

John F. Kennedy Elementary School

Port Chester-Rye Union Free School District

Schoolwide Program Comprehensive Plan - Title I

July 2016

Schoolwide Planning Team Members:

<u>Team Member:</u>	<u>Position or Affiliation:</u>
Judy Diaz	Principal
Bryant Romano	Assistant Principal
Marcie Ferder	Teacher
Clara Barreto	Teacher
Julieta Davis	Teacher
Sandra Castillo	Teacher
Melissa Coletti	Teacher
Shawna Squillace	Teacher
Vincent Fiscella	Teacher
Allon Plummer	Teaching Assistant
Ingrid Perez	Parent, PTA Representative

Goal Statements

Student Achievement Goal: Literacy

Goal 1: According to the 2015-2016 iReady ELA diagnostic assessment tool our third, fourth and fifth grade students averaged a 17% increase, with 11% of students scoring at the proficiency level in the fall and 28% scoring proficiency in the spring assessment. The third grade cohort showed an increase of 26%, fourth grade increased by 14%, and fifth grade showed an increase of 12% respectively. In the Spring of 2017, our third, fourth and fifth grade students will increase their average proficiency level from 17% to 30% based on the iReady ELA beginning and end of year diagnostic assessment tool.

School Operational Goal:

Goal 1: By November 2016, 6 out of 6 classrooms in grades 1-2 will have fully implemented literacy stations with rotations occurring at least three times per week. By January 2017, 6 out of the 6 classrooms in grades K-2 will have fully implemented literacy stations with daily rotations. Evidence of implementation and efficacy will be measured monthly utilizing a district developed literacy station checklist.

Comprehensive Plan

Our School's Vision and Mission Statements:

Our mission at John F. Kennedy Magnet School is to provide our K-5 culturally-diverse community with a safe and nurturing environment in which students' academic, social, and emotional potential is fulfilled. With strong community partnerships and through our high expectations, we empower our students to become responsible and respectful global citizens.

Brief School Profile:

John F. Kennedy Magnet School is comprised of three buildings on two campuses. The school is predominately Hispanic (87%) and nearly 70% of our 913 students are eligible for free or reduced lunch. As more than half of the total student population are English Language Learners, the school has a full-fledged K-5 Transitional Bilingual Education program with a focus on biliteracy through a maintenance program that resembles a one-way dual approach in grades 3-5. The school also provides integrated English as a New Language support in K-5 classrooms taught by dually certified classroom teachers. All academic interventionists and special education teachers providing literacy support to our students also possess dual certification in ENL and/or Bilingual Education.

Summary of Needs Assessment:

While JFK has a strong bilingual education program, through which home language arts support is provided in literacy and the content areas to our ELL population, we acknowledge that we need to be more deliberate with our instructional practices and language scaffold to better meet the language needs of our overall student population. We must continually reassess our practices as it relates to ELLs currently receiving sheltered ENL, Students with Disability, and students who enter our school with limited or interrupted academic experiences. We must also continue to provide small-group targeted, homogenous guided reading instruction to our students based on their reading skills and needs, while using data and observation notes to guide our instruction, set academic goals, and assess student progress.

Our Chosen Focus Area:

1. Comprehensive Needs Assessment

Vision statement for reform:

As a means to achieve our educational mission and positively impact student learning, school-wide literacy achievement goals have been developed with a focus on:

1. Language Development
2. Response to Intervention (RtI) and Differentiated Instruction
3. Improving Teacher Efficacy

Throughout the school year, a series of ongoing district and building level professional development opportunities will be provided in each of these areas. The goal of the professional development model is to provide teachers with necessary pedagogical training directly tied to curriculum, instruction, and best practices at all tiered levels of instruction, while ensuring effective implementation during the teacher observation process.

Profile Focus Area – Curriculum and Instruction

Summary of problem: At John F. Kennedy Magnet School, 12% of students in grades 3-5 demonstrated proficiency and scored a 3 or higher on the 2015 NYS Common Core ELA assessment.

Problem/Need: Based on the 2015 NYS ELA Common Core assessment, 45% of students in 3-5 scored at a level 1. Conversely, 43% of students in grades 3-5 scored in the partially proficient range and are on target to meet current New York State High School graduation requirements. It is necessary that structures and practices are revisited and established beginning in Kindergarten to address the needs of our students in the area of literacy instruction.

Possible Actions: In order to increase the number of students at the proficient range on the NYS Common Core ELA assessment, best practices will be implemented to support core curriculum and instruction.

Core Curriculum Implementation & Adaptations (K-5)

- ❖ **English Language Arts**
 - CKLA (K-2)
 - Expeditionary Learning Modified Curriculum (3-5)
- ❖ **Home Language Arts**
 - Transitional Bilingual Education (K-5)
- ❖ **Sheltered English as a New Language (ENL)**
- ❖ **Math Modules English and Spanish Adaptations**
- ❖ **Educational Technology**

	<p>Best Practices (K-5)</p> <ul style="list-style-type: none"> ❖ Language and Academic Objectives ❖ Increased Contact Time <ul style="list-style-type: none"> ➤ Guided Reading, Literacy Stations, Daily Five ➤ Differentiated, small group work ❖ Response to Intervention/Enrichment Period ❖ Data Driven Instruction <ul style="list-style-type: none"> ➤ Universal Benchmarks, Ongoing Progress Monitoring and Formative Assessments ➤ Data Team, Goal Setting Meetings ❖ Extended Day Services <ul style="list-style-type: none"> ➤ Carver Center (Academic & Enrichment) After School Program ➤ Newcomer Academy for ELLs ➤ Sylvan Learning Center for Students with Disability ➤ Prep for Success/AIS After School Program ❖ Nurturing the Whole Child <ul style="list-style-type: none"> ➤ Responsive Classroom ➤ Growth Mindset, Mindfulness ➤ School-wide Enrichments, Assemblies, and Celebrations <p>Professional Development to support curriculum, instruction, and best practices:</p> <ul style="list-style-type: none"> ❖ District Level Professional Development- 9 sessions ❖ Monthly Faculty Meetings ❖ Monthly In-house Professional Development with Literacy Coaches ❖ Building Level Common Planning Time ❖ Targeted Ongoing Coaching Sessions
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Give a short description of where the school is now and where it wants to be when the vision is realized:

At John F. Kennedy Magnet School we aim to improve literacy instruction by ensuring that curricular programs and approaches are in place to support students in all of the five essential areas of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary development). It is critical that 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. As we develop our students' abilities to access text, become independent problem solvers, and think critically about text as readers and writers, we aim at seeing growth in our students' abilities in literacy.

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

Our mission at John F. Kennedy Magnet School is to provide our K-5 culturally-diverse community with a safe and nurturing environment in which students' academic, social, and emotional potential is fulfilled. With strong community partnerships and through our high expectations, we empower our students to become responsible and respectful global citizens.

John F. Kennedy Magnet School

DEMOGRAPHICS

Total Student Population- 904 students

Student demographics:

Hispanic/Latino- 87%

Black- 6%

White- 6%

Other- 1%

Students Eligible for Free Lunch- 56.6%

Students Eligible for Reduced Lunch- 10.1%

Students with Disabilities- 9%

English Language Learners- 53%

Staff Demographics:

Total Classroom Teachers: 36

Bilingual/ENL Certified or enrolled in a Certification Program: 94%

Total Special Education/Intervention Teachers: 12

Bilingual/ENL Certified or enrolled in a Certification Program: 100%

Transitional Bilingual Education Programs: 16 out of 36 classrooms

Monolingual with ENL support: 18 out of 36 classrooms

What data sources were used to determine focus area needs?

2016 NYS Common Core Assessments

DRA-2

DIBELS Next Benchmark Assessments and Progress Monitoring

iReady Benchmark Assessments and Progress Monitoring

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

Our goal at John F. Kennedy Magnet School is to meet the academic and language needs of all learners and provide instructional programs and supports that foster language development. We have strong bilingual education programs through which we provide home language arts support in literacy and the content areas to our large ELL population. While we have sheltered ENL programs for English Language Learners not in our TBE program, we acknowledge that we need to be more deliberate with our instructional practices and language scaffold to better meet the language needs of our ELLs and students who enter our school with limited preschool experiences. We must also continue to provide small, group targeted, homogenous guided reading instruction to our students based on their reading skills and needs, while using data and observation notes to guide our instruction, set academic goals, and assess student progress.

2. Schoolwide Reform Strategies:

In order to increase the number of students at the proficient range on the NYS Common Core ELA assessment, best practices will be implemented to support core curriculum and instruction. Materials and resources will be purchased in each category to support the initiative.

Core Curriculum Implementation & Adaptations (K-5)

- ❖ **English Language Arts**
 - CKLA (K-2)
 - Expeditionary Learning Modified Curriculum (3-5)

- ❖ **Home Language Arts**
 - Transitional Bilingual Education (K-5)

- ❖ **Sheltered English as a New Language (ENL)**
- ❖ **Math Modules English and Spanish Adaptations**
- ❖ **Educational Technology**

Best Practices (K-5)

- ❖ **Language and Academic Objectives**
- ❖ **Increased Contact Time**
 - Guided Reading, Literacy Stations, Daily Five
 - Differentiated, small group work
- ❖ **Response to Intervention/Enrichment Period**
- ❖ **Data Driven Instruction**
 - Universal Benchmarks, Ongoing Progress Monitoring and Formative Assessments
 - Data Team, Goal Setting Meetings
- ❖ **Extended Day Services**
 - Carver Center (Academic & Enrichment) After School Program
 - Newcomer Academy for ELLs
 - Sylvan Learning Center for Students with Disability
 - Prep for Success/AIS After School Program
- ❖ **Nurturing the Whole Child**
 - Responsive Classroom
 - Growth Mindset, Mindfulness
 - School-wide Enrichments, Assemblies, and Celebrations

Professional Development to support curriculum, instruction, and best practices:

- ❖ District Level Professional Development- 9 sessions
- ❖ Monthly Faculty Meetings
- ❖ Monthly In-house Professional Development with Literacy Coaches
- ❖ Building Level Common Planning Time
- ❖ Targeted Ongoing Coaching Sessions

Dates: 9.1.16 - 6.30.17

Person Responsible: Judy Diaz, 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 2016-17 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: 9.1.16-6.30.17

Person(s) responsible: Building Principal/Assistant Superintendent for Personnel and Grants, Director of Curriculum and Instruction

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 each Early Release Day and 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 SIOP/SDAIE 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 2016-17 school year, staff will receive professional development in a variety of literacy strategies and intervention techniques, including RtI tiered strategy PD, 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: 9.1.16-6.30.17

Person(s) Responsible: Director of Curriculum and Instruction, Supervisors of Curriculum

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: 9.1.16 - 6.30.17

Person(s) Responsible: Assistant Superintendent for Personnel and Grants

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 parents 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. For the 2016-17 school year we have increased our number of translators for this information in order to expedite the translation of these materials.

Target dates: 9.1.16-6.30.17

Person(s) Responsible: Building Principal

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 six 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 checklist is administered at the end of the school year. It is given to the child's family who can share it with the elementary school. Westcop 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 in each building 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 2016-17.

Target dates 9.1.16-6.30.17

Person(s) Responsible: Administrator for Pre-K, Building Principal, K-6 Supervisor for ELA

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. For the 2016-2017 school year, the district will use 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 chrome books 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 (use 9.1.16-6.30.17)

Persons responsible - Building principal, Director of Curriculum and Instruction, Supervisors of Curriculum

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 2016-2017 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, create small targeted after school groups, and purchase additional resources to support the standards and student improvement. The district is researching 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 (use 9.1.16-6.30.17)

Persons responsible - Building principal, Director of Curriculum and Instruction, Supervisors of Curriculum

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: 9.1.16-6.30.17

Person(s) Responsible: Assistant Superintendent for Personnel and Grants