

White Plains City School District

Instructional Budget Presentation 2023-2024

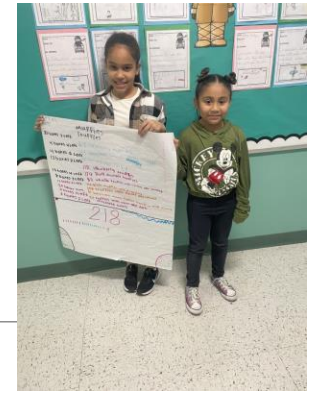
Presented to the Board of Education on February 13, 2023

Pre-Kindergarten Programs

- Initiate a RFP process to determine community-based partnerships for 2023-24 and maximize the number of White Plains 4-year-olds attending our pre-k program
- Continue to support professional learning for our pre-k teachers and teaching assistants that aligns to NYS Early Childhood Learning standards and best practices. This encompasses training for social emotional learning and curriculum resources, including PreK On My Way, Foundations, and Heggarty Phonemic Awareness
- Work with our Community-based partners to recruit and retain a highly qualified workforce. Providers are reimbursed at a higher rate when they have NYS certified early childhood teachers

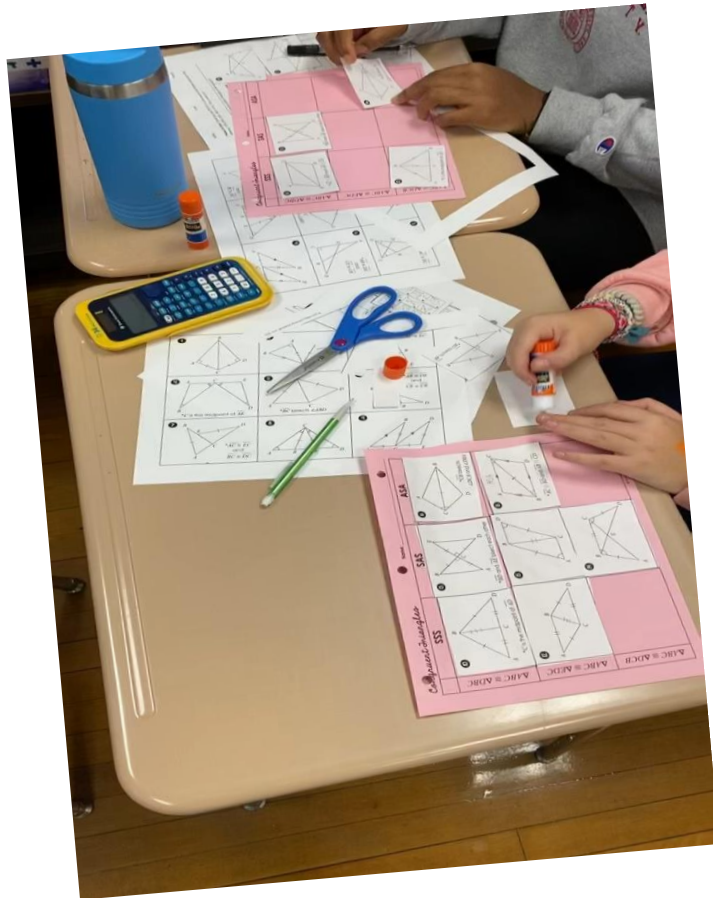


Mathematics K-5



- Renew licenses for EnVision Math 2020 for grades 3-5
- Continue to expand the use of Listening to Learn assessment (using a phase-in approach for K-5); provide professional learning in support of implementation
- Research and adopt a new assessment to measure student achievement and growth, and track progress in mathematics K-12
- Design robust extended day learning opportunities to provide intervention and enrichment, as needed, to meet the academic needs of all students

Mathematics 6-12

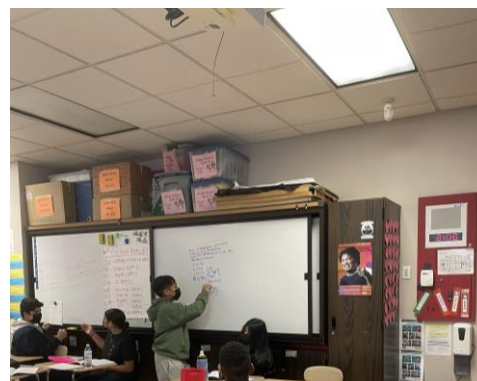
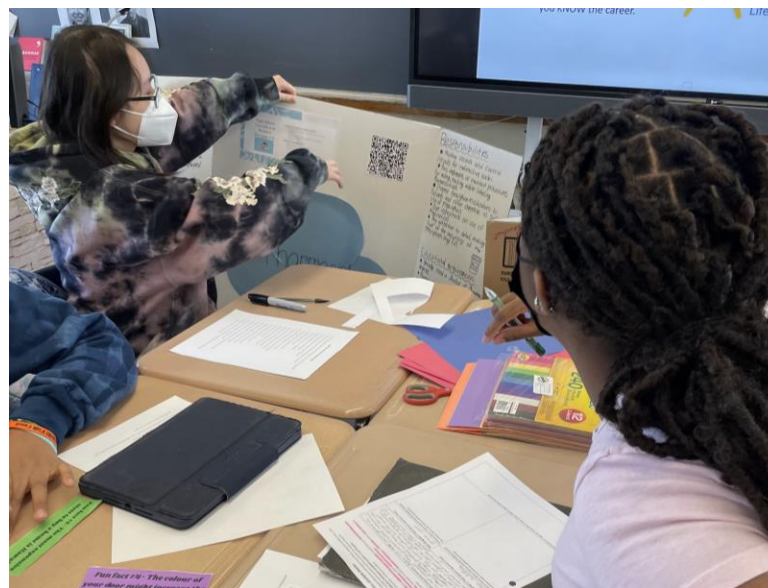
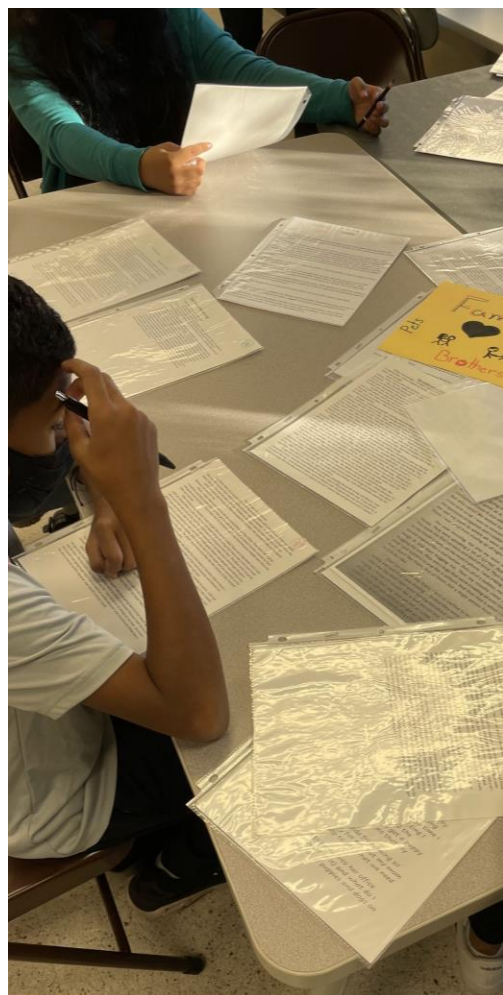


- Support mathematics instruction (academic intervention and extension of learning) with a Mathematics Specialist position (reallocation of staff) at Eastview Middle School
- Increase current 0.5 FTE Math Specialist position to a 1.0 FTE (reallocation of current staff) at Eastview Middle School
- Provide professional learning on scaffolding/differentiation and principles of Universal Design for Learning (UDL) with Dr. Paul Riccomini at the middle and high school levels
- Design and implement an Algebra I Regents Prep Academy
- Research and adopt a new assessment to measure student achievement and growth, and track student progress in mathematics K-12

Literacy K-5

- Implement the American Reading Company Core Units for reading and writing in the Dual Language program K-3
- Continue to support the Science of Reading initiatives with the purchase of decodable texts and vocabulary development resources
- Build capacity for supporting foundational reading skills, including LETRS training, FUNdations facilitators in each elementary building, and access to user-friendly progress monitoring tools
- Use data to monitor the ongoing progress and achievement of all students





English Language Arts 6-12

- Continue the expansion of classroom resources for Writers' Workshop and Critical Literacy, including classroom libraries and professional learning opportunities for teachers
- Plan and implement professional learning for literacy across the disciplines
- Expand dual enrollment course offerings at the high school level
- Research and adopt a reading benchmark and progress monitoring assessment in grades 6-12



New Course: English 4 ECE (Early College Experience)

Rationale: White Plains High School offers "English 4 ECE", a dual enrollment course taught in partnership with Westchester Community College that includes the requirements for their "English 101: Writing and Research" course. Students can earn 3 college credits upon successful completion of the course.

Update: This updated version of the course will include the requirements for both "English 101: Writing and Research" and "English 102: Writing and Literature". This will provide WPHS students the opportunity to earn 6 credits upon successful completion of the coursework.

Student Population: Offered to students in grade 12

Prerequisites: None

Impact on Budget: No increase; professional learning for teachers and curriculum development

New Courses: "Science Fiction" and "Literature and Film"

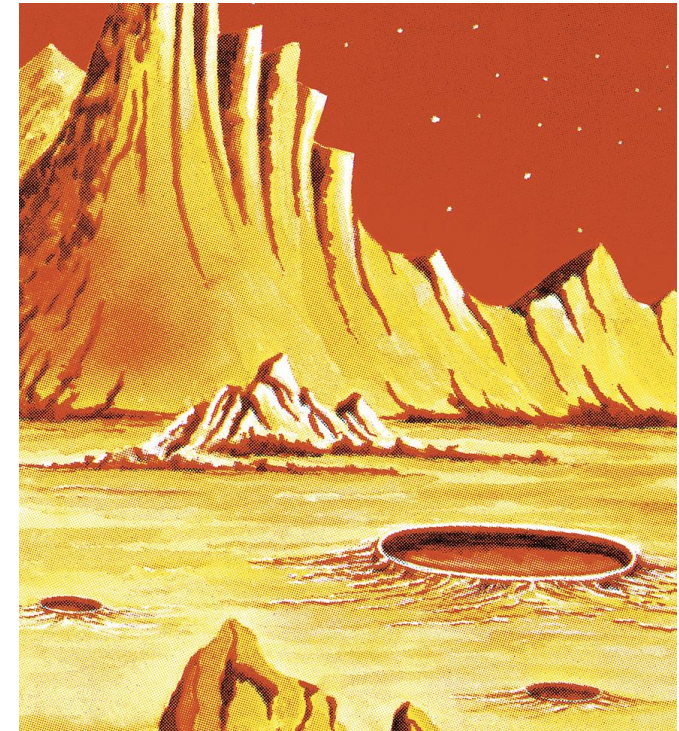
Rationale: White Plains High School offers "Science Fiction in Literature and Film" and "The Art of Film", locally designed English elective courses to our 10th and 11th graders.

Update: These courses will be replaced with "Science Fiction" and "Literature and Film" courses that are offered through the University in the High School program in partnership with SUNY Albany. This will provide WPHS students the opportunity to earn 3 college credits for each class accepted at all SUNY schools upon successful completion of the course.

Student Population: Offered to students in 10th and 11th grade

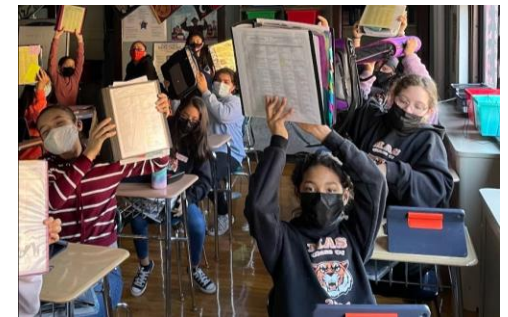
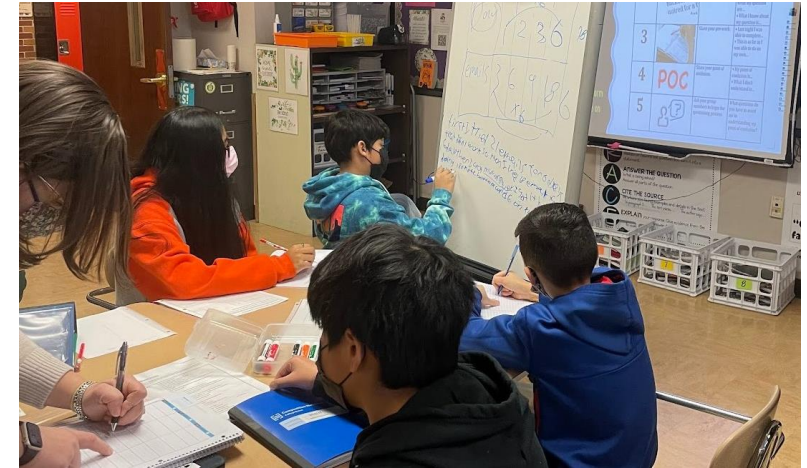
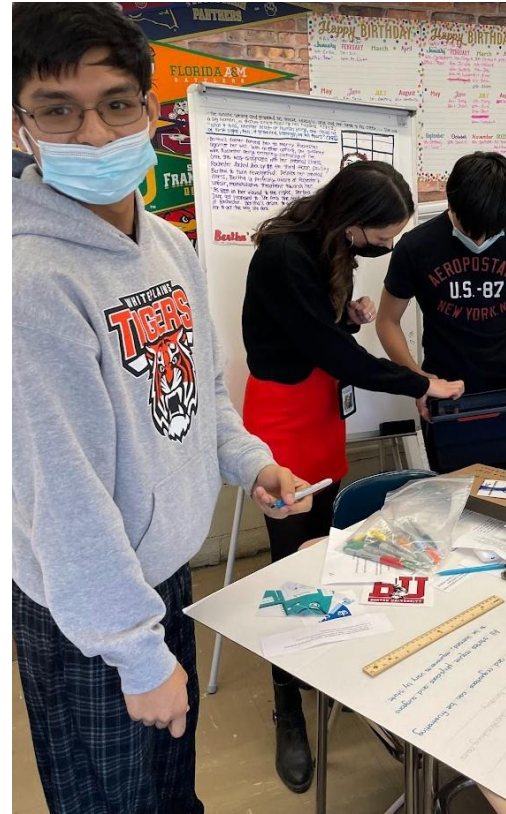
Prerequisites: None

Impact on Budget: No increase; professional learning for teachers and curriculum development



District-wide College Readiness: AVID

- Work with principals and curriculum coordinators to identify building priorities to target schoolwide strategies and professional learning
- Develop executive functioning skills (goal setting, organization, planning, etc.) schoolwide at the middle school level (Eastview and Highlands)
- Partner with guidance to increase college exposure for all students, including additional on-campus visits
- Support literacy across all disciplines at the secondary level

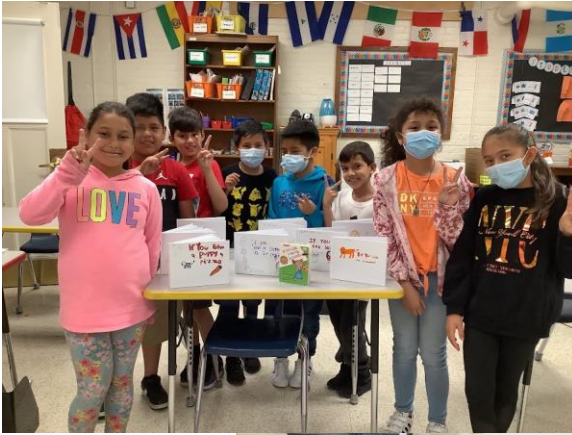


English as a New Language K-12



- Implementation of the Multilingual Literacy SIFE (MLS) Screener 3-12
- Provide teachers with learning opportunities on the protocols and procedures of administering the NYSESLAT (New York State English as a Second Language Achievement Test)
- Implement the Bridges to Success curriculum for newcomer SIFE students
- Offer extended day, Saturday, and summer programs for ENL students at the elementary, middle, and high school levels
- Disaggregate and analyze NYSESLAT data to inform programmatic decisions and plan for instruction in partnership with the Hudson Valley Regional Bilingual Education Resource Network (HV-RBERN)

English as a New Language (Continued)



- Provide professional learning opportunities, including classroom-embedded coaching, for ENL and content area teachers on effective co-teaching models (i.e., parallel teaching, station teaching, alternative teaching, one teach/one assist, and one teach/one observe)
- Partner with Clarkson University to offer teachers and administrators a pathway towards ENL/TESOL certification via the ALL4ELs program
- Offer a series of parent workshops focusing on various topics such as technology, mathematics, literacy, and the Science of Reading at the school and district levels
- Increase representation of our parents, teachers, and administrators at the Manhattanville Changing Suburbs Institute

New Course: ENL Emergent Literacy and English Foundations for SIFE Students

Rationale: Our district does not currently have a path for students at WPHS for students specifically identified as SIFE (Students with Interrupted Formal Education).

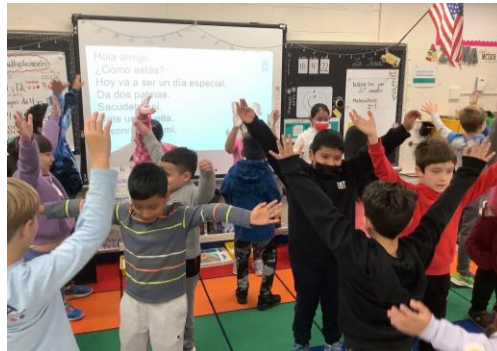
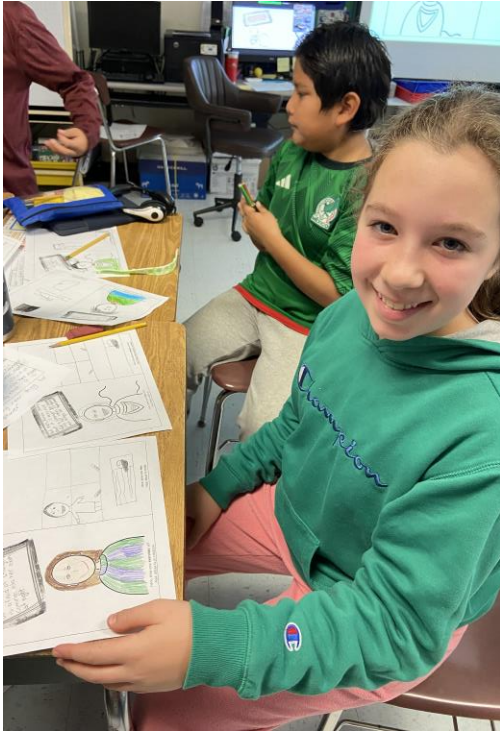
Update: Establish a 2 credit ENL – Stand Alone elective class specifically tailored to support SIFE students at the high school level. English language learners who have experienced an interruption in their education or who are below literacy benchmarks in their home language are at a greater risk of not completing high school. These students require a purposefully designed instructional plan that includes foundational literacy skills and vocabulary development in English and Spanish. The class will support students' literacy levels and accelerate student success and outcomes in Bilingual content areas, Spanish Language Arts, and English.

Student Population: Students identified as SIFE (via the MLS Screening process as determined by NYSED) and entering 9th – 12th grade

Prerequisites: Identified as SIFE

Impact on Budget: No increase; professional learning for teachers and curriculum development

Dual Language K- 8 +



- Implement the American Reading Company (ARC) Core Units in Kindergarten and Grade 1 in 2022-2023; **Grades 2 and 3 in 2023-2024**; Grades 4 and 5 in 2024-2025
- Provide ongoing coaching for the implementation of the Core Units through the American Reading Company and with the support of our two Dual Language Instructional Coaches
- Continue to offer targeted professional learning opportunities to Dual Language teachers through the Center for Applied Linguistics, The Hudson Valley Regional Bilingual Education Resource Network, Educational Solutions /Dr. Jose Medina and local colleges and universities
- Participate in the NYU RBERN Institute entitled "Revitalizing Your Dual Language Program (PreK-8): An Institute for Experienced Dual Language Program Administrators and Teacher Leaders"

World Languages 6-12



- Provide ongoing professional development to 6-12 World Language teachers focusing on the implementation of the recently adopted NYS World Language Standards
- Work with collaborative teacher teams to align curriculum with the new World Language standards
- Provide opportunities to attend regional workshops and conferences through BOCES, the NYSED Office of Bilingual Education and World Languages, and other professional organizations
- Continue to build structures to support an increase in students earning the Seal of Biliteracy at graduation
- Research, select, and purchase updated core resources for the Spanish and French departments



World Languages– English as a New Language – Dual Language

New York State Seal of Biliteracy

Continue to promote awareness of the program and ensure that all eligible seniors take advantage of this opportunity

Continue to encourage students to work towards earning the Seal of Biliteracy in their home language even if their home language is not taught in the district

108 students earned the Seal of Biliteracy at graduation in June 2022

Currently, applications for June 2023 are coming in!

Social Studies



- Partner with CAST (formerly the Center for Applied Special Technology) to provide support in using the Universal Design for Learning framework when developing units and lessons
- Partner with *Facing History and Ourselves* for professional learning opportunities that will enhance our teachers' ability to facilitate discussion on topics of historic and current national and international interest and significance
- Increase dual enrollment opportunities for students by transitioning our existing African American History course to a SUPA African American History course for high school and college credit
- Continue to develop and implement a continuum of Holocaust instruction K-12 in alignment with New York State Social Studies Learning Standards and Framework
- Purchase core resource upgrades for grades 6, 7, 9, and 10
- Expand participation in the Seal of Civic Readiness Program; 26 students earned the Seal of Civic Readiness at graduation in June 2022, and 100+ students are on track to earn the Seal of Civic Readiness in June 2023

New Course: SUPA African American History

Rationale: To provide students with a dual enrollment offering to earn high school and college credit. This course would replace a similar one semester African American History course that satisfies the government requirement in social studies at White Plains High School and fills the need for a more varied elective credit option for our students. This course would be offered as a substitute to one or more (depending on demand) sections of existing government electives.

Update:

- This course will offer students an opportunity to learn American Government through the lens and perspective of a group that has had a unique experience in this country.
- Students will learn that the experience of this group demonstrates why the constitution is a living document and keeps alive the promises and progression toward a more perfect union.
- Students will learn about the foundations of American democracy, their rights, and responsibilities in it, the several ways that these rights and responsibilities have either been abridged or expanded, and the numerous ways they can participate in our government and society.

Student Population: Offered to students in 12th grade as an option to fulfill the Government course requirement for graduation.

Prerequisites: None

Budget: No increase; 30 hours of training for the teacher, via Syracuse University's Summer Institute and summer curriculum work



Science & Engineering K-5

Elementary Science

- Implement Science 21 Modules at the elementary level
 - 22-23: Grades 3 and 4
 - 23-24: Grades 2-5
 - 24-25: Grades K -5
- Support implementation with ongoing professional learning and lesson study
- Prepare for the New York State Science Learning Standards (NYSSLS) Assessment in Grade 5; which will be administered in 2024
- Plan to strategically integrate the four science investigations in grades 3, 4, and 5 (components of the NYSSLS Science Assessment – Grade 5)
- Purchase instructional materials and supplies to support the four investigations



STEM K-5



- Support continued expansion of STEM learning opportunities, including field trips and in-school residencies
- Plan for the continued expansion of the Project Lead the Way (PLTW) Launch modules and Boot Up lessons to support a K-5 Engineering and Computer Science pathway
- Continue to support cohorts of teachers to participate in the STEM Ambassadors program through Mercy College and Amazon Future Engineers (AFE) programs
- Explore the possibility of establishing a LEGO League Robotics Team at the elementary level

Science & Engineering 6-12

New York State Science Learning Standards (NYSSLS) for Middle School and High School

- Provide extensive professional learning opportunities to prepare for the implementation of the New York State Science Learning Standards (NYSSLS)
 - Phenomena-based curricular
 - 3-dimensional assessments aligned to the new standards

Project Lead the Way (PLTW)

- Replacing PLTW Biotechnical Engineering with PLTW Environmental Engineering



New Course: Environmental Engineering (PLTW)

Rationale: We currently offer six courses in the Project Lead The Way (PLTW) *Pathways to Engineering* strand. One of the courses, Biotechnical Engineering, was phased out by PLTW a few years ago, but we continued it. PLTW has replaced it with PLTW Environmental Engineering.

Update: The PLTW Environmental Engineering course is a robust, project-based exploration of environmental issues and potential engineering solutions. Students will investigate and design solutions to real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

Student Population: Offered to students in 10th to 12th graders

Prerequisites: Successful completion of Living Environment

Impact on Budget: No increase; professional learning for two teachers during the summer through PLTW



Instructional Technology K-12

Continue to provide professional learning to ensure educators are proficient on the integration of learning technologies to enhance the student learning experience:

- Partner with BOCES, LHRIC, IDE and other third-party resources
- Utilize in-district expertise via teacher trainers
- Utilize online applications and self-learning media to provide flexible professional learning opportunities to teachers
- Evaluate the use and impact of applications on student learning



Instructional Technology K-12



Continue the development of digital citizenship and literacy skills through authentic learning activities in classrooms, Library Media Centers, and Computer Labs

- Prepare students to be safe, responsible, and creative digital citizens
- Provide tools for students to access and evaluate information and become self-directed learners and creators of content
- Support the use of learning tools that provide environments for students to solve problems by collaborating with others (e.g., Padlet, Classkick, and CodeHS)
- Expand the effective use of learning management systems, Seesaw and Schoology, that provide access to content anytime using multiple devices and support integration of external applications (e.g., Canva, Nearpod and Playposit)

Computer Science Pathways K-12



Prepare

- Prepare for full implementation of the New York State Computer Science and Digital Fluency Standards for K-12 in 2024

Develop

- Develop a strong fundamental Computer Science base for the elementary grades with the Amazon Future Engineer Computer Science grant (Cohort 3)

Strengthen

- Strengthen logical and computational skills applicable to all subject areas

Design

- Design real world problems in Computer Science lessons and applications

Advance

- Advance software application development and applying Computer Science principles in middle and high school on physical computing devices and emerging technologies

Fine Arts K-12



Beyond Broadway Dance Residency

- Each elementary school will have a six-week residency for all grade 5 students
- Funding for the program is through BOCES Arts in Education and the Friends of White Plains

New Course at WPHS

- SUPA: Introduction to the Art and Craft of Animation

New Course: SUPA Introduction to the Art and Craft of Animation

Rationale

- Many students have taken the Studio in Digital Art course and have requested a course in animation, but we do not currently have any Digital Arts courses beyond Studio in Digital Art.
- This would be the first dual enrollment course offered in our Fine Arts department.
- With technology integration a priority at all levels, we need to prioritize opportunities in each department at the High School for courses that infuse technology in learning.

Update

- SUPA Introduction to the Arts and Craft of Animation would be a dual enrollment course in partnership with Syracuse University.
- Students will earn 3 college credits upon the successful completion of the course.
- This is an introductory course for students interested in exploring animation history and practice, with a strong emphasis on practice.
- This computer art and animation course is designed by Syracuse University's College of Visual and Performing Arts (VRPA) faculty in the School of Art and Design, Department of Transmedia. The Department of Transmedia is a major academic center for the education of contemporary artists and media arts professionals.
- Students will create in musical styles that are culturally relevant, and ideally, personally meaningful.
- Students will explore the possibilities of digital media within a fine art, exploratory, and culturally aware setting and are mentored to become highly skilled critical thinkers producing art in individual and collaborative contexts.

Student Population

- Offered to students in grades 11 and 12

Prerequisite

- Successful completion of Studio in Digital Art

Impact on Budget

- No increase; teacher will attend a one-week summer institute at Syracuse University

Wellness, Physical Education & Health



- Begin the gradual and strategic updating and revision of fitness rooms in grades 6-12
- Research, selection, and purchase of new health education textbooks and digital resources for adoption at the high school
- Maintain and enhance physical education and health education instruction K-12 in alignment with standards
- "Rebrand" the Adventure Sports class with a new name, Recreation Sports, which will include a wide range of sports and outdoor activities that contribute to an active and healthy lifestyle
- Develop robust curriculum maps for each grade level K-8 and each course 9-12



New Course: Foundations of Elementary Education

Rationale: Currently, we do not have any Career and Technical Education (CTE) courses at WPHS. This would be the first course in a pathway of courses that would support a student in achieving their Teaching Assistant certification from New York State through a collaboration with Westchester Committee College.

Update: This course examines the historical, philosophical, social and cultural influences on education in the United States. Students will consider the role of teacher and focus on curriculum planning as well as partnering with students and families. Students will begin to develop a personal philosophy of education and a set of values for teaching and working with families. This course will be a dual enrollment course in collaboration with Westchester Community College.

Student Population: Offered to students in 11th and 12th grades

Prerequisites: None

Impact on Budget: No increase

District-wide Instructional Goals

- Focus on strengthening core classroom instruction, including Tier I interventions
- Apply the three principles of the Universal Design for Learning (UDL) framework to develop curriculum or plan lessons that are intentionally designed for learner variability
- Provide professional development and guidance on the use and application of the UDL framework
- Establish a well-defined Multi-Tiered System of Supports (MTSS) that targets the academic, behavior, and social and emotional needs of students as well as school climate and culture
- Analyze and use data to make programmatic decisions and to inform instruction with a focus on building the capacity of school-based and department level data teams
- Provide professional learning and guidance to building and department level data teams
- Develop robust curriculum maps for all subject areas
- Coordinate professional learning efforts throughout the district and across departments