

Office of Curriculum, Instruction, & Technology

2022-2023 Budget Requests



March 2022
Dr. Heather Lyon

Overview

1. Academic Initiatives
2. Social/Emotional Initiatives
3. Professional Learning Communities (PLCs)

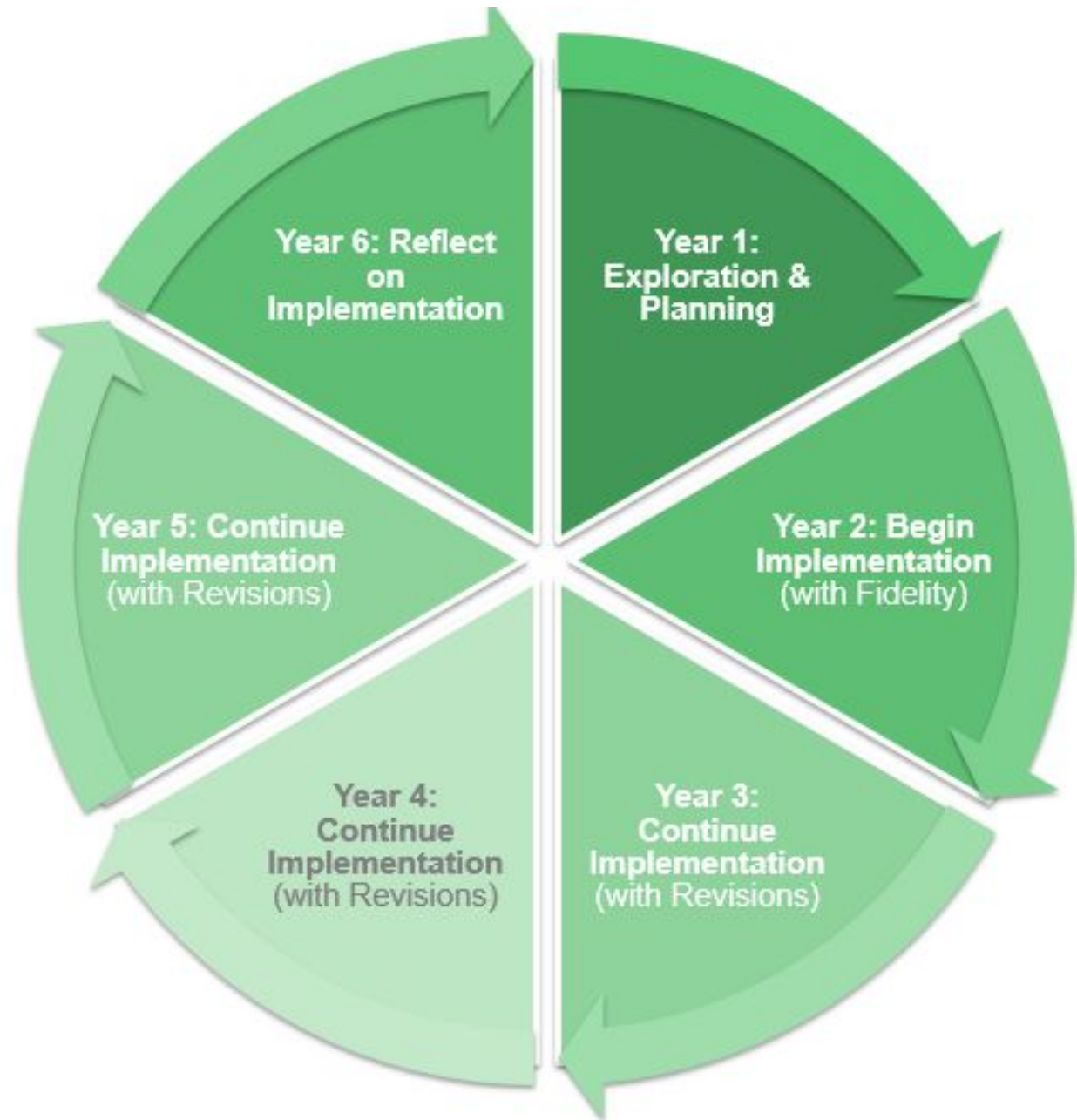
Initiatives

ACADEMIC

Curriculum, Instruction, & Assessment Review Cycle



Curriculum, Instruction, & Assessment Review Cycle



Curriculum, Instruction, & Assessment Review Cycle

Content Area	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Science K-12	Explore/Plan		Imp 1	Imp 2	Imp 3	Imp 4	Imp 5
Technology/Business	Explore/Plan		Imp 1	Imp 2	Imp 3	Imp 4	Imp 5
Math K-12	Reflect	Explore/Plan		Imp 1	Imp 2	Imp 3	Imp 4
Family & Consumer Science	Reflect	Explore/Plan		Imp 1	Imp 2	Imp 3	Imp 4
Art K-12	Imp 5	Reflect	Explore/Plan		Imp 1	Imp 2	Imp 3
Music K-12	Imp 5	Reflect	Explore/Plan		Imp 1	Imp 2	Imp 3
Social Studies	Imp 4	Imp 5	Reflect	Explore/Plan		Imp 1	Imp 2
Library K-12	Imp 4	Imp 5	Reflect	Explore/Plan		Imp 1	Imp 2
English Language Arts K-12	Imp 3	Imp 4	Imp 5	Reflect	Explore/Plan		Imp 1
World Languages	Imp 3	Imp 4	Imp 5	Reflect	Explore/Plan		Imp 1
Physical Education/Health K-12	Imp 2	Imp 3	Imp 4	Imp 5	Reflect	Explore/Plan	
Counseling K-12	Imp 2	Imp 3	Imp 4	Imp 5	Reflect	Explore/Plan	

Lew-Port Seal of STEAM Readiness

Seal Of Civic Readiness

- The Seal of Civic Readiness may be a 4+1 pathway.
- The Seal of Civic Readiness may also be a stand-alone diploma seal for students who choose a different 4+1 pathway.

Students who receive the NYSED Seal of Civic Readiness must earn a total of 6 points, with at least 2 points from column #1 (Criteria for Demonstrating Proficiency in Civic Knowledge) and at least 2 points from column #2 (Criteria for Demonstrating Civic Participation).

Criteria for Demonstrating Proficiency in Civic Knowledge		Criteria for Demonstrating Civic Participation	
Category	Pts.	Category	Pts.
1a. Social Studies required for graduation: <ul style="list-style-type: none"> • Obtain course credit in Global History & Geography I • Obtain course credit in Global History & Geography II • Obtain course credit in United States History & Government 	1	2a. Civic Skills, Actions, and Mindsets <ul style="list-style-type: none"> • Complete a culminating high school civic project that demonstrates civic knowledge, skills, actions and mindsets, as established by the local Seal of Civic Readiness Committee (SCRC). (The 	1.5*

Criteria to Earn the New York State Seal of Biliteracy (NYSSB)

- A. Students wishing to receive the NYSSB must complete all requirements for graduating with a NYS Regents diploma*;
 B. In addition to the above minimum requirement, students wishing to receive the NYSSB must earn three (3) points from the English criteria and three (3) points from the World Language criteria.

CRITERIA FOR DEMONSTRATING PROFICIENCY IN ENGLISH	POINT VALUE	CRITERIA FOR DEMONSTRATING PROFICIENCY IN A WORLD LANGUAGE	POINT VALUE
1A. Score 80 or higher on the NYS Regents Examination in English Language Arts** or English Language Learners (ELLs) score 75 or above on two Regents exams other than English**, without translation.	1	2A. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, consistent with Checkpoint C standards.	1
1B. ELLs earn an overall score of 290 or better on the New York State English as a Second Language Achievement Test (NYSESLAT) during 9th-12th grades.	1	2B. Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
1C. Complete all 11th- and 12th-grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	2C. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
1D. Score at a proficient level on an approved English assessment (See "Approved English Assessments" on page 50.)	1	2D. Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on pages 51-53.)	1
1E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	2E. Present a Culminating Project that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Lew-Port Seal of STEAM Readiness

There are two pathways to earning a Lewiston-Porter STEAM Seal and an additional pathway for a Lewiston-Porter Advanced STEAM Seal

Non-CTE Pathway	CTE Pathway	Advanced Pathway
Pathway 1 – A minimum of 6.5 Total Points <ul style="list-style-type: none"> At least 5 total Science and Math Points (there must be at least 1 point from both Science and Math) At least 1.5 total Engineering & Technology Points <u>AND/OR</u> 2 Visual & Performing Arts Points 	Pathway 2 – A minimum of 6.5 Total Points <ul style="list-style-type: none"> At least 3 total Science and Math points (there must be at least 1 point from both Science and Math) At least 2 CTE points At least 1.5 additional points in any combination of science, math, Engineering & Technology, Visual & Performing Art, and CTE 	Advanced Pathway – In addition to earning 6.5 points via Pathway 1, <ul style="list-style-type: none"> Prior to the senior year, complete Health, Participation in Government, Economics, and 12th grade ELA Successfully complete an approved STEAM internship during the senior year

	Implementation Timeline			
	21-22	22-23	23-24	24-25
Freshman	No STEAM Pathways	3 Pathways Available	3 Pathways Available	3 Pathways Available
Sophomores	No STEAM Pathways	3 Pathways Available	3 Pathways Available	3 Pathways Available
Juniors	No STEAM Pathways	2 Pathways Available ¹	3 Pathways Available	3 Pathways Available
Seniors	No STEAM Pathways	2 Pathways Available ²	2 Pathways Available ²	3 Pathways Available

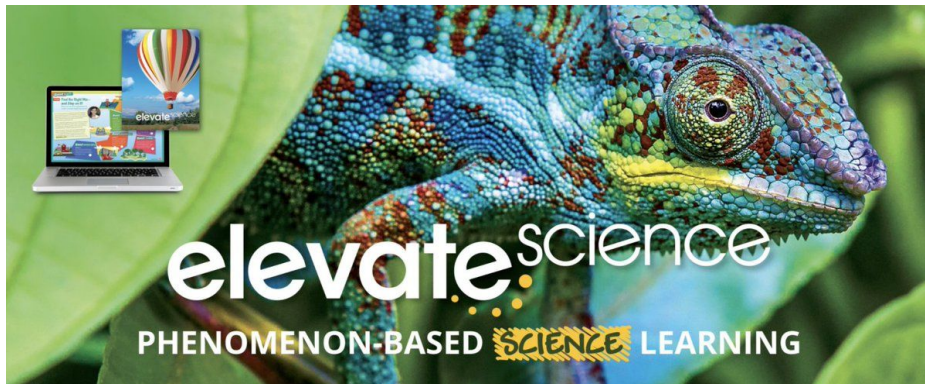
Lew-Port Seal of STEAM Readiness

Science	Point Value	Math	Point Value	Engineering & Technology	Point Value	Visual & Performing Arts	Point Value	Career & Technical Education	Point Value
Earn an average of 85 or higher on 3 science Regents exams	1.5	Earn an average of 85 or higher on the 3 math Regents exams	1.5	Earn an average of 85 or higher on at least 3.0 credits of technology courses	1.5	Earn an average of 90 or higher in visual or performing arts courses (2 credits minimum are required)	1.0 (2 credits) 1.5 (3 credits) 2.0 (4 credits)	Complete a CTE Program with an average of 85 or higher (not applicable for Cosmetology, I & II, Culinary Arts I & II, Early Childhood Education I & II, Security & Law Enforcement I & II)	2.5
Complete 3 Regents science courses with an average of 85 or higher	1.5	Complete the 3 Regents math courses with an average of 85 or higher	1.5	Earn at least a 3 on the Advanced Placement Computer Science test	1.5	Earn at least a 3 on 1 Advanced Placement visual or performing arts test	1.5		
Earn at least a 3 on any Advanced Placement science test	1.5	Earn at least a 3 on any Advanced Placement math test	1.5	Earn a course average of 85 or higher in a college-credit bearing technology course	1.5	Earn a course average of 90 or higher in a college-credit bearing visual or performing art course	1.5	Complete a CTE Program with an average of 80 or higher (not applicable for Cosmetology, I & II, Culinary Arts I & II, Early Childhood Education I & II, Security & Law Enforcement I & II)	2
Earn a course average of 85 or higher in a college-credit bearing science course	1.5	Earn a course average of 85 or higher in a college-credit bearing math course	1.5	Earn an average of 85 or higher on at least 2.0 credits of technology courses	1	Participate in 4 years of band, orchestra, or chorus	1	Complete a CTE Program with an average of 75 or higher (not applicable for Cosmetology, I & II, Culinary Arts I & II, Early Childhood Education I & II, Security & Law Enforcement I & II)	1
Complete 3 science courses with an average of 85 or higher	1	Complete 3 math courses with an average of 85 or higher	1	Compete in a district-approved engineering or technology competition	0.5-1.0 ¹	Compete in a district-approved visual or performing arts competition	0.5-1.0 ²		
Complete 1 Regents science course with an average of 85 or higher	0.5	Earn an average of 85 or higher on 1 math Regents exam	0.5			Participate in the extracurricular production of a school theatrical performance (including stage hands, cast, etc.)	0.5	Pass a certification or licensure exam for their program of study	1
Earn an average of 85 or higher on 1 science Regents exam	0.5	Complete 1 Regents math course with an average of 85 or higher	0.5					Compete in a district-approved CTE competition	0.5-1.0 ¹
Compete in a district-approved science competition	0.5-1.0 ²	Compete in a district-approved math competition	0.5-1.0 ²						

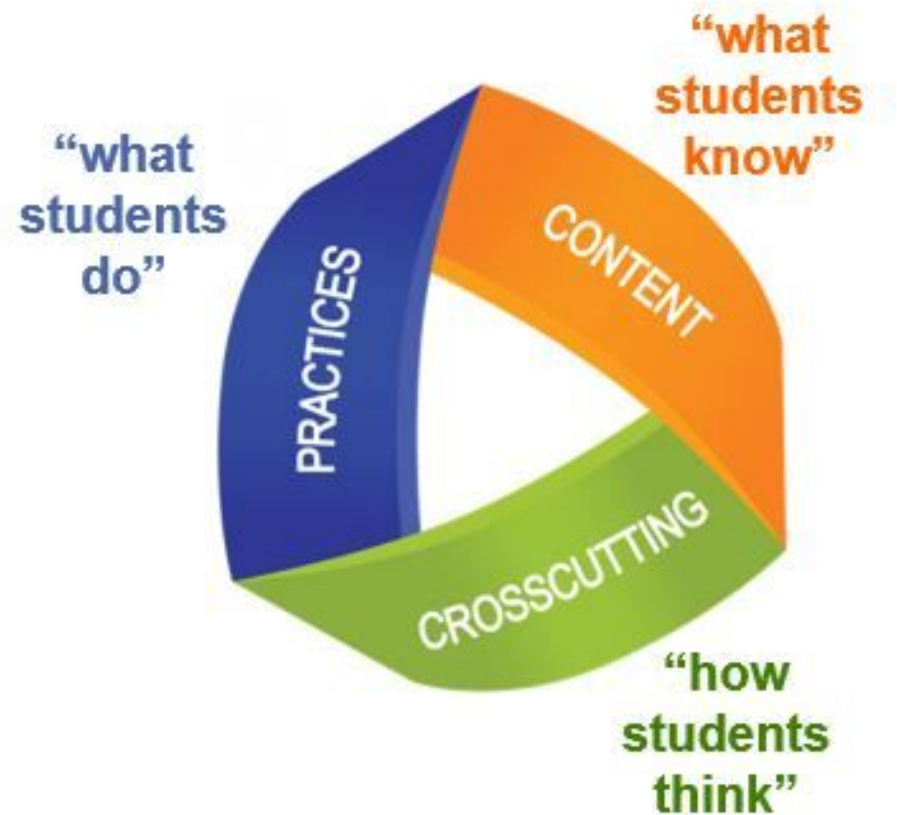
NYS Science Learning Standards (NYSSLS)



K-2



3-8



Math Implementation



K-2



6-8

Readers and Writers Workshop

Lucy Calkins Units of Study



Jeanne Tribuzzi

Independent Reading Level Assessment

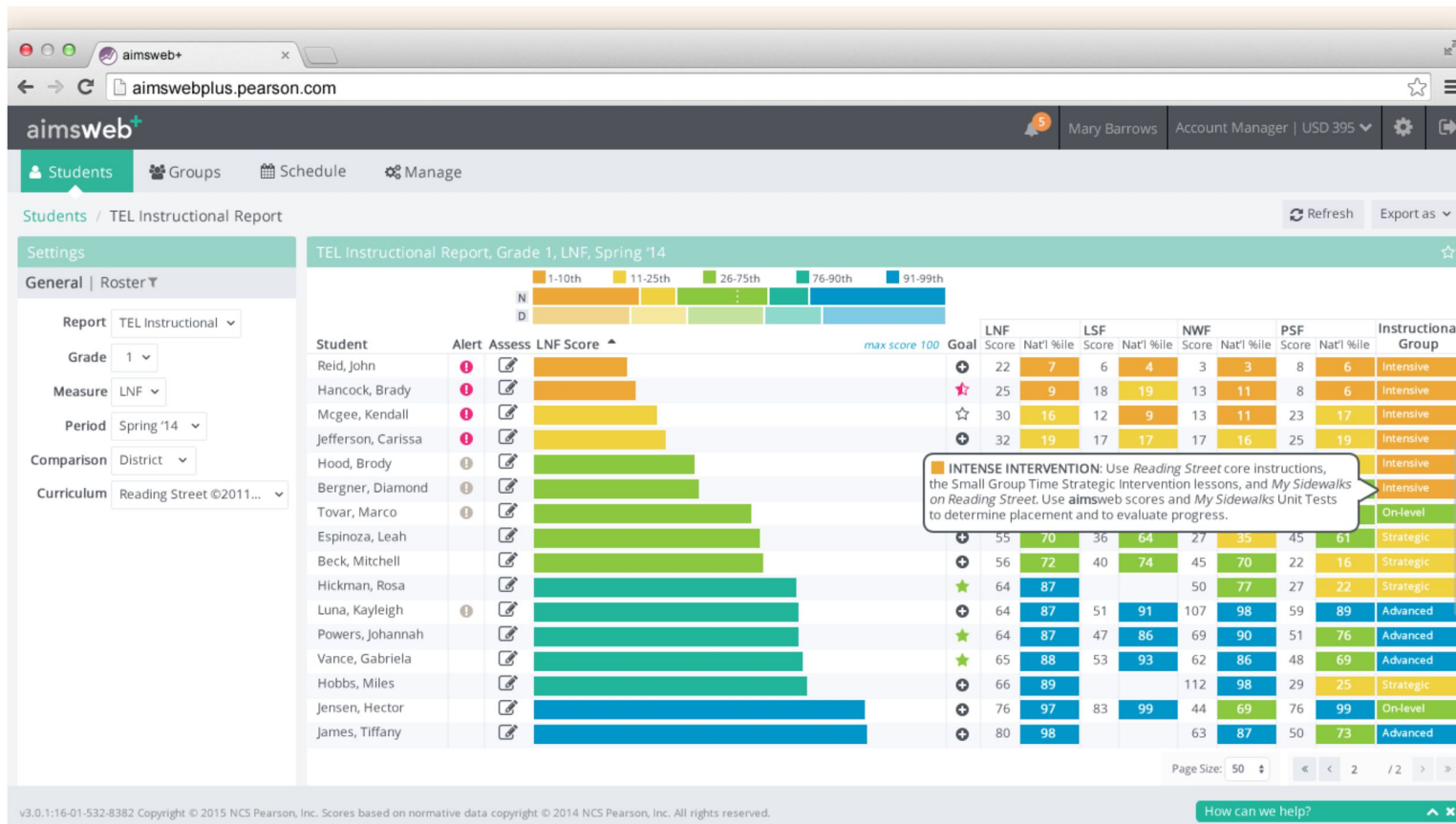


Electronic and Book
Assessment Formats



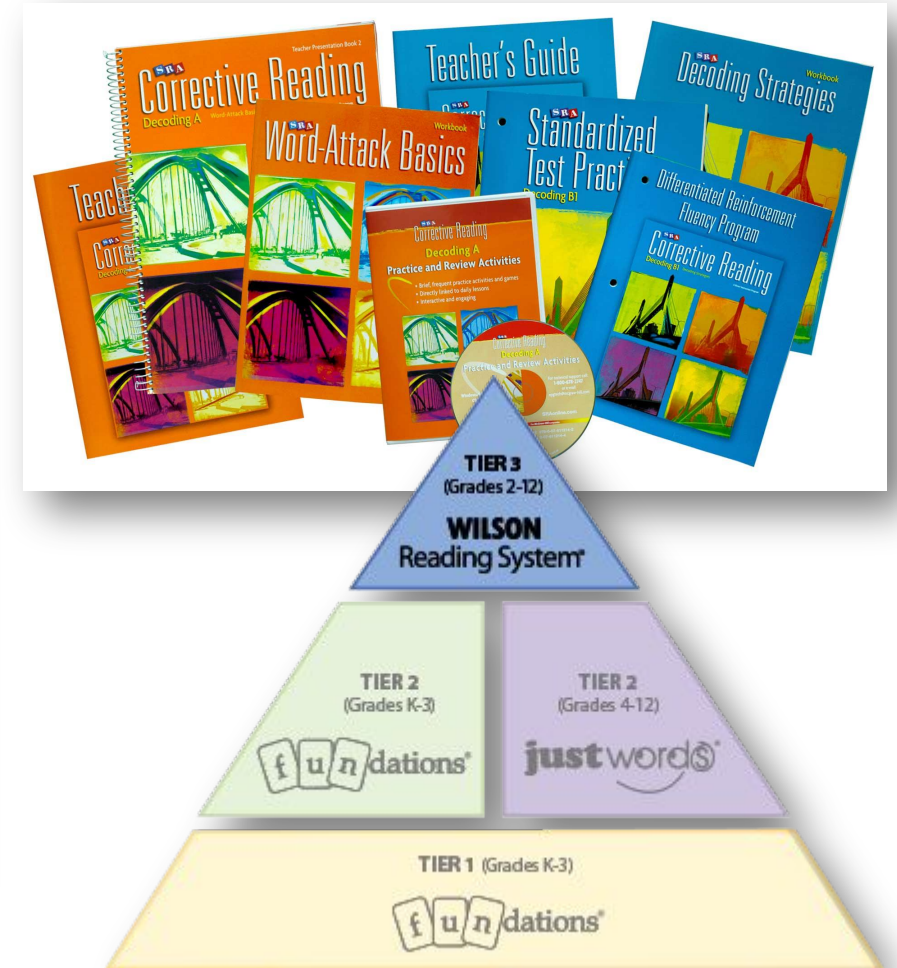
Cathy Gruber

aimswwebPlus



22/23
All students in K-8
for Reading and
Math

Multi-Tiered System of Supports (MTSS)



reading  plus[®]

Access Mathematics



Mary Bieger



RESPONSE TO INTERVENTION HANDBOOK

**Lewiston Porter Central
School District**

Primary Education Center (PEC) & Intermediate Education Center (IEC)

Revised Spring 2021



accessmathematics
developing student autonomy

Initiatives

SOCIAL/EMOTIONAL

Restorative Practices

A.L.E.

Alternative Learning
Environment



Lori DiCarlo

Leader In Me



The
LeaderinMe®
great happens here

Initiatives

PROFESSIONAL LEARNING COMMUNITIES

Peer Coordinator Retreat



Guiding Questions

- 1 What do we want students to **LEARN**?**
What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2 How will we **KNOW** if they've learned it?**
Are we monitoring each student's learning on a timely basis?
- 3 How will we respond when learning **DID NOT** take place?**
What systematic process is in place to provide additional time and support for students who experience difficulty?
- 4 How will we respond when learning **ALREADY HAS OCCURRED**?**



Access Mathematics

Lewiston Porter Central School District Peer Collaboration and Peer Coaching Academy Program



MISSION STATEMENT

The purpose of the Lewiston-Porter Peer Collaboration and Peer Coaching Academy Program is to foster professional collaboration and professional dialogue that is focused on innovative pedagogy and classroom practice in support of learning for all students. The goal of the program is to bring teachers together through non-evaluative, peer-to-peer approaches over the course of the school year and to help support innovation in instructional practice and meet the needs of all learners.

Innovative Practices To Help Develop Writers

Jill J. Jaruszewski Fourth Grade Teacher
Lewiston-Porter Central School District

Abstract
This action research project was conducted to help students develop confidence and skills in writing their own stories and achieve a level of proficiency when answering other response questions that not only show understanding of a literary component, but also include evidence support. Upper elementary students often struggle with writing response questions due to varying reading abilities and a lack of age appropriate samples to report their thought processes. This often results in students feeling a lack of confidence when writing which can hinder their ability to build stems during writing workshop. The specific research question my coach and I studied was, "How do the use of short films, anchor papers and small group conferencing affect the student performance on short response (ELA questions)." This research took place in a class of 23 fourth grade general education students which includes 5 struggling readers and writers who receive AIS support. The research focused heavily on the use of a detailed rubric and examples of anchor papers that the students could evaluate, discuss, and compare in order to identify their own needs and realize them. In a class of 23 students, 50% exceeded the expectations after interventions were implemented and the other 50% of the students demonstrated proficiency in terms of their written responses.

Methodology
The research was completed using the following action plan:

Through this research project my coach and I functioned as a team. We collaborated often, shared ideas and editorial feedback. After having writing pieces within our curriculum. The research was conducted with the upper elementary classrooms at the Intermediate Education Center. Our teacher was the teacher of record, the other functioned as a coach and collaborator. That, the partners both viewed their individual classrooms to identify an area of need after their student populations. After the area of need was established, different strategies to accommodate the need were considered. The chosen strategy was then implemented in two cycles and four classroom observations.

Results
The results and findings not only assisted with effective dialogue between my coach and I, but also provided me an opportunity to reflect and make necessary change within my teaching practices. I found myself reevaluating the structure of my writing conferences and my lessons in order to meet the needs of my students in a unique way. I became the director of the current group of conferences rather than the leader because of the natural ownership the students embraced during this process. My students have essentially become the teachers during writing conferences and are able to listen and take notes as they discuss and evaluate their pieces.

Conclusion and Implications
The results of this study clearly indicate that students benefit from a variety of teaching approaches and can essentially own their education at a deeper level when creativity and innovation is part of the learning process. In addition, giving students the power to lead helps build their confidence and affords them the opportunity to become effective learners. The implication of this is considerable. Each child and classroom is unique. Every teacher must take into consideration the needs of their students and be willing to adjust and take risks. Furthermore, many teachers do not feel their own expectations for their students supersede the expectations of the rubric that the New York State learning standards promote.

Acknowledgements
I would like to acknowledge and thank my peer coach, Mrs. Jennifer Kasper for her dedication, support, and collaboration she provided me during this project as our mentoring and collaborative discussions continue to be rich and supportive regardless of the project coming to a close. I would also like to thank the facilitators in our Peer Coaching Academy, Mary Yagelski and David Gerspach. Thank you to our Superintendent, Mr. Paul Casati for allowing and encouraging us to conduct this research in our classrooms. Thank you to my students and families who are essentially my partners throughout all aspects of our year together.



Nylam Yagielski

Impact of Intentional Embedding of Questions on Individual Student Responses

Michelle Hinchliffe, Lewiston-Porter High School
2019-2020 Instructional Year

Abstract
New York State Science Learning Standards proposes the Science and Engineering Practice of Asking Questions as part of the instructional skill expected for NY's teachers. Questions are the framework of science teaching; the hypothesis that often initiates conversations, drives thinking and encourages learning in the classroom. Questions, ranging in level of difficulty, are a critical component of learning, yet I think very little about the types of questions I ask to my students each day. Statistics show that most teachers ask an average of 300 to 400 questions on a daily basis; however, 60-80% of these questions are low-level questions that only require students to recall something they already learned (Tierken, et al., 2010). Statistically speaking, this shows that most of the 18,000 questions I ask each year in my classroom do not push my students' thinking beyond the point of merely recalling what they already know. Questioning has become a habit for me. This action research study is to help me determine my current level of questioning and plan for more structured and higher level questioning in my classroom.

Introduction
To conduct an Action Research project that would provide empirical data as I develop awareness of how I ask questions, to my questions elicit student responses to specific content, restate, redirect, or clarify student thought? Or do my questions ask my students to revise and reflect on content? Are my questions challenging and probe student thinking, and allow them time to process new content and instill a desire to contribute to academic conversations in my classroom?

Methodology
During four instructional periods, have Mike Karkolewski collect data on four (4) different questioning techniques (study):

- Study 1: Student success using "Off the Top of My Head" question prompts referencing the Talk Moves checklist.
- Study 2: Student success on six (6) Open-ended Guided Questions using a vocabulary rubric to score student responses.
- Study 3: Student success on Silent Sustained Writing. Very open-ended questions without answer prompts using a vocabulary rubric to score student responses.
- Study 4: Student success on five (5) multiple choice questions which are Close-ended and only recall knowledge.
- Study 5: Student survey to collect data about questions using google forms to record student reflections at the end of the lesson.

Results
Study 1: "Off the Top of My Head" questions asked by me. There were 36 questions asked in a 40 minute class period.

- 38% actually opened ended in nature.
- Students asked 14 questions with only one being open ended.
- 2 additional student questions were linked to real world experiences.

Study 2: Six open-ended short answer guided questions with answers recorded on a student "follow along" paper.

- 79% correct answers with correct vocabulary.
- 18% got GS incorrect which was the application to new content question. All of these students were engaged in a conversation with a partner.

Study 3: Silent Sustained Free Write Free: One unprompted open-ended question asking students to write what they know.

- 47% hit 4/10 vocabulary words.

Study 4: Five (5) closed-ended recall MC questions.

- 43% received a perfect score.

Study 5: Silent Sustained Free Write Free: One unprompted open-ended question asking students to write what they know.

- 50% percent students feels question asked during class are useful.
- 35% value sharing answers with peers and 35% prefer recall questions. Interesting
- 50% prefer using a game like Kahoots, or a device, to record answers

Conclusion and Implications
Prompted open ended short answer questions had the highest student success performance. Results recorded in "student follow along" sheets allowed for students to consider content, develop their own thoughts with appropriate processing time. Because of this study, I will incorporate a more systematic approach to how I ask questions by modeling the success seen in Study 2. From the student survey, 50% of students value teacher questioning in class. Implication: How to record responses? Gaming may only appeal to the 30% that prefer recall questions, but the aspect of using a device is appealing to most students.

QR Code: Student Survey Results

Acknowledgements
Questioning the Questions, Christopher H. Tierken, Stephanie Gunning & Dennis Drosco Pages 39-43 | Published online: 13 Jul 2012

Use of High-Level Questioning to Increase Student Achievement in Reading, Remark, A. and Irving, 2015 E Saint Catherine University St. Paul, Minnesota

Classroom Talk That Fosters Critical Thinking and Content Understanding, Zellers, J. and Crawford, M. 2011, Stenhouse Publishers



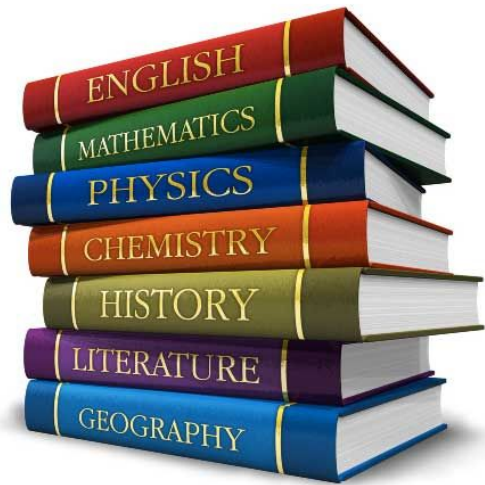
Dave Gerspach



accessmathematics
developing student autonomy

NYSED Textbook State Aid

Textbook Aid per pupil is \$57.30 including Lottery Aid. For aids payable in 2007-08 and thereafter the State Textbook Aid per pupil is \$58.25 including Lottery Aid. Aid is payable for expenditures incurred in providing textbooks in the school year preceding the year in which aid is paid.



https://stateaid.nysed.gov/tsl/html_docs/textbook_loan_program.htm#Definition

B. Examples of materials that do not satisfy the definition of textbooks under the textbook loan program and may not be claimed for Textbook Aid are:

- reference materials such as encyclopedias, almanacs, atlases and general or special dictionaries, except that dictionaries individually assigned to all pupils in a particular class or program as a textbook substitute are considered as textbooks;
- supplementary textbooks, novels, fiction, magazines, newspapers, except as provided above, and audiovisual materials normally housed in the school library, classroom library or instructional materials center for short-term use by pupils;
- • tests and testing materials;
- teachers' editions of textbooks;
- review books;
- • materials in kit form, including book kits with a teacher edition bundled and science kits with components that are consumed and cannot be returned;
- internet on-line services, such as tuition for online instructional coursework programs or the costs of supporting student information platforms; and

Non-BOCES Aidable Items

Requested Item	Cost
Into Math	\$8,324.20 (materials and supplies) \$36,784.86 (textbooks) + \$10,000 (PD)
MTSS Resources	\$10,000 (materials and supplies) + 10,000 (PD)
Restorative Practices	\$19,000 (Lori DeCarlo) + \$19,270 (teacher team compensation)
Peer Coordinator Retreat	\$9,900
Personalized Learning Cohort	\$17,600
Peer Collaboration/Coaching	\$17,600 (Stipend)
Assessment Software	\$10,000
TOTAL	\$ 168,479.06

BOCES Aidable Items

Requested Item	Cost
Amplify Science ^(BA)	\$14,352.10 (kits) (20% of the total)
Elevate Science ^(BA)	\$36,926.92 (kits) (40% of the total)
RTI Leadership Team ^(BA)	\$4,500 (Access Math)
IRLA (Coaching and Software) ^(BA)	\$39,424 (coaching) + \$16,200 (software)
aimswebPlus ^(BA)	~\$5400
Leader In Me ^(BA)	\$25,402.38 (website access, coaching, teacher/student materials)
Peer Collaboration/Coaching ^(BA)	\$25,600 (Access Math))
Big Brothers/Big Sisters ^(BA)	\$20,000
Apex ^(BA)	\$12,500
Education Elements ^(BA)	\$59,500
TOTAL	\$259,805.40

(BA)= BOCES Aid-able

Curriculum and Instruction Totals

Non-BOCES Total = \$ 168,479.06

BOCES Total = \$259,805.40

**Curriculum and Instruction
Grand Total**

\$428,284.46

QUESTIONS

FEEDBACK