




CURRICULUM AND INSTRUCTION

BUDGET PRESENTATION 2025-2026

BOARD OF EDUCATION MEETING

FEBRUARY 10, 2025

STRATEGIC PLANNING

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- A close-up photograph of a hand moving a white chess piece, likely a king or queen, on a chessboard. The background is dark and out of focus, emphasizing the hand and the piece.
- **Educate:** Ensure engaging and innovative learning experiences
 - **Support:** Provide necessary structures and resources
 - **Partner:** Collaborate with students, families, and community

PRE-KINDERGARTEN

- Purchase materials and supplies to enhance the classroom learning experience and ensure consistency across the 21 classrooms (grant funded)
- Continue to work with site directors to create learning centers that are aligned with the content and concepts presented in the thematic curriculum units (grant funded)
- Continue to provide professional learning focusing on PreK On My Way (Scholastic), Heggerty Phonemic Awareness, and Wilson Foundations (grant funded)





ELEMENTARY SCHOOLS (2025-2026)

- Identify and recommend adoption of an evidence-based ELA core resource that will foster knowledge-building and develop proficient and engaged readers and writers K-5 (2025-2026: budget neutral – existing textbook funding)
- Provide professional learning opportunities in The Writing Revolution to support the development and refinement of expository writing skills for all students (2025-2028: grades K-5, Title II grant funding)
- Continued support of the American Reading Company (ARC) Core Units in Dual Language in grades K-5 (budget neutral)
- Implementation of the Standards-based Measurement of Proficiency (STAMP) Assessment in grades 3-5 to progress monitor the Spanish Language proficiency and academic vocabulary development of English dominant students in the Dual Language Program (budget neutral)



ELEMENTARY SCHOOLS (2025-2026)

- Expand the use of Math and Movement in Kindergarten, first grade, and in Physical Education (budget neutral) and incorporate math enrichment activities in all K-5 classrooms (budget neutral)
- Renewal of enVision Math three-year licenses (2025-2026: grades K-2, budget neutral)
- Continued support of PNWBOCES Science 2I and New York State Science Learning Standards (NYSSLS) to include training and implementation of the four required NYS Science Investigations in grades 3-5 (budget neutral)
- Continued development of Social Studies grade level standards, practices, and content through the purchase of instructional materials, non-fiction read alouds, and professional learning opportunities K-5 (budget neutral)
- Advancement of the Computer Science and Digital Fluency Standards with the support of the Library Media Specialists, Enrichment Teachers, and Math Specialists K-5 (budget neutral)
- Investment in innovative and flexible library/laboratory spaces (Master Plan)

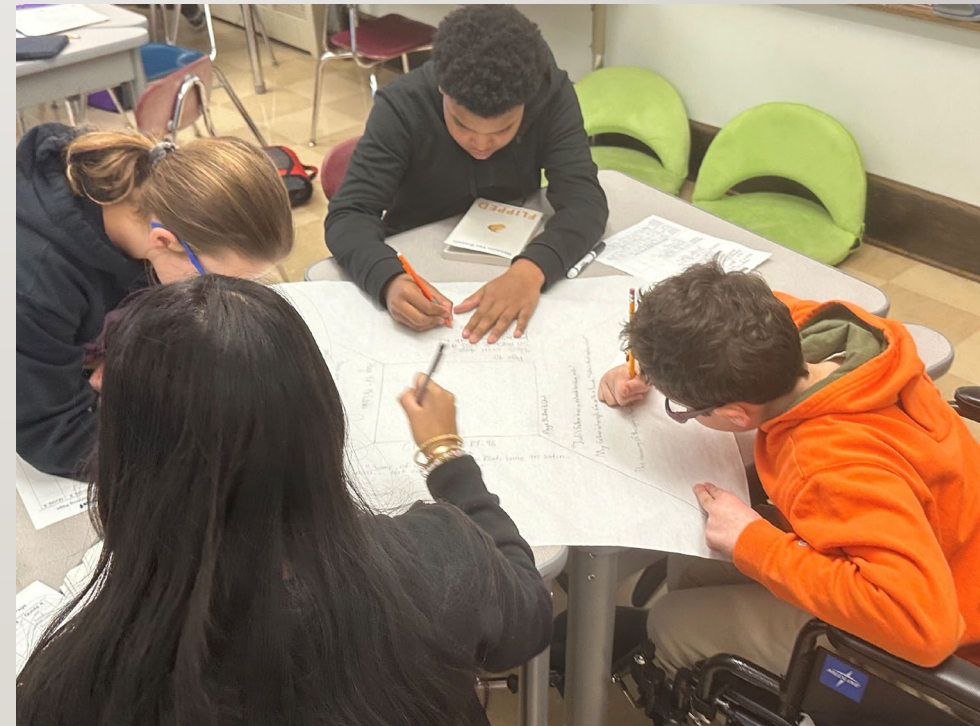


ELEMENTARY SCHOOLS (2025-2026)

- Strengthen core classroom instruction (Tier I) with the support of the Coordinator of Literacy and Social Studies PreK-6, Coordinator of STEM PreK-6, and Instructional Coach Specialists (budget neutral)
- Refine a plan of action for implementation of a Multi-tiered System of Support (MTSS) in grades K-5 in support of student academic achievement and social emotional growth (budget neutral; Title I grant funding)
- Analyze and track student growth and achievement using the NWEA MAP assessment (budget neutral)
- Continue to support teachers in designing and delivering lessons using the three Universal Design of Learning (UDL) principles of action and expression, engagement, and representation (budget neutral)

EASTVIEW AND HIGHLANDS (2025-2026)

- Provide ongoing support to teachers in the implementation of small group instruction and conferencing (budget neutral)
- Review and adopt additional curriculum resources to support language and vocabulary development (budget neutral)
- Continue to support the implementation of literacy practices across the disciplines through coaching and professional learning opportunities (budget neutral)
- Purchase texts to enhance literacy-rich learning environments for all students (budget neutral)
- Provide professional learning opportunities in The Writing Revolution to support development and refinement of expository writing skills for all students (2025-2029: Title II grant funding)



EASTVIEW AND HIGHLANDS (2025-2026)

- Conduct a program evaluation of mathematics at the middle school level in grades 6-8 with recommendations for the continuous improvement of teaching and learning (2025-2027 in two phases; budget neutral)
- Provide ongoing, job-embedded professional learning opportunities to support teachers in differentiating and scaffolding lessons to engage all learners in rigorous, standards-based grade level concepts in mathematics with a focus on mastery (2025-2027; budget neutral)
- Align the middle school science sequence with the New York State Science Learning Standards (NYSSLS) and provide professional learning to support the required shifts in developing and implementing standards-based curriculum, instruction, and assessment (budget neutral)
- Review and adopt new NYSSLS aligned curricular resources for science courses (grades 6 and 7, budget neutral)

EASTVIEW AND HIGHLANDS (2025-2026)

- Advancement of the Computer Science and Digital Fluency Standards with the support of the Library Media Specialists, Math Specialists, and Computer Science teachers in grades 6-8 (budget neutral)
- Work with data consultant to build and nurture a data culture at the middle school level to ensure that all students are demonstrating high levels of growth and achievement (2025-2027; budget neutral)
- Develop extended day opportunities to accelerate the learning of students in need of additional academic supports and extensions (budget neutral)





EASTVIEW AND HIGHLANDS (2025-2026)

- Continued focus on school culture, climate and community building (budget neutral)
- Conduct a comprehensive review of master schedules to optimize instructional time (budget neutral)
- Develop a plan of action for implementation of a Multi-tiered System of Support (MTSS) in grades 6-8 in support of student academic achievement and social emotional growth (budget neutral)
- Analyze and monitor student growth and achievement using the NWEA MAP assessment (budget neutral)
- Shift the professional learning support of Innovative Designs for Education (IDE) to focus on designing and delivering lessons that remove barriers to learning using the Universal Design for Learning (UDL) framework as a planning tool so that all students have access and the ability to be successful (budget neutral)

WHITE PLAINS HIGH SCHOOL AND ROCHAMBEAU ALTERNATIVE HIGH SCHOOL (2025-2026)

- Build a dance program to enhance our fine arts course offerings (2025-2026: 0.4 FTE; 2026-2027: 0.6 FTE; 2027-2028: 0.8 FTE; 2028-2029: 1.0 FTE, budget neutral)
- Provide additional options to the science course sequence at the high school level for students in grades 10-12; after Biology as freshman, students can select to take Physics or Chemistry as sophomores, which presents opportunities for electives and advanced coursework in junior and senior years
- Provide professional learning opportunities to support teachers in differentiating and scaffolding lessons to engage all learners in rigorous, standards-based grade level concepts in mathematics with a focus on mastery (budget neutral)
- Continue to shift content and instructional practices to meet the demands of the new Regents exams in Algebra I (June 2024), Biology (June 2025), Geometry (June 2025), Earth and Space Sciences (June 2025), Chemistry (June 2026), Physics (June 2026), Algebra II (June 2026), and English Language Arts (June 2026)

WHITE PLAINS HIGH SCHOOL AND ROCHAMBEAU ALTERNATIVE HIGH SCHOOL (2025-2026)

- Increase the number of students earning the Seal of Biliteracy and/or the Seal of Civic Readiness as diploma endorsements upon graduation by creating pathways to attainment (budget neutral)
- Advancement of the Computer Science and Digital Fluency Standards with the support of the Library Media Specialists and Computer Science teachers (budget neutral)
- Continue to collaborate with SWBOCES as a potential partner in designing proposed CTE programs for future implementation (budget neutral)



WHITE PLAINS HIGH SCHOOL AND ROCHAMBEAU ALTERNATIVE HIGH SCHOOL (2025-2026)

- Conduct a comprehensive review of master schedule to optimize instructional time (budget neutral)
- Develop a plan of action for implementation of a Multi-tiered System of Support (MTSS) in grades 9-12 in support of student academic achievement and social emotional growth (budget neutral)
- Analyze and track student growth and achievement using the NWEA MAP assessment (budget neutral)
- Shift the professional learning support of Innovative Designs for Education (IDE) to designing instructional plans with an intentional focus on fostering executive functioning skills and promoting student engagement (budget neutral)
- Partner with CAST to support teachers in designing and delivering lessons that remove barriers to learning using the Universal Design for Learning (UDL) framework as a planning tool so that all students have access and the ability to successfully engage in learning (budget neutral)

NEW COURSES FOR 2025-2026

- Introduction to Robotics I – no prerequisite; grades 9-12
- Introduction to Dance – no prerequisite; grades 9-12
- Intermediate Ceramics (restructuring) – prerequisite of Introduction to Ceramics; grades 9-12
- Climate Change and Natural Hazards – prerequisite of Biology; grades 10-12
- Farm to Table the Economics and Government of Food – no prerequisite; grade 12
- Financial Literacy – no prerequisite; grade 12
- Introduction to Business Law – no prerequisite; grades 10-12
- PLTW Environmental Sustainability – in the PLTW *Pathways to Engineering* strand
- Proposing a variety of new course offering in Physical Education for grades 9/10 and grades 11/12 with a majority shifting from full-year to half-year courses; Lifesaving/CPR, SAIL PE, and ISP PE would remain full-year courses



SPECIAL EDUCATION/PPS (2025-2026)

Expansion of the Continuum of Service to meet the needs of incoming preschoolers:

- Addition of 12:1:2 Classroom for students with Autism and other developmental delays

Personnel needs for new classroom include:

- 1 Teacher
- 2 Teaching Assistants
- .5 Speech Teacher (existing staff)

