

**Edison Elementary School
Port Chester-Rye Union Free School District
Schoolwide Program Comprehensive Plan - Title I
2019-20**

Schoolwide Planning Team Members:

<u>Team Member:</u>	<u>Position or Affiliation:</u>
Ivan Tolentino	Principal
Carmen Parker	Community Schools Coordinator
Carmen McStay	Bilingual Psychologist
Betsy Pacheco	Parent

Goal Statements

Student Achievement Goals:

Goal 1: By June 2020, 75% of students will demonstrate increased performance scores on STAR assessments in both literacy and mathematics, when comparing initial administrations to end of year administrations.

Goal 2: By June 2020, 75% of students will meet or exceed growth targets as defined by the district/school in other district assessments given (DRA, DIBELS, etc.)

School Operational Goals:

Goal 1: By June 2020, Edison school students will show an attendance rate of at least 94% and suspensions/serious discipline issues will remain at or below current levels.

Goal 2: By June 2020, all Edison School teachers and administrators will improve the use of data at administrative and classroom levels to continue differentiating instruction and set attainable student achievement goals as evidenced by common planning agendas, RTI meeting notes/student groupings, and student performance data (i.e. DRA's, DIBELS, End of Unit Math Assessments, etc.). In this data, 75% of students will meet growth targets as defined by the district/school.

Comprehensive Plan

Our School's Vision and Mission Statement:

Language development is the key to academic success, and students at Thomas A. Edison School will receive innovative programming in this area to strengthen, specifically, their literacy skills in both their home language and a second language that they may be acquiring.

Brief School Profile: Approximately 89% of Edison students have been designated as economically disadvantaged and over 90% identify as Latino. Officially about 26% of students are currently classified as ENL's, with at least 46% having been classified as ENL over the past two years. Over the last two years, over 75% of the school's incoming kindergarten classes have been identified as ENL students.

Summary of Needs Assessment: Performance on literacy based assessments needs to improve. Mathematics assessments, which are now heavily dependent on students reading word problems and understanding the task presented, also need to improve and we believe will do so with increased gains in literacy. While approximately 70% of students are scoring at level 2 or above on NYS ELA assessments, additional increases are needed for students scoring at levels 3 and 4.

Our Chosen Focus Area:

Curriculum and Instruction: Literacy

Comprehensive Needs Assessment

Vision statement for reform:

Language development is the key to academic success, and students at Thomas A. Edison School will receive innovative programming in this area to strengthen, specifically, their literacy skills in both their home language and a second language that they may be acquiring.

Profile Focus Area – Curriculum and Instruction

Summary of problem: Performance on literacy based assessments needs to improve. Mathematics assessments, which are now heavily dependent on students reading word problems and understanding the task presented, also need to improve and we believe will do so with increased gains in literacy.

<p>Problem/Need: Home language instruction for ENL students can be bolstered to improve L1 skills, which will help students transfer skills to the L2.</p>	<p>Possible Actions: The school will look to bolster its bilingual programming by continuing to expand its Dual Language program to the upper grades.. This will be in addition to its multifaceted bilingual pull out/push in current model.</p>
<p>Problem/Need: Mathematics achievement has been decreasing in upper grades and this can be partly attributed to lacking literacy skills.</p>	<p>Possible Actions: Continue to bolster literacy programming, such as the dual language model mentioned above. Additional consultant teachers will push into upper grade mathematics classes to help provide for more differentiated instruction.</p>

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

Edison School has seen students’ academic performance increasing on levels 2, 3, and 4 over the past several years since the new Common Core aligned state assessments were introduced. Students scoring at levels 2, 3, and 4 continue to outpace the school district’s averages in both ELA and Math in grades 3, 4, and 5. It outperformed or was within 1 to 2 percentage points of the state averages on these same assessments. The school population consists mainly of students who are designated as economically disadvantaged, Latino, and/or English as New Language learners. Historically in New York State, students who classify into any or all of these three categories tend to struggle on State assessments.

Once the school vision is realized, the school hopes to see increases in the number of students scoring at proficiency on state assessments and STAR 360 interim exams. A continued decrease in students scoring at level 1 is also expected.

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

Approximately 88% of Edison students have been designated as economically disadvantaged and 87% identify as Latino.

Officially about 26% of students are currently classified as ENLs, with at least 46% having been classified as ENL over the past two years. The 2015-2016 kindergarten class includes 56% of students who were classified as ENLs. Edison is located in a working class neighborhood, and is surrounded by multifamily homes and a few apartment buildings.

The Edison staff includes 31 teachers, 95% of whom are tenured. Several hold bilingual (Spanish) extensions and/or TESOL dual certifications. The school places a heavy emphasis on language development in both English and Spanish (for those students who present as Spanish dominant when entering the school). Programming includes CKLA Engage NY units of student for Grades K-2, the New York State ELA modules for grades 3-5, guided reading periods with consultant teacher support in every classroom, Engage NY Mathematics units of study, and FOSS Science curricula for grades 2-5.

What data sources were used to determine focus area needs?

The school uses data obtained from student assessments such as DIBELS, IReady, DRA, NYSESLAT and the New York State ELA and Math assessments, as well as local teacher data from classwork and end of unit assessments to make programming and curricular decisions.

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

Edison assessment data shows that the school has made significant gains in language development and literacy. However, additional growth is needed in students scoring at or above proficiency (levels 3 and 4). As many of our students are still in the early to mid stages of acquiring English as their second language (and even many of those who are not classified as ENLs speak a language other than English at home), this presents a challenge in that the level of language used on state assessments tends to be at a higher academic level as compared to our student's current level of language development.

The data suggest that the school needs to continue to expand on its language development programming, for which it has been featured in national publications for its originality. It also suggests that strengthening students' home language skills should benefit students as they transfer skills learned in their home language to English.

2. Schoolwide Reform Strategies:

Methods:

- The school will look to bolster its bilingual programming by expanding its Dual Language component to its curriculum. This will be in addition to its multifaceted bilingual pull-out/push-in current model.
- Additional consultant teachers will push into upper grade mathematics classes to help provide for more differentiated instruction.

Resources: Consultant teachers, research based programs and materials such as the IRLA by the American Reading Company.

Target dates: 9.1.19-6.30.20 to be annually revisited

Persons 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, SIOP/SDAIE model for ELLs, embedding literacy skills into content instruction, guided reading 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 Day professional development session. 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 Academic Discourse 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, mandatory training for ELLs, balanced literacy and the Next Generation Standards. 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 their studies are over. In addition, many of our teachers begin 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 evenings throughout the year. The school conducts a weekly parent leadership workshop where parents are invited to attend and learn about a variety of different topics including parenting issues, legal issues, and how to become political advocates within the community. 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. For the 2019-20 school year 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 researched and implemented a writing program 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. Starting in the 2017-2018 school year, the staff adapted curriculum to include literacy work stations, schedule a separate time for RtI-guided reading time for 3-5, turn-key trainings about RtI, create small targeted after school groups, and purchased additional resources to support the standards and student improvement. The district researched bilingual resources for HLA support at the different tier levels and purchased 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:

- a. School Parent Involvement Policy
 - b. Planning to meet the needs of homeless students
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- 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: Grants Office