

**Park Avenue Elementary School**  
**Port Chester-Rye Union Free School District**  
**Schoolwide Program Comprehensive Plan - Title I**  
**2019-2020**

**Schoolwide Planning Team Members:**

<b><u>Team Member:</u></b>	<b><u>Position or Affiliation:</u></b>
Rosa Taylor	Principal
Jennifer Carriero-Dominguez	Teacher
Jenny Maldonado	Teacher
Maria O'Brien	Teacher
Diana Berrios	Teacher

**Goal Statements**

**Student Achievement Goals:**

**Goal 1:**

To raise levels of student achievement in the Dual Language Academy classes by providing increased opportunities for language and literacy development in both English and Spanish. To implement this goal we intend to strengthen the ability of children to demonstrate their understanding of written and oral texts beyond the literal level through well-organized and thoughtful writing and the effective use of language mechanics and conventions and provide students with opportunities for cross linguistic connections necessary for metacognitive development.

Strategic Objective 1: In the spring of 2017 the percentage of our third through fifth grade students in the Dual Language Academy passing the N.Y.S. ELA assessment, within each significant subgroup at Park Avenue, will increase by 5% over the next three years until 50% of each group has attained a passing score of 3 or 4 (by spring of 2020). Significant subgroups in grades 3-5 (those with 30 or more students) include free or reduced lunch, special education, Hispanic, LEP and former LEP students.

**School Operational Goals: Logistical**

**Goal 1:** This year, all classrooms in grade 3-5 will have fully implemented a writer's workshop model in the instructional day. Evidence of implementation will be observed by the building principal.

**Goal 2:** By June 2020, all PAS teachers will improve the use of data at all levels in order to continue to differentiate instruction, set measurable and attainable goals. This will be accomplished by teachers examining benchmark assessment data to discuss implications for instruction during four faculty meetings during the 2019-20 school year. 70% of students will meet growth targets as defined by the school.

## **Comprehensive Plan**

### **Our School's Vision and Mission Statements:**

The mission of Park Avenue School is to provide a safe and nurturing environment that fosters high expectations and prepares our diverse students with knowledge and skills to meet the challenges of the future.

This will be accomplished by the community working collaboratively with the school to meet these goals:

- Inspire ownership in learning
- Promote responsible and respectful character
- Foster abilities and talents in all students

### **Brief School Profile:**

PAS currently has a total enrollment of 413 students, 73% are Latino, 20 % white, 5% African American, 2% Indian/Asian. 48% of our students qualify for free or reduced lunch.. 22% of our students receive ENL instruction. Of the 37 professional staff assigned to this school 71% are white, 29% are Latino.

The Dual Language Academy was begun in 2009 to meet the needs of the Spanish proficient students while providing an enrichment program for the English proficient students.

There are 19 classrooms at PAS; of which one is a self contained SPED 3-5 class and three sections at each grade level. Nine sections have Dual Language Instruction while 9 sections have monolingual English instruction.

### **Summary of Needs Assessment:**

- DL students need more vocabulary enrichment in reading and writing
- Daily and nightly practice with comprehension reading to build critical thinking and stamina and fluency
- Movement/improvement in levels
- Students need stamina to finish in a timely manner
- Students need stamina and vocabulary are an area where students need improvement

- Specific skills: Main Idea, inferencing, fact/opinion, cause/effect
  - Complex text through, reading for research and reading for pleasure

**Writing:**

- Overall weakness in grammar and vocabulary
- Students have ideas but need more stamina
- Attempting to develop voice

Students in the current kindergarten and first grade are now using Core Knowledge Language Arts for English Instruction and as the program does not have a Spanish component, the teachers are using materials to teach Spanish that do not mirror the English instruction. This is leading to problems because the students in the Dual Language program are struggling to make connections and bridge two languages of instruction.

## 1. Comprehensive Needs Assessment

### Our Chosen Focus Area:

Curriculum and Instruction - Literacy

<p><b>Profile Focus Area – Curriculum and Instruction</b>  <b>Summary of problem:</b>  <b>Students in DL program are struggling to make connections and bridge two languages of instruction</b></p>	
<p><b>Problem/Need:</b></p> <p>Students program in the current kindergarten and first grade are now using Core Knowledge Language Arts for English Instruction. The program does not have a Spanish component.</p>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• We will explore the possibility of a pilot program that provides a scope and sequence along with the appropriate materials to teach literacy skills in both English and Spanish to provide the cross language connections skills necessary for metacognitive development.</li> </ul>
<ul style="list-style-type: none"> <li>• The teachers are using materials to teach Spanish that do not mirror the English instruction and as such, students in DL program are struggling to make connections and bridge two languages of instruction</li> </ul>	<p><b>Possible Actions:</b></p> <ul style="list-style-type: none"> <li>• Better align the Response to Intervention/Enrichment Period with classroom instruction using new materials</li> <li>• Data Team and RtI team to meet quarterly to review Universal Benchmarks and other assessments to determine if new materials are working.</li> <li>• Professional Development with ELL/Bilingual Supervisor, ELL/Bilingual Coach and company to train teachers on new materials.</li> </ul>

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**1. Vision statement for reform:**

The mission of Park Avenue School is to provide a safe and nurturing environment that fosters high expectations and prepares our diverse students with knowledge and skills to meet the challenges of the future. This will be accomplished by the community working collaboratively with the school to meet these goals:

- Inspire ownership in learning
- Promote responsible and respectful character
- Foster abilities and talents in all students

Our school wide improvement plan continues to focus reviewing data to support language development and implementing RtI.

**Give a short description of where the school is now and where it wants to be when the vision is realized:**

At Park Avenue School a Dual Language program was instituted in 2009 to provide Spanish dominant students with a researched based, best practice model that would support students home language while providing English speaking students with an enrichment model. In Dual Language whole class and small group instructional resources and practices are designed to explicitly meet the academic and language needs of our students in both English and Spanish. Students will develop the ability to access text, become independent problem solvers, and think critically about text as readers and writers.

**Describe, using data, the student population, staff, and community demographics, as well as programs.**

PAS currently has a total enrollment of 433 students, 77% are Latino, 17 % white, 2% African American, 4% Indian/Asian. 57% of our students qualify for free or reduced lunch.. 32% of our students receive ENL instruction. Of the 37 professional staff assigned to this school 71% are white, 29% are Latino. A Dual Language program was begun in 2009 in kindergarten and currently there are 9 sections of Dual Language classroom instruction in the school. Attendance rate for both staff and students is 96%

**What data sources were used to determine focus area needs?**

District wide we use DRA, I-Ready, DIBELS and end of unit assessment to determine focus areas needs.

**Based on the data, what are our strengths and challenges? What priorities does the information suggest?**

At Park Avenue School the Dual Language Academy was created to provide a best practice model of language instruction to our entering Spanish dominant students while providing an enrichment component to the English speaking students. Students have made steady progress in all areas of early literacy making text to self connections, developing stamina to

read independently, and becoming more confident at reading and writing, Challenges continue to include; developing close reading skills, grammar and syntax, fluency in both languages, answering higher order questions.

The data collected has indicated that the students in prior cohorts had achieved higher levels of literacy at the end of kindergarten, first, and second grades than the present cohorts. The difference can be attributed to the change in curriculum in English. The CKLA currently being used does not align with the Calles scope and sequence being taught simultaneously.

## **2. Schoolwide Reform Strategies:**

We piloted and then adopted a literacy program in Dual Language classes that provides a scope and sequence along with the appropriate materials to teach literacy skills in both English and Spanish to provide the cross language connections skills necessary for metacognitive development. The research based program we use is Pearson's ReadyGen. In addition, we intend to use a program by the American Reading Company to support guided reading and independent reading. We will monitor students through benchmark assessment data to determine growth at checkpoints in the fall, winter and spring. Additional resources include professional development provided by the company to give teachers the skills to implement the programs with fidelity.

Target dates: 9.1.19 - 6.30.20

Person Responsible: Principal

## **3. Instruction by Highly Qualified Professional Staff/Teachers:**

The Port Chester School District only employs certified teachers in the appropriate content area for which they are hired. All of our teachers are Highly-Qualified; there are no teachers teaching out of their certification area. We consider all teachers to be literacy teachers within their content areas especially during the Common Core perspectives. To provide high-quality instruction, all teachers are trained in ongoing professional development throughout the year in a variety of strategies and literacy intervention techniques in order to ensure the incorporation of best practices into all class instruction. For the 2019-20 school year, all staff will receive professional development in a variety of literacy strategies and intervention techniques, including RtI tiered strategies, Academic Discourse model for ELLs, embedding literacy skills into content instruction, guided reading, balanced literacy and literacy stations. Resources will include providing teachers appropriate materials for continued training and trainers will be hired as needed using Title I funding.

Target dates: 9.1.19-6.30.20

Person(s) responsible: Building Principal, HR, Directors

## **4. High Quality and On-Going Professional Development:**

The district is committed to ongoing, high quality professional development for all our teachers, teaching assistants and administrators. These programs are offered in the form of speakers/presenters, workshops, conferences and discussion forums. The district professional development committee, served by teacher and

administrator representatives from every building and at the district level, collects feedback from the staff in the form of an annual Needs Assessment, as well as surveys after Superintendent's Conference Days professional development sessions. These data help inform the decision-making for the subsequent professional development, which is designed based on teacher feedback, administrators' perceived needs for their staff as well as best practices in the content areas and technology advancement needs. Ongoing training in areas such as for our ELL population, and RtI for our struggling learners supports our teachers in reaching the needs for all students in the classroom. Opportunities to advance their technology skills allows teachers to remain on the cutting edge, with courses in Google Apps and SmartBoard training, as well as for software and web-based programs such as Castle Learning and Flocabulary. For the 2019-20 school year, staff will receive professional development in a variety of literacy strategies and intervention techniques, including RtI tiered strategy PD, Academic Discourse for ELLs, embedding literacy skills into content instruction, guided reading, balanced literacy and literacy stations. Resources will include providing teachers appropriate materials for continued training, and trainers will be hired as needed using Title I funding.

Target dates: 9.1.19-6.30.20

Person(s) Responsible: Directors, Supervisors, Principal

## **5. Strategies to Attract Highly Qualified Teachers to High-Needs Schools:**

The district posts all open teaching positions on OLAS, the BOCES hosted website for certificated openings in education across NYS. For every open position, we receive hundreds of applications of prospective teachers new to teaching, as well and many who are already teaching and want to change districts to come to Port Chester. Our diversity is attractive to many, and we seek to hire the best candidates from the vast pool, many of whom are bilingual in Spanish. We host student-teachers from a variety of colleges and universities, giving the teacher candidate an in-district experience that prompts many to apply for positions after then studies are over. In addition, many of our teachers began as Teaching Assistants, and gain experience in the Port Chester classroom prior to becoming a teacher themselves. Many of our teachers were Port Chester students as well.

We will continue this method since it is working well for the district, attracting a diverse and talented pool of educators.

Target dates: 9.1.19 - 6.30.20

Person(s) Responsible: HR, Principal

## **6. Strategies to Increase Parental Involvement:**

Teachers and Principals will provide workshops in academic, social/emotional learning and character education in the evening throughout the year. The ESEA waiver and what it means will be reviewed with parents. Parents of Kindergarten children who are Title I eligible while screening will be offered a spring-summer program which will be conducted by teachers to make parent the "first teacher." In this 4 week program called "Jump

into K”, teachers will train parents (while their children get supervision by teacher aides). After the session parents take practice materials home to work with their children. The next week repeats until the project is complete. This transition program will become a permanent district protocol to lower the achievement gap of students entering Kindergarten. District newsletters and all parent communication is sent home in both English and Spanish to ensure our parents have the opportunity to stay abreast of all information regarding their child and school. We have increased our number of translators for this information in order to expedite the translation of these materials.

Target dates: 9.1.19-6.30.20

Person(s) Responsible: Building Principal, Directors, Supervisors

## **7. Pre-School Transition Strategies:**

To prepare for the transition to Kindergarten, the staff functions to ensure a seamless passage for the children and their families. Direct run and delegate agencies offer support, information, and referrals to families leaving the Pre-K program. Transition planning begins for each child and family at least three months prior to the child's moving to Kindergarten. Children entering Kindergarten participate in activities which may include children, staff, and parents visiting the elementary school. Parent meetings are held to discuss school readiness and expectations. Meetings are held both individually and in small groups, to assist parents with the Kindergarten registration process. Forums are held for families, with school staff as speakers. Referrals are made to the Committee on Special Education for children with disabilities, with parental permission. Staff members review and evaluate these activities annually to ensure the needs of parents and children are met. New ideas are added or modified as programs evolve. A kindergarten skills assessment is administered at the end of the school year. The contracted community based organization works to meet the goals and objectives of the Port Chester School District so there is a smooth transition between curriculums, providing the foundational skills necessary in pre-K for students to be successful in Kindergarten. Children are assessed three times a year (fall, winter and spring) in the following six research-based domains: social emotional, physical, language, cognitive, literacy and mathematics. These assessments provide information to help teachers determine if students are making the appropriate growth in pre-K needed in order to succeed in Kindergarten. Kindergarten Screening is held in the spring to help assess children's readiness for Kindergarten. We have adopted and trained our teachers in the newly released Dial-4 assessment for this purpose. The district has created a new entrant screening protocol for all to follow which includes the state requirement documents along with other important screening tools such as HLQ, video, informal interview, NYSITELL as needed and the Woodcock-Munoz as needed. Ongoing trainings and improvements to the K screening process will occur in 2019-20.

Target dates 9.1.19-6.30.20

Person(s) Responsible: Administrator for Pre-K, Building Principal

## **8. Teacher Participation in Making Assessment Decisions:**

Teachers collaborate with administration to help determine assessment tools, calendar dates for assessments, report card changes and pilots. Instructional Support Staff were hired to help support and lead the teacher involvement in many areas, one of them being assessment decisions. K-8 uses a universal screening three times a year for benchmarking and data collection. Through the RtI process, teachers make on-going instructional

decisions based on progress monitoring assessment data. Teachers meet after assessments are given to analyze and determine next steps. From teacher feedback, the district determines if specific assessment should continue or be changed. The challenge the district faces constantly is the limited high quality English/Spanish assessments and resources available for purchase. There was collaboration in creating a standard report card with specific grading guidelines as well as specific assessments used for certain scores, specifically for the reading assessment. At the middle and high school level, the district released a guide to standardize the report card grading system. The district uses a computer-based assessment for 3-5 students for diagnostic assessing and progress monitoring. The district will pilot software that includes benchmark assessments for our ELLs. The Kindergarten students will be introduced to using Chromebooks and SuccessMaker, this will provide computer-based data to help inform, instruct, and provide additional practice in the area of literacy. The K-5 staff is researching and will implement an additional writing program pilot to better instruct and assess individual's writing skills.

Target dates 9.1.19-6.30.20

Persons responsible - Building principal, Directors, Supervisors

## **9. Timely and Additional Assistance to Students Having Difficulties Mastering Standards:**

The Port Chester School District continues to improve on the RtI model. At the elementary level, the district-wide RtI Elementary Committee was able to create an RtI flowchart, RtI forms on google drive for academic and behavior, an inventory of tiered intervention programs available and needed as well as desired training needed for the upcoming school year. With that being said, all staff has on-going training about the RtI process starting at the classroom level. For our ELL population, we continue to work on finding appropriate intervention materials, specifically for our Spanish speakers. In order to better serve our special education students, our staff will be receiving refreshers and additional training in available programs while collaborating on best practices. The key is collecting the data using targeted instruction outside of their core instruction. The district expanded their before and after school programming to help meet the individualized Tier II instruction for many students. At the middle school level, the RtI team accomplished creating targeted Tier II groups as well as having classroom teachers collaborate on progress monitoring specific students within their team. Teams on all levels continue to reflect on best practices and revise/adapt curriculum and formative assessments to align with the standards, yet meet the needs of the students. For the 2019-2020 school year, the staff will adapt curriculum to include literacy work stations, schedule a separate time for RtI-guided reading time for 3-5, turn-key trainings about RtI, purchase additional resources to support the standards and student improvement. The district researched bilingual resources for HLA support at the different tier levels and will purchase materials to fill in the gaps. One area we reviewed and found needs replenishing and revamping is literacy libraries for our students to access.

Target dates 9.1.19-6.30.20

Persons responsible - Building principal, Directors, Supervisors

## **10. Coordination and Integration of Federal, State and Local Programs and Resources:**

11. School Parent Involvement Policy

12. Planning to meet the needs of homeless students

- A. The partial 1% set aside for parent programs will take place in the form of parent trainings in understanding Title I rights responsibilities, common core standards, the new assessments and program goals and outcomes and why the scores have dropped so far.
  
- B. Homeless: Port Chester-Rye UFSD has conducted a random residency study to provide data to explain the continued increase in student population while other adjoining districts have populations which are diminishing. This fact is illustrated in the increase of homeless students over the past two years. It was established that the mobility rate of many families is higher than estimated; this is due to extreme poverty, increases in rents, limited housing stock and an influx of new residents. With the increasing population, the district will increase the set-aside funding from \$25,000 to \$35,000 dollars in order for our Homeless liaison to meet the needs of children. McKinney Vento grant funding this year will abide by all the elements included in the law and provide all the services to all identified students under the definitions and parameters outlined in the No Child Left Behind Law.

Target dates: 9.1.19-6.30.20

Person(s) Responsible: HR