

White Plains Schools Elementary Enrichment Programs Handbook



Overview

The White Plains Public Schools offers a variety of enrichment opportunities at every grade level to ensure that our strongest students are fully engaged and challenged with our curriculum, and all students have opportunities to think critically, develop strong communication skills, and effectively solve problems. Our enrichment opportunities at the elementary level include the following:

- ❖ Whole Class Enrichment in Math, Visual Reasoning, and S.T.E.M.
- ❖ Math Small Group Enrichment in grades 3-5
- ❖ Visual Reasoning Small Group Enrichment in grades 3-5
- ❖ English Language Arts Enrichment using Junior Great Books in grades 1-5

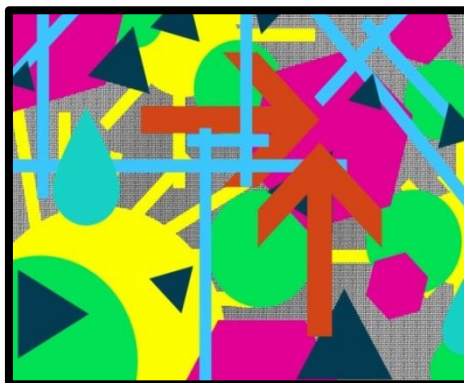
Whole Class Enrichment

As the District Math, Visual Reasoning, and STEM Teachers rotate to each building, they push into each class on a grade level to provide whole class enrichment opportunities for all students. With a focus on the primary grades, the Enrichment Teachers create game-like learning experiences to engage and challenge students in problem solving and critical thinking.

For whole class enrichment in math, the goal is to build number sense and fluency, along with confidence in young mathematicians. Students deepen their mathematical understandings and skills by using number strings and games along with manipulatives.

For whole class enrichment in visual reasoning, the goal is to build visual perception. Using games like *Blink*, *Spot It*, and *Qwirkle*, students practice making keen observations and recognizing patterns to deepen their awareness of color, shapes and numbers.

For whole class enrichment in STEM, the goal is to expose students to engineering and the design process through *Project Lead the Way* modules. Students are immersed in hands-on activities, projects and problems that encourage cross-disciplinary learning and connections to the world outside the classroom.



Math Small Group Enrichment

The math small group enrichment (SGE) program in grades 3-5 focuses on deepening students' understanding of number sense, place value, fractions, rational numbers, and algebraic thinking. Aligned with the New York State Common Core Learning Standards and the district curriculum, the program allows students to experience mathematics through project-based learning and hands-on activities that engage children with the numbers that surround them in their daily lives. Each year, the math SGE curriculum builds upon itself; challenging students to think critically, work efficiently and reflect upon their new learning.

Criteria for Selection:

- ❖ The District uses a weighted system of 2/3 test scores (district math final assessment and the Scholastic Math Inventory for grades 2-3 or a combination of the NYS math assessment and the Scholastic Math Inventory for grades 4-5) plus 1/3 math report card grades. If students do not have NYS math test scores, the district assessments will be weighted 2/3. All students are then rank ordered in each building based on the above criteria, and the top 15% are selected to participate in the enrichment program.
- ❖ New entrants who enroll before February 1st will be assessed with the Scholastic Math Inventory. Math report card grades from the student's prior school will also be considered. New entrants who fall into the top 15% will be enrolled in the enrichment program. Students who enroll after February 1st will be considered for participation the following school year.
- ❖ Please note: Students who receive literacy intervention services may not be able to participate in Math SGE because literacy intervention services occur at the same time.

Criteria for Continuation:

- ❖ Students must meet or exceed the program goals at the end of each session according to the final rubric. If a student receives a Level 2 (Approaching Program Goals) on any criteria, the student will be placed on probation for the following session and the parents/guardians will be notified. If a student receives a Level 2 or below on any criteria at the end of the subsequent session, the student will no longer continue in the program and the parents/guardian will be notified. If a student receives a Level 1 (Not Meeting Program Goals) on any criteria on the final rubric for each session, the student will be removed from the program and the parents/guardian will be notified.

Schedule:

- ❖ Students participating in Math SGE will receive 2 sessions per year, during which they are pulled from Intervention Block (I-Block) for 40 minutes of daily math enrichment instruction. Each session consists of 15 consecutive days taught by the District Math Enrichment teacher, for a total of 30 days of math enrichment per school year on a rotating schedule.

Math Enrichment Curriculum:

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none">• Unit 1: Number Systems from Around the World• Unit 2: Multiplication Magic	<ul style="list-style-type: none">• Unit 1: Fractions Are Everywhere• Unit 2: Fraction Fluency	<ul style="list-style-type: none">• Unit 1: Getting Real with Rational Numbers• Unit 2: Ratio, Scale and Proportion

Visual Reasoning Small Group Enrichment

The visual reasoning small group enrichment (SGE) program in grades 3-5 allows students to engage in activities that enhance creative and critical thinking through a variety of hands-on activities. Aligned with the New York State Learning Standards in Art, Technology, and ELA/Literacy, this program focuses on the use of multi-media projects, the study of inventions, computer coding and the exploration of culture.

Criteria for Selection:

- ❖ The non-verbal portion of the Cognitive Abilities Test (CogAT) will be administered each May to all second grade students. Students scoring in the top 15% in each building will be selected for participation in the program. Teachers or parents can request that a student be re-tested in the spring of 3rd or 4th grade for possible participation in the program the following year.
- ❖ New entrants who enroll before February 1st will be assessed with the CogAT for possible participation during the current school year. Students who enroll after February 1st will be considered for participation the following school year.
- ❖ Please note: Students who receive literacy intervention services may not be able to participate in Visual Reasoning SGE because literacy intervention services occur at the same time.

Criteria for Continuation:

- ❖ Students must meet or exceed the program goals at the end of each session according to the final rubric. If a student receives a Level 2 (Approaching Program Goals) on any criteria, the student will be placed on probation for the following session and the parents/guardians will be notified. If a student receives a Level 2 or below on any criteria at the end of the subsequent session, the student will no longer continue in the program and the parents/guardian will be notified. If a student receives a Level 1 (Not Meeting Program Goals) on any criteria on the final rubric for each session, the student will be removed from the program and the parents/guardian will be notified.

Schedule:

- ❖ Students participating in Visual Reasoning SGE will receive 2 sessions per year, during which they are pulled from Intervention Block (I-Block) for 40 minutes of daily enrichment instruction. Each session consists of 15 consecutive days taught by the District Visual Reasoning Enrichment teacher, for a total of 30 days of VRE per school year on a rotating schedule.

Visual Reasoning Enrichment Curriculum:

Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none">•Unit 1: Paper Engineering•Unit 2: Stop-Motion Animation	<ul style="list-style-type: none">•Unit 1: Advertising•Unit 2: Computer Coding	<ul style="list-style-type: none">•Unit 1: Craft a Culture•Unit 2: Amazing Inventions

English Language Arts Enrichment

Our English Language Arts (ELA) enrichment program uses Junior Great Books in grades 1-5 to enhance reading comprehension and vocabulary, encourage critical thinking and improve writing skills. Junior Great Books focuses on high-quality literature from around the world. Each reading selection allows students to interpret complex material and encourages them to form an opinion which they can support with information found in the text. Junior Great Books focuses on engaging students, while encouraging them to become reflective readers, writers, thinkers and communicators.

Criteria for Selection:

- ❖ Students who do not require academic support services will be enrolled in the ELA enrichment program.
- ❖ New entrants who enroll before April 1st will be assessed for possible participation during the current school year using district literacy assessments. Students who enroll after April 1st will be considered for participation the following year.
- ❖ Please note: Students in the Dual Language Program receive instruction in their second language during ELA enrichment.

Criteria for Continuation:

- ❖ Students who do not require academic support services will continue to be enrolled in the ELA enrichment program.

Schedule:

- ❖ Each elementary school conducts a daily (A-E days) Intervention Block (I-Block) period from November through March in grades 1-5. During I-Block, students are homogeneously regrouped for supplemental ELA and literacy instruction. Our academically strongest students participate in ELA enrichment during this time with a classroom teacher or an Instructional Coach.

Sample Reading Selections from Junior Great Books:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none">• <i>Coyote Rides the Sun</i>-Native American folktale• <i>The Tale of Two Bad Mice</i> by Beatrix Potter	<ul style="list-style-type: none">• <i>The Wedding Basket</i>-West African folktale• <i>Jack and the Beanstalk</i>-English folktale	<ul style="list-style-type: none">• <i>Ugly Duckling</i> by Hans Christian Anderson• <i>Magic Listening Cap</i>-Japanese folktale	<ul style="list-style-type: none">• <i>Thank You, M'am</i> by Langston Hughes• <i>Jean Labadie's Big Black Dog</i>-French-Canadian folktale	<ul style="list-style-type: none">• <i>All Summer in a Day</i> by Ray Bradbury• <i>Learning the Game</i> by Francisco Jimenez

Appeals Process

The following procedures shall apply when a parent/guardian/staff member requests that a selection decision be reconsidered.

Reasons for Appeals:

- There is a circumstance believed to have caused a misinterpretation of the results; or
- There is an extenuating circumstance (e.g., extended illness, personal tragedy) believed to have impacted student performance.

Steps for Appeals:

- 1) Parent/guardian/staff member submits a written request to the building principal outlining the reason for the appeal. Within 10 days of receiving the written request, the principal schedules a meeting to discuss the reason for the appeal and to review the data with the parent/guardian/staff member. The building principal notifies the parent in writing of his/her decision (cc to Assistant Superintendent of Curriculum & Instruction and Superintendent).

- 2) If the parent/guardian/staff member wishes to take the appeal to the next level, a written request must be submitted to the Superintendent. Within 10 days of receiving the written request, the Superintendent or his/her designee will schedule a meeting to discuss the reason for the appeal with the parent/guardian/staff member. The Superintendent or designee issues a final decision regarding the appeal and notifies the parent in writing (cc to Principal).