

Curriculum and Instruction Budget 2026-2027

White Plains City School District Board

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Strategic Planning

- **Educate:** Ensure engaging and innovative learning experiences
- **Support:** Provide necessary structures and resources
- **Partner:** Collaborate with students, families, and community



Pre-Kindergarten (2026-2027)

- Purchase materials and supplies to enhance the learning experience and ensure consistency across 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)
- Expand the program as needed to include all eligible four-year olds for full day PreK (grant funded)

Elementary Schools (2026-2027)

- Support for implementation of Arts and Letters (Great Minds) in our English Language Arts Classrooms, including the use of student materials that support writing, vocabulary and comprehension (budget neutral)
- Provide professional learning for Arts and Letters to enhance the use of data to drive instruction in ELA classrooms (budget neutral)
- Focus on vertical articulation of Next Generation ELA Standards within Arts and Letters with a focus on student work to demonstrate the K-5 continuum (budget neutral)
- Purchase print and digital resources to ensure fidelity of implementation of Phonics and Phonological Awareness instruction in K-3 (budget neutral)
- Purchase of materials, such as Geodes, that connect knowledge building to early literacy practices so that all learners can simultaneously learn new content while practicing their word reading (budget neutral)
- Continued professional learning in The Writing Revolution so that systematic and direct instruction is embedded throughout the day across subject areas (Title II grant funded)



Elementary Schools (2026-2027)

- Provide resources for Reading Specialists to improve the efficacy of comprehension interventions by connecting interventions to concepts taught in Social Studies, Science and ELA (budget neutral)
- Provide professional learning for Reading Specialists on the research behind writing at the word, sentence and paragraph level and how to intervene when students need support (budget neutral)
- Continued professional learning support of the American Reading Company (ARC) Core Units in Dual Language for grades K-5 and purchase additional books to support units of study in grades 4 and 5 (budget neutral)
- Continued use of PNWBOCES Integrated ELA/SS as a resource that aligns to the Social Studies Framework (budget neutral)
- Provide support to ENL teachers in transitioning to the World-Class Instructional Design and Assessment (WIDA) and purchase any accessories needed for NYS standardized testing (budget neutral)
- Continued 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 (2026-2027)

- Provide enVision Mathematics professional learning for teachers (new and new to grade level) on the *Math Workshop* components, unpacking topics, aligning to NYS Next Generation Standards, and leveraging instructional resources (budget neutral)
- Engage in evidence-based professional learning with consultant, Dr. Paul Riccomini, centered on high-impact strategies for fluency and retention in mathematics (budget neutral)
- Continued support of PNWBOCES Science 21 training and implementation of the four required NYS Science Investigations (Grades 3-5), including professional learning for new teachers and teachers new to a grade level (budget neutral)
- Support teachers in implementing the Science Investigations in preparation of the NYS Science Assessment taken in grade 5 (budget neutral)



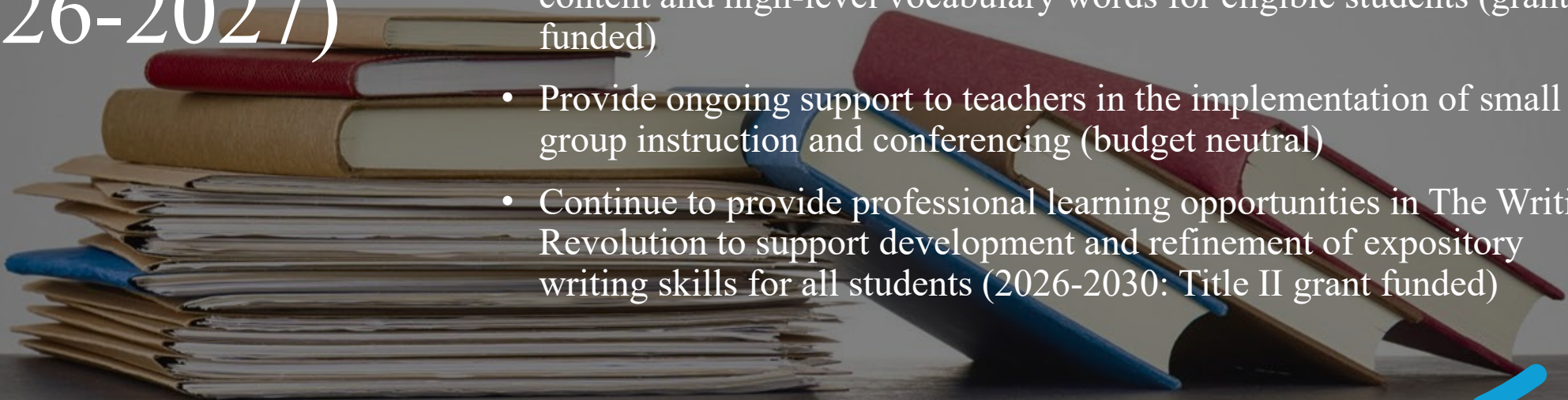
Elementary Schools (2026-2027)



- Ongoing vertical collaboration among STEM Enrichment, Computer Science, and Engineering teachers in alignment to the NYS Computer Science and Digital Fluency Standards K-12 (budget neutral)
- Continue the implementation and refinement of a Multi-tiered System of Support (MTSS) in grades K-5 in support of student academic achievement and social emotional growth with an intentional focus on Tier 2 and Tier 3 interventions and supports (budget neutral)
- Explore potential MTSS digital platforms / data dashboards and select one for adoption (~\$90,000; one-time only; District-wide expense)
- Analyze and track student growth and achievement using the NWEA MAP assessment (budget neutral)
- Continue to support teachers in designing and delivering lessons that reflect the three Universal Design of Learning (UDL) principles of action and expression, engagement, and representation (budget neutral)

Eastview and Highlands (2026-2027)

- Purchase of an evidence-based, core curricular resource and aligned books that address comprehension, vocabulary, fluency and writing through systematic and explicit instruction for grade 6 (~\$50,000; one-time only)
- Provide professional learning for the new ELA resource in grade 6 (~\$20,000; budget neutral)
- Purchase texts to enhance literacy-rich environment for all students (budget neutral)
- Continue the implementation of Learning Ally, a digital tool with thousands of complex and high-level books available in audio and matching print format. This resource provides access to engaging content and high-level vocabulary words for eligible students (grant funded)
- Provide ongoing support to teachers in the implementation of small group instruction and conferencing (budget neutral)
- Continue to provide professional learning opportunities in The Writing Revolution to support development and refinement of expository writing skills for all students (2026-2030: Title II grant funded)



Eastview and Highlands (2026-2027)

- Engage in evidence-based professional learning with consultant, Dr. Paul Riccomini, centered on high impact strategies for fluency and retention in mathematics (budget neutral)
- Conduct a program evaluation of mathematics at the middle school level in grades 6-8 to include a curriculum resource review (including curriculum maps and instructional artifacts) with recommendations for the continuous improvement of teaching and learning (budget neutral)
- Review and adopt core curricular resources for middle school science courses in grades 6-8 in alignment with the New York State Science Learning Standards (budget neutral)
- Provide professional learning opportunities for science and math teachers focusing on standards alignment and instructional coherence (budget neutral)
- Support teachers in implementing the Science Investigations in preparation of the NYS Intermediate Level Science assessment taken in grade 8 (budget neutral)
- Purchase renewal licenses for Cengage Social Studies, a digital resource that includes high quality complex texts as well as vocabulary rich content to support learning about World History in grade 6 (budget neutral)
- Continued professional learning with Innovative Designs for Education (IDE) to support building initiatives (budget neutral)

Eastview and Highlands (2026-2027)

- Ongoing vertical alignment of Computer Science, Technology, and Engineering curriculum with the NYS Computer Science and Digital Fluency Standards K-12 (budget neutral)
- Continue the implementation and refinement of a Multi-tiered System of Support (MTSS) in grades 6-8 in support of student academic achievement and social emotional growth (budget neutral) with an intentional focus on Tier 2 and Tier 3 interventions and supports
- Explore potential MTSS digital platforms / data dashboards and select one for adoption (~\$90,000; one-time only; District-wide expense)
- Analyze and track student growth and achievement using the NWEA MAP assessment (budget neutral)
- Provide support to ENL teachers in transitioning to the World-Class Instructional Design and Assessment (WIDA) and purchase any accessories needed for standardized testing (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)

White Plains High School and Rochambeau Alternative High School (2026-2027)

- Provide professional learning opportunities for science and math teachers focusing on standards alignment and instructional coherence (budget neutral)
- Continue to shift content and instructional practices to meet the demands of the new Regents exams in Algebra I, Geometry, Algebra II, Biology, Chemistry, Earth and Space Science, Physics, and English Language Arts (budget neutral)
- Engage in evidence-based professional learning with consultant, Dr. Paul Riccomini, centered on high impact strategies for fluency and retention in mathematics (budget neutral)
- Support teachers in implementing the Science Investigations for Biology, Chemistry, Physics, and Earth and Space Science (budget neutral)
- Expand Freshman course offerings in Physical Education to include Aquatics, Fitness, and Cooperative Games (budget neutral)
- Introduce an intermediate level dance course (0.4 FTE to increase to 0.6 FTE; reallocation of funding/budget neutral)



White Plains High School and Rochambeau Alternative High School (2026-2027)

- Enhance social studies teaching and learning via real world connections and experiences, including guest speakers and field trips (budget neutral)
- Purchase exam preparation books for US History, Global History and Advanced Placement classes (budget neutral)
- Provide professional learning opportunities with Greg Ahlquist, a BOCES consultant, to enhance the use of primary and secondary sources (budget neutral)
- Continue to support the implementation of the Harrow Investment Simulator for all Economics classes (budget neutral)



White Plains High School and Rochambeau Alternative High School (2026-2027)

- Increase the number of students earning the Seal of Civic Readiness upon graduation (budget neutral)
- Partner with Vector Pathways, a new online tool, that will be utilized to track student progress toward achieving the Seal of Civic Readiness (budget neutral)
- Leveraging AI as a tool to enhance and personalize learning (budget neutral)
- Purchase of books and decodable texts for English Language Learners (budget neutral; grant funded)
- Increase the number of students earning the Seal of Biliteracy (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 (2026-2027)

- Ongoing vertical alignment of Computer Science, Technology, and Engineering curriculum with the NYS Computer Science and Digital Fluency Standards K-12 (budget neutral)
- Continue the implementation and refinement of a Multi-tiered System of Support (MTSS) in grades 9-12 in support of student academic achievement and social emotional growth (budget neutral)
- Explore potential MTSS digital platforms / data dashboards and select one for adoption (~\$90,000; one-time only; District-wide expense)
- Analyze and track student growth and achievement using the NWEA MAP assessment (budget neutral)
- Provide support to ENL teachers in transitioning to the World-Class Instructional Design and Assessment (WIDA) and purchase any accessories needed for testing (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)
- Continued professional learning with Innovative Designs for Education (IDE) to support the advancement of Problem-Based Learning strategies and the development of student Executive Functioning Skills (budget neutral)

New Courses for 2026-2027

- Dance 2
- World History (SUPA)
- AP Business and Personal Finance
- AP Cybersecurity
- Cooperative Games



Dance 2

In this full year course, students will continue to explore dance technique, creative movement, and the history of dance as an art form.

This course will involve two performances a year, one in Fall/Winter and one in the Spring. The curriculum will be aligned to the Dance Standards included in the NYS Learning Standards for the Arts.

Offered to students in grades 9-12 who have taken Intro to Dance. Students that have studied privately for at least a year at a formal dance studio will also be considered for this course.

Increase 0.4 FTE dance teacher position to a 0.6 FTE (reallocation of existing funding)



World History SUPA



This course will offer a dual enrollment opportunity to our sophomores in partnership with Syracuse University for college credit. This would enhance course selection for sophomores to include Regents Global History, AP World History: Modern and a dual enrollment option, World History SUPA.

The course will offer a rigorous, discussion-based, and writing intensive curriculum aligned with Syracuse University's World History standards and expectations.

Offered as a World History (graduation requirement) option to students in Grade 10.

Existing staff (budget neutral)

AP Business with Personal Finance

The Advanced Placement (AP) Business with Personal Finance course will be a one credit full-year advanced placement elective course for students in junior and senior year.

Students will explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real world business applications, case studies, and project-based learning.

Through the course, students will apply their learning of business concepts to an entrepreneurial project, the Business Canvas Project, and culminating with a Financial Advisor Project.

Offered to all students in Grades 11 and 12. There are no prerequisites.

Existing staff (budget neutral)



AP Cybersecurity



- Advanced Placement (AP) Cybersecurity will be a full-year elective option for students in the Computer Science and Career and Technical Education (CTE) pathways for 2026-2027 school year.
- This course will cover topics including threat identification, vulnerability analysis, risk mitigation, cryptography, and network defense, aligned with the College Board curriculum and preparing students for the AP Cybersecurity credential.
- Offered to students in grades 11 and 12. It is highly recommended that students successfully complete AP Computer Science Principles as a measure of problem-solving readiness and foundation in information networks and security protocols. A strong interest in digital systems, logic, network topology, and problem-solving is essential.
- Existing staff (budget neutral)

Cooperative Games in Physical Education

This course is designed to help students develop teamwork, communication, and problem-solving skills through active participation in group challenges and games.

Rather than focusing on competition, the course emphasizes cooperation, trust, and shared goals as students work together to overcome physical and mental tasks. Students will engage in a wide variety of activities such as team challenges, initiative games, trust-building exercises, and problem-solving scenarios that require planning, strategy, and collaboration.

Offered to students in grade 9, this course will be one of three options for freshman (Aquatics, Fitness, and Cooperative Games).

Existing staff (budget neutral)



Special Education/PPS (2026-2027)

Expansion of the Continuum of Service to meet the needs to our middle and high school students:

- Addition of an 8:1:2 class at Highlands Middle School for students in need of intensive supports
- Addition of an 8:1:2 class at White Plains High School for students in need of intensive supports

Personnel needs for the two classes include:

- Special Education Teachers 2.0 FTE (reallocation of FTEs)
- Teaching Assistants 4.0 FTE (reassignment of existing staff)

Reallocation and reassignment of existing staff (budget neutral)

Portrait Of a Graduate

- Academically Prepared
- Creative Innovator
- Critical Thinker
- Effective Communicator
- Global Citizen
- Reflective and Future Focused



