Foundation for the Future: HUFSD's Innovative Intermediate Plan

Board of Education Meeting

September 8, 2025

Rationale

Reflective Feedback from Our Community

Creating a Robust Academic Experience in Both Buildings

Preparing Students for a Global Future

Balancing Enrollment to Provide More Opportunities

Meeting NYSED Requirements While Strengthening our Bilingual Programs

Savings on Transportation Costs and Promoting Efficiency

Exposure to Interest Pathways Aligned with Portrait of a Graduate

Logistics Overview

- Implementation in 2026-2027 school year with incoming Grade 4
- Enrollment based on location
  - Flower Hill and Washington to attend Jack Abrams
  - Southdown and Jefferson to attend Woodhull
- Siblings will be grandfathered in at current intermediate building upon request and to the greatest extent possible

*Special circumstances for SWD may apply based on student needs and programs

Program Offerings

In addition to our rigorous Core ELA, Math, Science, and Social Studies Curicula, the following programs will be offered at both intermediate schools:

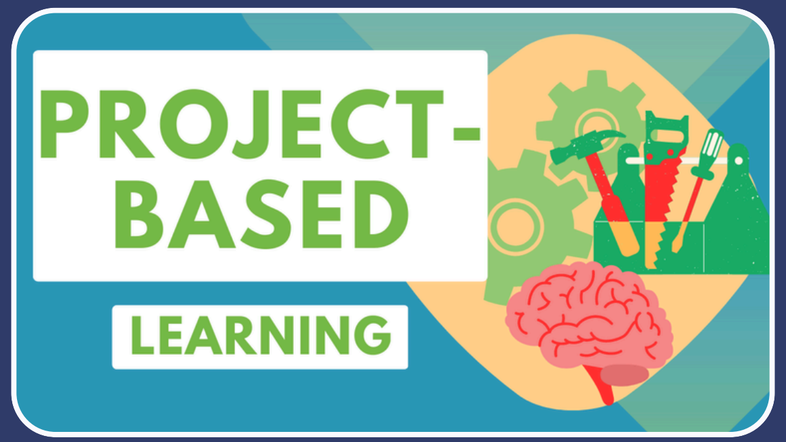
- Project Based Learning/PLTW Program for all 4th graders
- Innovation Lab for all 5th and 6th graders
- Learners Who LEAD for all 5th and 6th graders
- SEARCH Program based on selection criteria
- Math Olympiads based on selection criteria
- First Lego League (FLL) based on selection criteria
- Dual Language based on current placement in program

Proposed Project Based Learning/PLTW - Grade 4

All grade 4 students will receive this program once a week.

Some of the activities may include:

- Engineering Design Process
- Project Lead the Way units/modules
- STEM Challenges
- Design a mini food truck, including a menu with prices
- Create and present a website
- Create a board game
- Map and plan out a road trip
- Design and present a community brochure
- Write and record a news report to highlight local events, people, etc.



Innovation Lab

All 5th and 6th grade students will participate once per week throughout the year or twice per week for half of the school year.

This program:

- is designed to help students explore ideas, develop creative projects, and learn through hands-on experiences
- inspires creativity when solving real- world problems
- explores new ideas and STEM careers while developing critical thinking skills
- uses modern tools and technologies (robotics kits, coding platforms)

Examples of 5th Grade Units

- FIRST LEGO Robotics, Input/Output Computing Systems, Engineer Design Process Challenge

Examples of 6th Grade Units

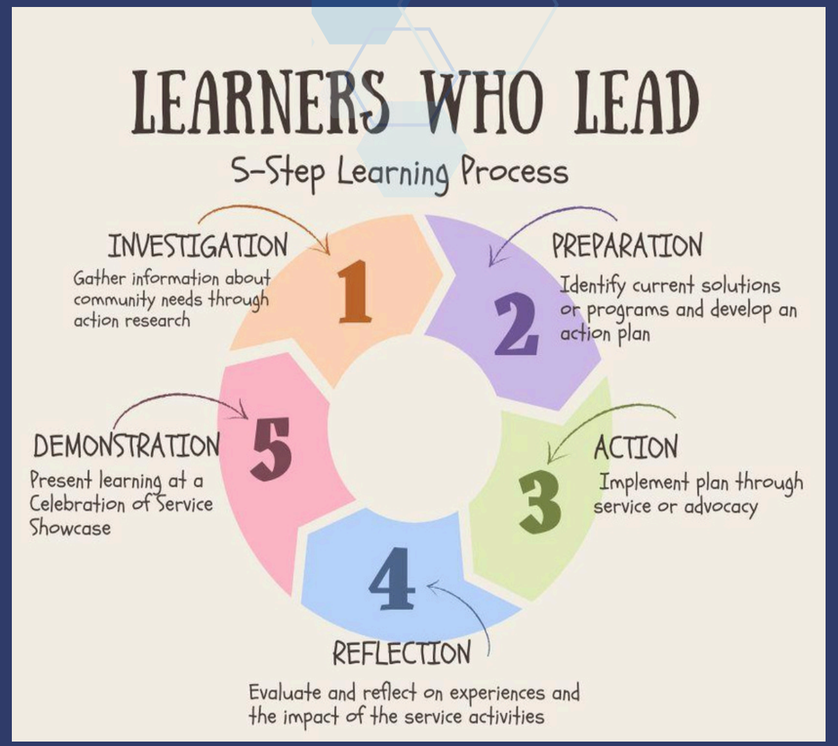
- Rocketry, Innovators and Makers, Engineer Design Process Challenge

Learners Who LEAD

All 5th and 6th grade students will participate once per week throughout the year or twice per week for half of the school year.

This program:

- fosters civic responsibility, enhances critical thinking and helps students develop, social, emotional, and leadership skills.
- makes learning more engaging and relevant.
- strengthens community ties and engages students in activities that will promote interest in programs at FMS and HHS, including earning points towards the Seal of Civic Readiness.



Helping People

Helping Animals

Helping the Environment

SEARCH Units of Study - Grades 5 and 6

Grade 5

- Genetics
- Mock Trial
- The Science & Engineering of Flight
- Contest: Toshiba Exploravision

Grade 6

- Forensics
- Mythology
- Natural Disasters
- Contest: National History Day (district initiative for grades 6-12)

SEARCH classes will take place during the school day for an 80-minute block for students who qualify.

MATH OLYMPIADS CLUB CRITERIA
Grades 5 and 6

- I-Ready Math (end of year benchmark) - Percentile score must be above grade level
- NYS Math Test Score - Must score a level 4
- Math Olympiad Entrance Exam (given to all 5th graders in the fall) - Students must score a 2/5 (Students must meet proficiency in 2 of the 3 categories)

Math Olympiads Club will take place twice a month outside of the school day for students who qualify based on the aforementioned criteria.

Lego League

A competition team that engages in research, problem-solving, coding and engineering based on specific themes given every year

*10 sixth graders in each intermediate building will be selected for the competition team, based on the same criteria that is currently utilized.

Robot Game

Building and programming a LEGO robot that navigates the missions of a robot game

Meetings

Once a week
(3:15- 4:15)

Recess practices

Innovation Project

Participate in a research project to identify and solve a relevant real-world problem

Dual Language Adjustments

- **6th Grade**: All Dual Language in the 2026-2027 school year (current 5th grade students at Woodhull only) will take two core content classes, Science and Social Studies, taught in Spanish. This supports the continued development of bilingualism through rigorous, grade-level academic content in both languages.

- **7th Grade**: All Dual Language students will automatically enroll in Spanish for Natives Grammar - 7. At the end of the year, they will take the Spanish FLA Exam.

- **8th Grade**: DL students are placed in Spanish for Natives Grammar I. At the end of the year, they will take the Spanish FLB (former Regents).

- When students finish the exams in 7th and 8th grade, their high school transcript will list the scores for the FLA and FLB, along with the final course grade for Spanish for Natives Grammar 7 and Spanish for Natives Grammar I.

World Language Program Adjusments

- **5th Grade**: FLEX will not be offered in the 2025-2026 school year at Woodhull.
- **6th Grade**: World Language instruction (French, Italian, Latin, or Spanish) for 6th grade students at Woodhull will be phased out after the 2025–2026 school year and moved to 7th grade.
- **7th and 8th Grade Language Pathway**: Beginning in 7th grade, students will select one of four languages: French, Italian, Latin, or Spanish. They will continue studying the same language in 8th grade and complete Checkpoint A by passing the FLA Exam at the end of 8th grade.
- Successful completion of this course will earn students one high school credit in World Language and allow them to continue with the Checkpoint B curriculum in high school.

In addition to our core subject area curricula, these programs also align with NYS Learning Standards.

Project Based Learning/ PLTW - NYS Mathematics Standards Alignment

Summary:
The Grade 4 mathematics standards from the New York State Next Generation Learning Standards align strongly with our dynamic plan for a Project Based Learning program. Through engaging, real-world tasks such as food truck design, board game creation, website development, and community-focused projects, students meaningfully apply key math concepts across domains including operations, fractions, geometry, measurement, and data. These experiences support both procedural fluency and conceptual understanding while encouraging collaboration, problem-solving, and creativity. Current Project Lead the Way units will be integrated into the program.

Key Highlights:

- **Operations & Algebraic Thinking**: Students apply multi-step problem-solving with all four operations through budgeting, pricing, and gameplay mechanics.
- **Number & Operations in Base Ten**: Projects emphasize large-number arithmetic and place value through tasks like trip planning and cost analysis.
- **Fractions**: Menu design and measurement-based tasks allow students to explore equivalence, addition, and subtraction of fractions.
- **Measurement & Data**: Real-world use of time, length, angles, and area is embedded in engineering builds, map reading, and STEM challenges.
- **Geometry**: Students apply shape classification, symmetry, and spatial reasoning when designing physical and digital layouts.

Innovation Lab - NYS Computer Science Standards Alignment

Summary:
The Innovation Lab, where students engage in collaborative, hands-on projects involving coding, robotics, engineering challenges, and rocketry among other activities aligns closely with the New York State Computer Science and Digital Fluency Standards for grades 4–6. Through creative problem-solving and iterative design, students build essential digital skills, explore the impact of computing, and develop responsible technology use. The course naturally integrates core competencies in computational thinking, cybersecurity, digital literacy, and system design while fostering student agency and engagement.

Alignment Highlights:

- **Computational Thinking**: Students use loops, conditionals, variables, and debugging in coding and robotics projects, supporting standards for algorithmic thinking and problem decomposition.
- **System Design & Networks**: Projects involving robotics and coding kits demonstrate hardware-software interaction and troubleshooting, aligned with system design standards.
- **Impacts of Computing**: Activities explore real-world technology use (e.g., robotics in space, accessibility innovations), supporting reflection on societal impacts and digital ethics.
- **Cybersecurity Awareness**: Students learn about data protection, responsible sharing, and safe online behaviors through applied scenarios in project work.
- **Digital Literacy**: Research, collaboration tools, and presentation of digital artifacts reinforce keyboarding, tool selection, and responsible digital communication.
- **Iterative Design Process**: All projects emphasize testing, feedback, and refinement, directly supporting the standard on iterative development and design thinking.

Learners Who LEAD- NYS Social Studies Standards Alignment

Summary:

The Learners Who LEAD program aligns closely with the New York State Social Studies Standards for Grades 5 and 6 by guiding students through a five-step process—investigation, preparation, action, reflection, and demonstration—as they engage in meaningful, community-focused projects. Whether helping people, animals, or the environment, students apply core social studies practices such as inquiry, civic responsibility, and geographic reasoning while developing a deeper understanding of their role in society.

Key Standards Alignment Highlights:

- **Inquiry & Evidence**: Students investigate real-world issues, gather data, and interpret sources to define and guide their projects.
- **Civic Participation**: By organizing service efforts, students practice active citizenship and understand how individuals can impact their communities.
- **Geographic Reasoning**: Projects incorporate location-based analysis, such as where to donate or plant, enhancing spatial awareness.
- **Economic Decision-Making**: Students consider resources, budgeting, and sustainability, supporting standards in economic reasoning.
- **Communication & Reflection**: Final presentations and reflections allow students to synthesize their learning and connect it to broader social and cultural themes.

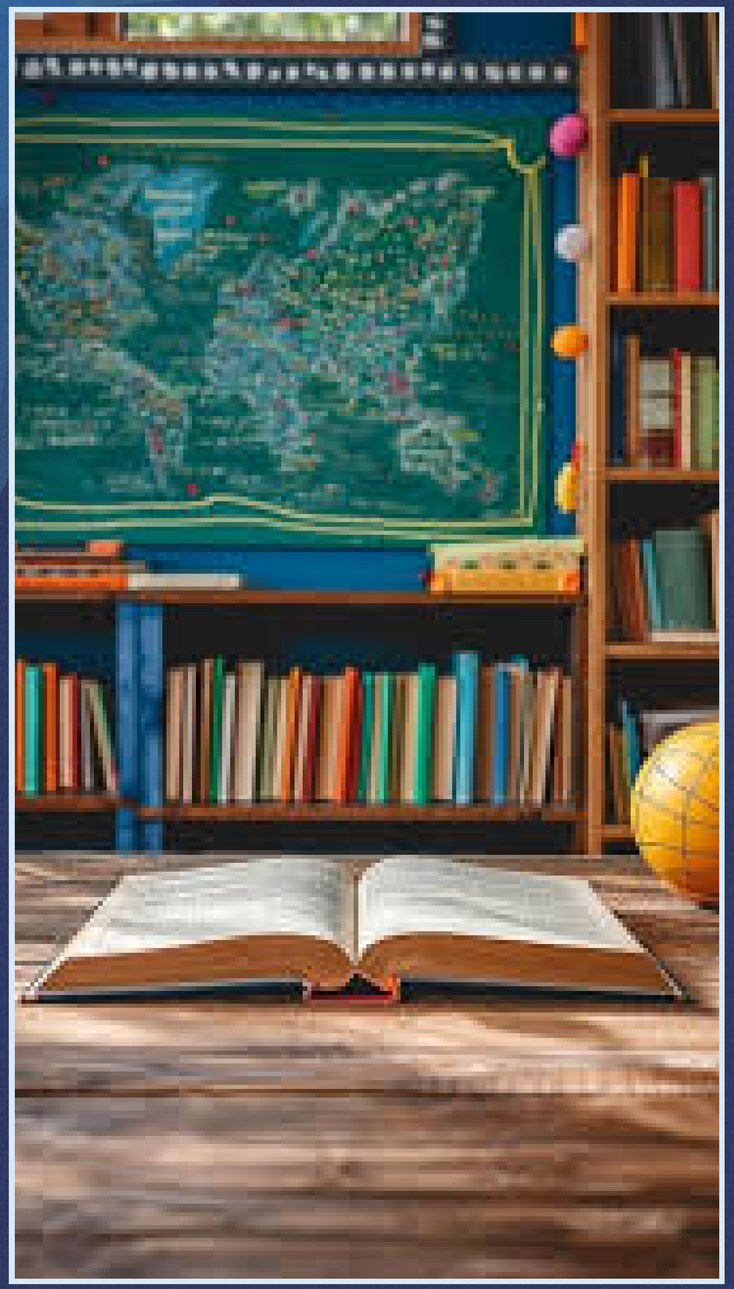
Learners Who LEAD- NYS ELA Standards Alignment

Summary:
Learners Who LEAD also aligns with many of the New York State ELA standards for Grades 5 and 6, which emphasize analytical thinking, effective communication and research skills. Students are expected to compare texts, write with clarity and purpose, conduct research using credible sources, and participate in thoughtful discussions. They also learn to use evidence to support their arguments and integrate digital media into presentations, preparing them for deeper academic engagement and real-world communication.

Key Standards Alignment Highlights:

- **Text Analysis & Point of View**: Students analyze multiple accounts of the same topic, identifying differences in perspective and point of view.
- **Argument & Expository Writing**: Students write arguments and informative texts, using logical reasoning, relevant evidence, and clear organization.
- **Research Skills**: Students conduct research to answer self-generated and assigned questions, gather information from multiple credible sources, and summarize or paraphrase effectively.
- **Evidence-Based Thinking**: Students use textual evidence to support analysis, reflection, and research aligned to reading standards.
- **Speaking and Listening**: Students engage in collaborative discussions, articulate ideas persuasively, and present information logically with strong verbal skills.
- **Digital Media Integration**: Students enhance their presentations with digital media or visual elements to support and clarify key ideas.

What will our intermediate programs look like in the 2026-2027 school year if this plan is approved?



Instructional Implications Overview

Grades 4 — Project Based learning/PLTW

- Weekly instruction throughout the school year for each intermediate building, grade 4

Grades 5 and 6 - Learners Who LEAD and Innovation Lab

- Two classes per week throughout the school year at the intermediate level, one of each

Dual Language

- Two Sections of Dual Language will be offered in both intermediate buildings in grade 4 starting in 2026-2027

PROPOSED INSTRUCTIONAL MINUTES PER DAY

Grade 4

- 80 Minutes ELA
- 80 Minutes Math
- 40 Minutes Science
- 40 Minutes Social Studies
- 40 Minutes per week of Project Based Learning / Project Lead The Way
- Traditional Specials (40 min)
  - PE - 3x / week
  - General Music - 1x / week
  - Art - 1x / week
  - Library - 1x / week

*all schedules are tentative and subject to change

Grade 5

- 80 Minutes ELA
- 80 Minutes Math
- 40 Minutes Science
- 40 Minutes Social Studies
- 40 Minutes per week of Innovation Lab (Science Alignment)
- 40 Minutes per week of Learners Who LEAD (SS/ELA Alignment)
- Traditional Specials (40 min)
  - PE - 3x / week
  - General Music - 1x / week
  - Art - 1x / week
  - Library - 1x / week

Grade 6

- 80 Minutes ELA
- 60 Minutes Math
- 60 Minutes Science
- 40 Minutes Social Studies
- 40 Minutes per week of Innovation Lab (Science Alignment)
- 40 Minutes per week of Learners Who LEAD (SS/ELA Alignment)
- Traditional Specials (40 min)
  - PE - 3x / week
  - General Music - 1x / week
  - Art - 1x / week
  - Library - 1x / week
  - Health - 1x / week

What budgetary considerations and curriculum alignment projects will need to be considered if this plan is approved?

Instructional Implications Overview

<u>Curriculum Alignment</u>

- Project based learning/PLTW (grade 4)
- Learners who LEAD (grades 5 and 6)
- Innovation Lab (grades 5 and 6)
- Science (grades 4 and 5)

Budget Considerations

•Provide a budget and materials for the LEAD Program at Jack Abrams and the Innovation Lab Program at Woodhull

•Various curriculum alignment projects

•Potential savings on transportation and efficiencies due to school/home proximity

•Additional club stipend for FLL and Math Olympiads competition teams at Jack Abrams and Woodhull

*We may need to hire an additional grade 4 Dual Language teacher at Jack Abrams in the 2026-2027 school year and in the two subsequent years to continue the program through grade 6.

*We may need to hire one certified bilingual teacher at Woodhull to support the expansion of Dual Language into sixth grade during the 2026-2027 school year. This will replace the current World Language teachers that work at Woodhull.

*Positions may be absorbed due to retirements

Potential Transportation Savings in 2028-2029

School	# of vehicles- 2024-2025	# of vehicles- 2028-2029	Approximate Annual Savings
JAS	17	14	$290,680.07
WH	19	16	$290,680.07
Total	36	30	**$581,360.14**

Potential After-School Buses 2x a Week = 4 Buses
$4,477.56 per month

*Data is based on 2024-2025 contract w/Beacon/ Enrollment Data from 06/20/2025

Huntington UFSD At Its Best

Forward thinking, inclusive, and ambitious. We are building an intermediate program that will be the envy of Long Island and a model for districts across the state. This programming allows us to raise the bar for all students, while providing innovative opportunities for every learner and supporting and accelerating students based upon their needs.


Discover
HUNTINGTON
A GREAT TOWN
TO LIVE, WORK, & RAISE A FAMILY
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Thank You