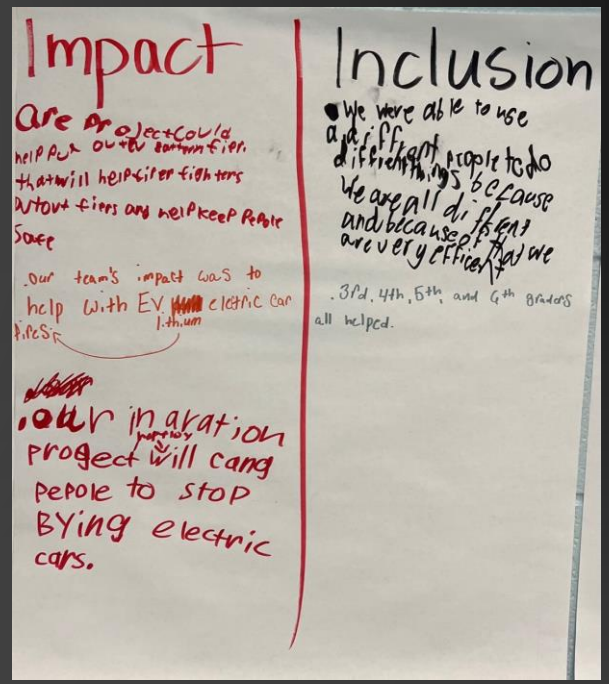
- Discovery- We discovered that we work better as a team. We learned that electric car battery fires were difficult to put out. We learned which chemicals can put the battery fires out
- Impact-our innovation project can make our community safer because the battery fires can be avoided or put out more quickly saving the car.
- Teamwork-we all used our strengths to complete this project! Some of us are great builders, others were better at research, others were better at coding and operating the robot. All of these components together, created this project!
- Fun! We had a blast!

CORE VALUES

How do we think we demonstrated Discovery, Innovation, Impact, Inclusion, Teamwork, and Fun!







MARCH UPDATES

Odyssey of the Mind

Authors' Day

George Steele

Remote Instruction Plan for Emergency Conditions

GRADES K-12 REMOTE INSTRUCTION

- The Board of Regents approved an amendment to the Commissioner's regulations to allow for "remote instruction" rather than closing for emergency conditions.
- Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must amend their district-wide school safety plans to include plans for remote instruction.
- **The District Plan is to use all emergency days first, unless it is needed for extenuating circumstances (i.e. water main break, no heat in a building, etc).**

THE PLAN MUST INCLUDE THE FOLLOWING:

1. Procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction (live instruction);
2. Procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. The estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

GRADE K-12 REMOTE LEARNING HANDBOOK (TABLE OF CONTENTS)

*** See handout of Grades K-12 Remote Learning Handbook for specific information for each section.**

GRADE 4 CONTENT SPECIALIST INSTRUCTIONAL MODEL: ELA +1

THE REASON FOR THE CHANGE

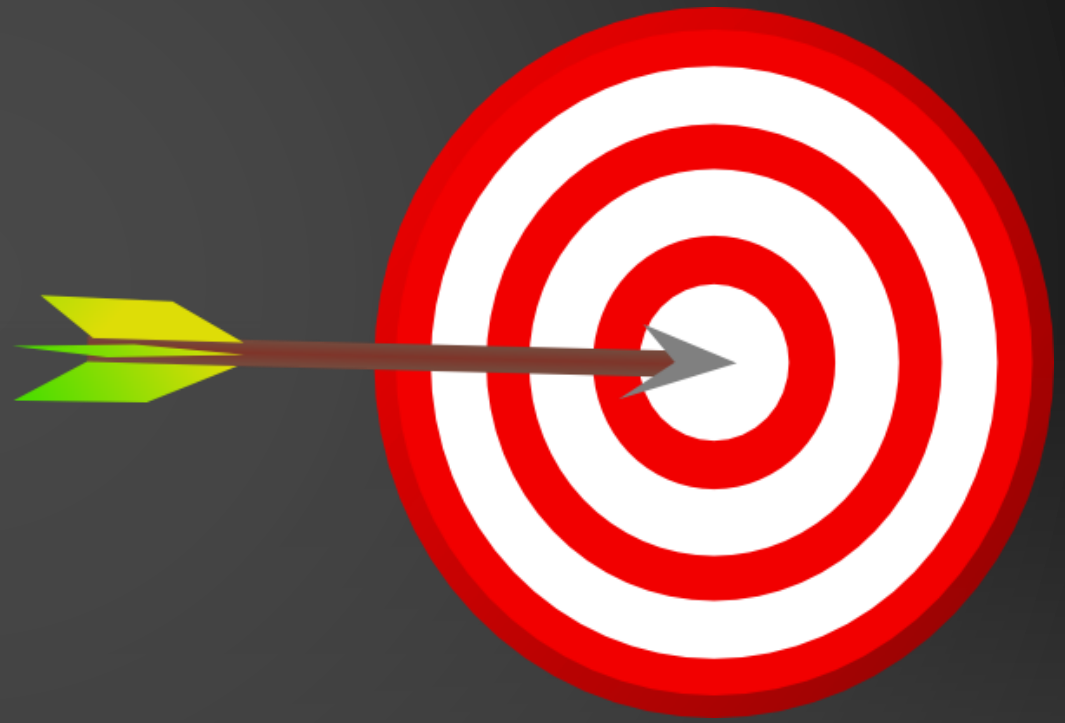
- At a recent regional meeting New York State Education Department (NYSED) supports having teachers focus on specific content areas in the elementary grades, especially math, as the data is showing a trend in students struggling with math concepts across the state and nation.
- Science State Test moving to 5th grade in 2024, however it is a culminating test from grades 3-5.
- Students will be provided with a richer experience (ex. an increase in technology, STEAM, and Active Learning Center)
- Allows for an increased literacy focus in both Science and Social Studies
- Students will be introduced to an academic program that supports the transition to the intermediate grades

SAMPLE SCHEDULE

(55 min with push-in or pull-out AIS)			
9-10:00 (60)	ELA	ELA	ELA
10:00-10:30 (30)	Personalized learning Time (PLT)/Tier Time	Personalized Learning Time (PLT)/Tier Time	Personalized Learning Time (PLT)/Tier Time
10:30-11:25 (55)	Math	Science	SS
11:25-11:55 (30)	Lunch	Lunch	Lunch
11:55-12:35 (40)	Special	Special	Special
12:35-1:30 (55)	Math	Science	SS
1:30-2:25 (55)	Math	Science	SS
2:25-3:00 (35)	Orchestra	Orchestra	Orchestra

INSTRUCTIONAL APPROACHES

- Small Group Instruction
- Skill Based Learning
- Progress Monitoring
- Blended Learning
- Targeted Instruction



BENEFITS

- Content specific Professional Development
- More time to spend on project-based learning and STEAM
- Shared responsibility for Literacy Development in Science and Social Studies
- Teachers become masters in their specific content area
- Increased planning and communication between teachers
- Natural built in movement during the day
- Greater ability to differentiate their instruction to meet the needs of more students
- Targeted data analysis to better identify student strengths and areas of challenge
- Encourages student independence, organization and responsibility
- Promotes student ownership of learning
- Bonding opportunities with more teachers and staff

CHALLENGES

1. Imbedding organizational structure to support students when transitioning between content areas
2. Coordinating tests, long term assignments and homework between all content teachers to ensure students are not overwhelmed

SOLUTIONS

- Color coding for each subject
- Assessments will be given with advanced notice prior to the test and communication between staff members to make sure students aren't given numerous assessments in one day
- Homework Policy
- Communicate in-person, via email or phone
- Teams from all three (3) buildings will be on the content specific curriculum mapping team
- This has been very successful in grades 5 and 6
- Current students prefer this model

PROFESSIONAL DEVELOPMENT

- Begin in June and in summer months (if needed throughout the school year)
- Content specific training
- Collaborative model training
- Review of Curriculum Maps
- Time to plan and develop expectations within each team
- Instructional practice
- Review instructional framework
- Use data analysis to plan instruction that is integrated and aligned to the Next Generation Learning Standards

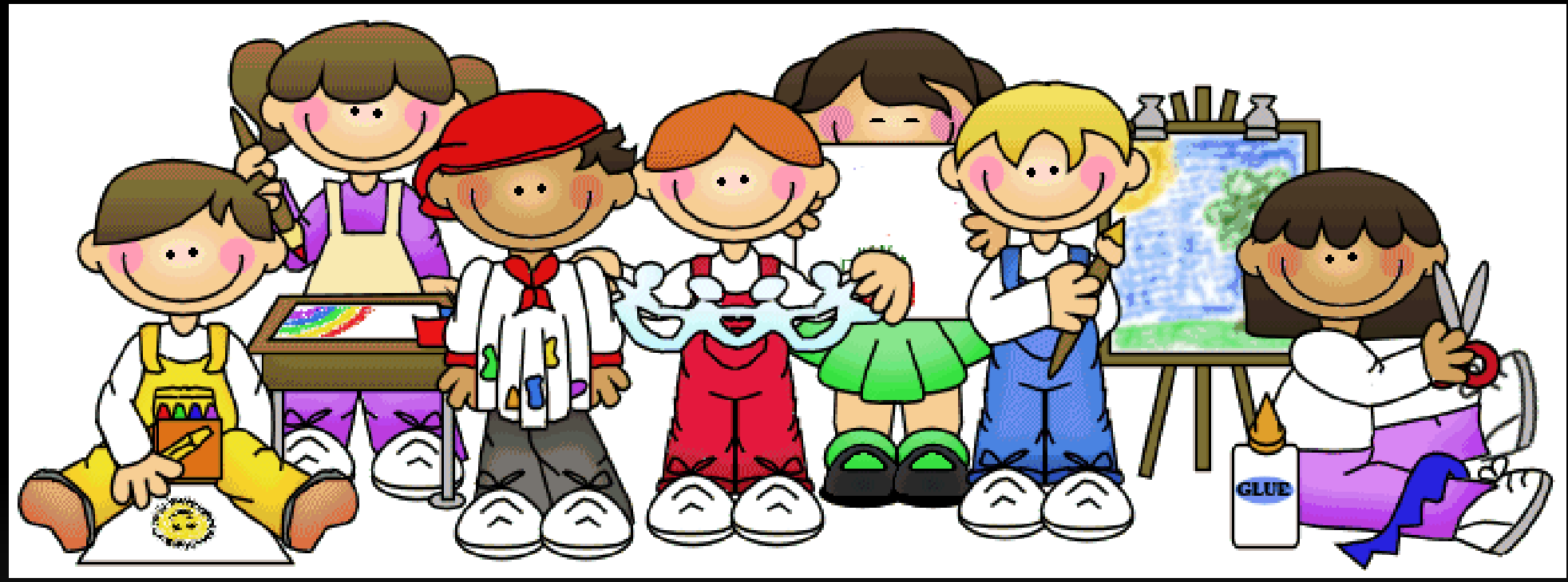
COMMUNICATION TO PARENTS

MEET WITH PARENTS OF 3RD GRADE STUDENTS IN

JUNE 2023

SEND HOME LETTERS (REMINDERS THROUGHOUT THE SUMMER)


Any Questions?



EXPLORING THE IMPLEMENTATION OF UNIVERSAL PREKINDERGARTEN (UPK)

EXPLORATION

- The district is exploring two (2) options to offer universal prekindergarten for the 2023-2024 school year.
- Option 1: Outsourcing
  - The district sent out a request for proposal (RFP) on February 1, 2023, to inquire if an outside agency would be willing to partner with the district to provide UPK. The deadline to receive an RFP is March 10, 2023.
- Option 2: In-House
  - The district is exploring implementing up to three (3) sections of UPK in-house with 18 being the maximum number of students per class. This will depend on final state aid numbers, board of education approval and voter approval.
- There would be a lottery system established to select the students. Students not selected would be placed on a waitlist.
- The district would not provide transportation to the program.
- For the 2022-2023 school year the amount of aid allotted was $6,723 per pupil (Federal) for the first 45 students and $7,126 per pupil (State) for the next 36 students.
- The aid that the district receives does not cover the full cost to run a program.
- This Timeline for UPK is dependent on final state aid numbers, board of education approval and voter approval.