

PM RAIDER CONNECTION

PATCHOGUE-MEDFORD SCHOOL DISTRICT

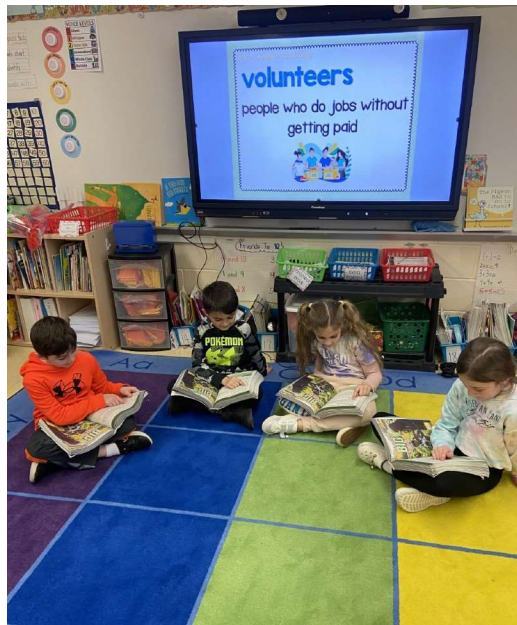
Welcome to the Curriculum Issue

In this issue, we are focusing on our curriculum and instruction, how new learning programs benefit students, and how our policies and strategies align with our superintendent's goals. Introducing innovative curriculum and learning programs allows Patchogue-Medford educators to tailor instruction to meet the diverse needs and interests of our students, fostering engagement and deepening understanding. Moreover, embracing new educational methodologies, such as many of the initiatives described in this newsletter, cultivates critical thinking, problem-solving, and collaboration skills essential for navigating the complex challenges of today and the future.

SUPERINTENDENT GOAL I: DEVELOP SUCCESS PLANS FOR EVERY SCHOOL IN ORDER TO PROMOTE HIGH LEVELS OF GROWTH AND PROFICIENCY FOR ALL STUDENTS.

Leading with Literacy and the Science of Reading Implementing SAVVAS myView

During a February Board of Education meeting, the District presented a mid-year update about the progress we are making in implementing our newly adopted instructional program—*myView* by the next-generation educational company, SAVVAS—in kindergarten through 5th grade. Our first goal was to ensure that staff had the training and support necessary to implement a high-quality core curriculum that aligns with the science of reading. To date, we are seeing amazing progress through *myView* in several areas. Our students, with the support of their teachers, are reading grade-appropriate and complex texts. They can think deeply about essential questions, formulate themes, and build rich content knowledge and language through an emphasis on academic vocabulary. They make clear learning goals and demonstrate many crucial modern skills, including critical thinking, communication, collaboration and creativity.

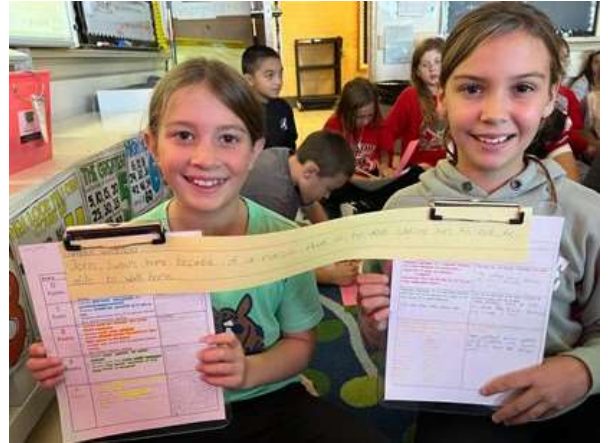


District Presents Rubric Initiative to Board of Regents

In March, Patchogue-Medford School District Asst. Superintendent Lori Cannetti—along with instructional coach Joy Caputo—presented the District’s rubric initiative to the Board of Regents at the March 11 virtual meeting.

In their presentation to the Board of Regents, Patchogue-Medford educators outlined how they recognized the need to enhance instructional capacity within classrooms to effectively support the diverse student population and improve the overall academic standing of our schools. As part of our District success plan, we focused on students taking ownership of their learning, which leads to more self confidence in their ability to complete writing tasks. Our first step was to establish expectations and increase the volume of writing through the explicit use of exemplars. Utilizing the Coaching for Excellence Grant, educators focused on improving writing proficiency through rubrics and student assessment. Positive results were immediate. They included:

- Increased academic vocabulary.
- Renewed emphasis on discussions and engagement.
- Enhanced writing volume and improved student writing skills across subjects.
- Increased teacher confidence.



SUPERINTENDENT GOAL II: CONTINUE TO IMPLEMENT ACTIONS TOWARD CLOSING THE ACHIEVEMENT GAP FOR ENGLISH LANGUAGE LEARNERS, SPECIAL EDUCATION STUDENTS, AND OTHER STATE REPORTED SUBGROUPS.

Evidence-Based Literacy Instruction Program Adopted for Students with Disabilities

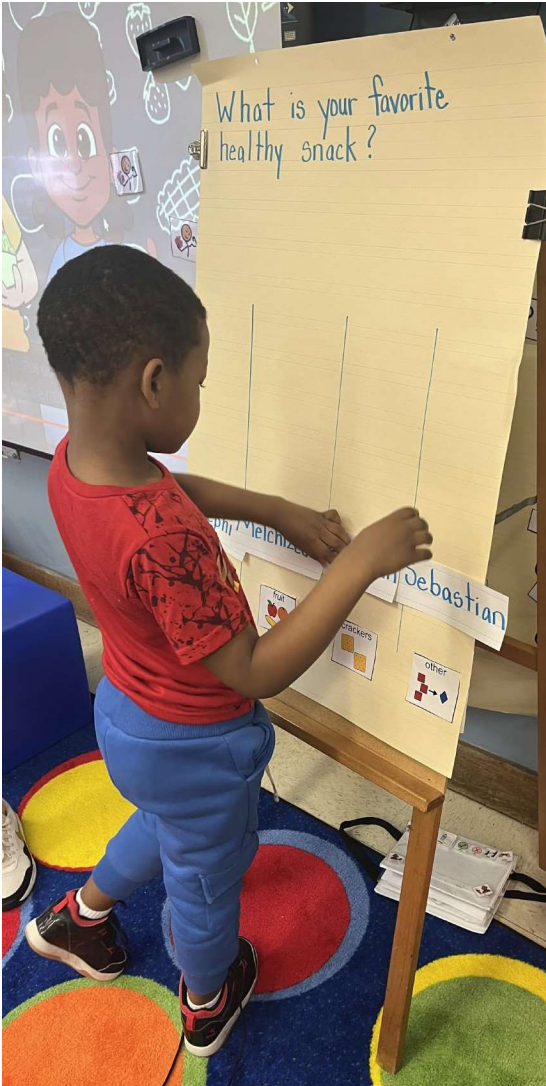
Over the summer, various stakeholders and educators in the Patchogue-Medford School District convened to assess reading programs for a decoding intervention pilot targeting special education students. After deliberation, they opted to trial Evidence-Based Literacy Instruction, or EBLI, due to its unique speech-first decoding approach that emphasized fluency and comprehension. Unlike traditional phonics methods such as Orton Gillingham, EBLI focuses on structured linguistic strategies and background knowledge acquisition. Since October, 33 students across six elementary schools have participated in EBLI, with 23 showing significant progress and several surpassing expected growth levels, as per recent iReady benchmarks.

Additionally,

- Twelve students have exceeded 100% of their typical annual growth.
- Five students have achieved over 200% growth, equivalent to about two grade levels.



TeachTown and Unique Learning System



Students that are alternatively assessed (NYSAA) do not follow a curriculum; instead, they are ungraded, and taught based on their Individual Education Program (IEP) goals. The District has been piloting two new programs—TeachTown and Unique Learning System—to evaluate programs that may assist teachers in planning to address students' IEP goals. In the past, the teachers have worked to develop their own materials for students to meet their particular needs.

In lieu of the traditional state assessments, NYSAA students complete Dynamic Learning Maps (DLM) assessments. DLM assessments offer students a way to show what they know and are capable of in English Language Arts, mathematics, and science. The NYSAA students are the students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. As always, we are looking for ways to raise the bar for our students requiring the most support; having programs that align with the NYS Next Generation standards but modified to meet our students' needs is one of the ways we can achieve this goal.

BENEFITS OF TEACHTOWN AND UNIQUE LEARNING SYSTEM

- Provides personalized learning experiences tailored to individual student needs.
- A curriculum designed to be interactive and engaging, while incorporating multimedia elements.
- Evidence-based practices substantiated by research and data.
- Support for diverse learners.
- Professional development opportunities for educators to enhance their knowledge and skills in implementing evidence-based practices.

New Life Skills Classroom with Commercial Kitchen for ACES Special Education Students

Patchogue-Medford School District recently unveiled its new Academic and Career Explorers (ACES) life skills classroom at Patchogue-Medford High School, featuring a commercial kitchen to enhance the learning experience for special education students. With a focus on preparing students for future employment opportunities, our ACES classroom helps the District emphasize the importance of vocational and life skills education. Funded by a federal grant and constructed by District teams, the classroom provides a nurturing environment for students to develop daily living skills and explore vocational pathways. The classroom also supports the successful Raider Bean business, where students gain business experience by selling cookies and coffee on campus. The District remains committed to expanding vocational experiences; there are plans for additional facilities to be added at elementary and middle school levels. The ACES life skills classroom marks a significant step in providing inclusive and impactful education for all students.



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Patchogue-Medford School District Embraces Cutting Edge of Math Instruction



For a public school district, embracing innovation in math curriculum and adopting new math programs is essential for preparing students for success in a rapidly evolving world. To that end, in April 2023, the Patchogue-Medford School District formed a Math Pilot Committee to assess new and emerging math programs, ultimately selecting Ready Math Classroom, Eureka Math², and Into Math for evaluation. Based on surveys conducted with students and staff to determine the efficacy of these programs over their first year of use, Ready Math was selected by the District.

 **Ready[®] Classroom Mathematics**

READY CLASSROOM MATHEMATICS

A robust mathematics program, Ready Math assists educators in making our students become strong, independent mathematical thinkers. The program uses an enhanced and strategic approach to math instruction, focusing on reason, problem-solving, and student-to-student conversations.

WHY WE CHOSE READY MATH

- The pacing of lessons for our current instructional minutes within the school day.
- The alignment of lessons with the Next Generation Math Standards.
- The readability of independent work for students at all grade levels.
- The lessons contained differentiation strategies and support small group instruction for struggling students.
- There were resources for enrichment activities for students performing above grade level.
- Materials were available in both English and Spanish to support our dual language programs.
- Student workbooks and teacher manuals were visually friendly.
- Student and teacher technology tools were easy to use.
- Student assessments provided teachers with detailed data reports.
- The on-sight professional development supports, and responsiveness offered by the vendor.
- The overall cost for the program.

SUPERINTENDENT GOAL V: INSPIRE CONFIDENCE AND SELF REFLECTION IN ALL STUDENTS AND STAFF IN ORDER TO DEVELOP ACADEMIC AND CIVIC READINESS.

Self-determination and Student Participation in CSE Meetings

Since 2019, elementary teachers have involved students in CSE (Committee on Special Education) meetings, following inspiration from the Suffolk County Regional Special Education Technical Assistance Support Center (RSE-TASC). Initially piloted by four teachers, this effort proved successful, leading to the development of additional resources for students' self-determination in shaping their education.



with improved quality of life for students with disabilities. Parental support for student involvement in CSE meetings has been positive, with appreciation for students articulating their progress, strengths, and weaknesses. As of February, 91 students in grades K-5 actively participated in their meetings, providing valuable insights into their education plans and accommodations.

Self-determination emphasizes individuals' rights to make choices about their lives, including education and career paths. The Patchogue-Medford School District prioritizes self-determination, recognizing its correlation

Parental support for this initiative has been overwhelmingly positive, with parents expressing appreciation for hearing their children articulate their feelings about their progress in school, as well as their strengths and weaknesses.

Professional Development

Professional development is something that the Patchogue-Medford School District takes extremely seriously. It is our belief that only through a commitment to professional development that we can best support educators, enhance teaching practices, foster educator expertise, and enrich student learning. Teachers have been learning instructional strategies to increase student engagement in reading, writing, listening and speaking. With their new knowledge of student engagement protocols, teachers have been collaborating and creating new lessons that move students from compliance to engagement and ultimately empower their learning.



Teachers completed the investigation during professional development periods.

At the secondary level, for example, teachers are being supported through coaching sessions to foster classrooms where academic discussions between students are fostered to clarify understanding and deepen knowledge in math, English, and social studies. Additionally, teachers have been deepening their own knowledge about how impactful the use of Learning Targets can be to increase student agency and ownership of their own learning. Learning Targets are a statement presented to students at the beginning of each class that make transparent what students can expect to learn by the end of the period or over several days.



Here, teachers learn about a structure called the Painted Essay© to help students organize their writing of multiple paragraph essays. (L-R): Tricia Dowd, Lexi Doucette, Lily Reis, and Christy Reinert.

A Global Long Island Requires a Global Education

In an increasingly global and diverse Long Island, biliteracy and civic readiness are more important than ever. Both objectives play a pivotal role in fostering inclusivity and academic success for students from diverse linguistic backgrounds. Patchogue-Medford School District takes this responsibility seriously and engages with multiple programs and initiatives to make sure all students have the same opportunity for growth and pathways to success.

SEAL OF CIVIC READINESS

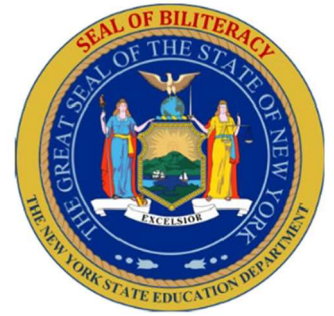
Patchogue-Medford School District has been officially designated with the New York State Seal of Civic Readiness. We are incredibly proud of this distinction. By nurturing informed and active citizens, public schools not only contribute to the strength of democracy but also empower individuals to positively shape their communities and advocate for meaningful change. The Seal of Civic Readiness distinction is on a high school transcript and diploma.



- There are currently 15 humanities teachers who serve as mentors to guide students through their research, reflection essays, and civic education projects.
- Mentors meet regularly with the students to assist them in brainstorming, pacing, and completion of their projects.
- Benchmarks, rubrics, and exemplars are discussed and worked on together.
- Currently, there are nearly 200 students who are in the process of completing the Seal of Civic Readiness.
- In the 2023-2024 school year we had 74 recipients.
- For the 2023-2024 school year we have 200 students who are projected to be recipients.

SEAL OF BILITERACY

The New York Seal of Biliteracy acknowledges high school graduates proficient in English and one or more world languages. The program promotes language study, identifying skilled graduates for employers and universities, fostering 21st century skills, and affirming diversity. Candidates earn points from grades, exams, transcripts, and projects, receiving the Seal on their diploma and a graduation medallion.



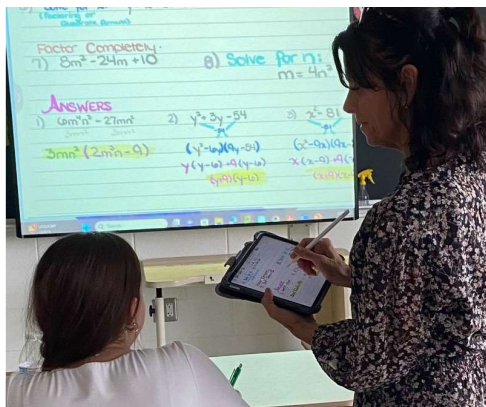
- Three English teachers and five World Language teachers mentor students through the research, writing, and speaking process for their final presentations.
- The English presentations are evaluated by a committee of two English teachers, while the World Language presentations are assessed by a committee of three World Language teachers.
- Currently, 83 students are undergoing this process to qualify for the Seal.
- The number of Seal recipients has steadily increased over the past four years: 63 in 2022-2023, 50 in 2021-2022, 35 in 2020-2021, and 22 in 2019-2020.

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STEM Across the District

A STEM education is paramount for preparing students for the demands of the modern world. A STEM curriculum:

- Prepares students for the future by equipping them with the skills necessary for success in a technology-driven world.
- Improves problem-solving and critical thinking by encouraging students to approach challenges analytically and creatively.
- Promotes innovation, inspiring students to think outside the box, take risks, and explore.



TECH POWERS EDUCATION

Secondary math and special education math teachers are using newly purchased iPads provided by the district to create more engaging lessons for their students.



A MURDER MYSTERY MATH MEETING

Students in Ms. Cambria and Ms. Dilandro's class work collaboratively on a murder mystery activity that helps students practice the exponent rule.



NEXT GENERATION OF METEOROLOGISTS HARD AT WORK

Fifth grade students at Barton Elementary explore climate and weather changes with a cloud in a bottle investigation.



ENVIRONMENTAL FIELD WORK

Students from our AP environmental science classes worked at various Carmans River sites during a citizen science project studying the health of the river and its ecosystem.



THE DEPTHS

In grade 4, students learn that animals tend to have similar internal structures but use them to meet their own specific needs. To support this concept, students dissect their preserved squid specimen and identify specific structures.



AMATEUR BRIDGE

Not only did sixth grade STEM elective students get to learn about and build bridges, but they also visited one of the most famous bridges in the world: the Brooklyn Bridge!

**Patchogue-Medford
Schools** 241 South Ocean
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York 11772
www.pmschools.org

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MAY 21, 2024 VOTER INFORMATION

On May 21, 2024, Patchogue-Medford School District residents will be voting on:

- Proposed 2024-2025 Annual Budget
- Proposed 2024 Bond Referendum
- Trustee Elections

To learn more about the Proposed 2024 2025 Annual Budget, visit: www.pmschools.org/Page/7812

To learn more about the Proposed 2024 Bond Referendum, visit: www.patmedbond2024.org



VOTER QUALIFICATIONS:

- Be at least 18 years of age;
- Be a resident of the school district for at least 30 days prior to May 21, 2024;
- Be a citizen of the United States, and;
- Be a registered voter with the Board of Registry or with the Suffolk County Board of Elections.

VOTER REGISTRATION:

Any school day at the Administrative Center, 241 South Ocean Avenue, Patchogue, New York, 9 a.m. to 4 p.m. Contact the District Clerk (631-687-6370) for further information. The deadline to register with the School District Board of Registry is Monday, May 13, 2024 by 4 p.m.

ABSENTEE BALLOTS AND EARLY MAIL VOTING BALLOTS:

Absentee ballot applications and early mail voting ballot applications may be obtained at the Administrative Center, 241 South Ocean Avenue, Patchogue or via the District website (www.pmschools.org). Ballots will be issued upon the satisfactory completion of the application form. Absentee ballot applications and early mail voting applications

may not be filed prior to April 22, 2024. The deadline for filing absentee ballot applications and early mail voting applications, if the ballots are mailed to the resident, is May 14, 2024 by 4:30 p.m. The deadline for filing absentee ballot applications and early mail voting applications, if the ballots are to be personally delivered to residents or their authorized representative, is May 20, 2024 by 4:30 p.m. All absentee ballots and early mail voting ballots must be filed with the District Clerk by 5 p.m. on Tuesday, May 21, 2024. Information regarding Military Ballots may be obtained by contacting the District Clerk.

DISTRICT POLLING PLACES:

- District No. 1: South Ocean Middle School
- District No. 2: Medford Elementary School
- District No. 3: Saxton Middle School
- District No. 4: Tremont Elementary School
- District No. 5: Eagle Elementary School



Qualified voters with disabilities who seek information about access to polling places may, in advance of the day of the vote, contact the District Clerk at 631-687-6370 for information about accessibility.