

John F. Kennedy Elementary School

Port Chester-Rye Union Free School District

Schoolwide Program Comprehensive Plan - Title I

2020-21

Schoolwide Planning Team Members:

<u>Team Member:</u>	<u>Position or Affiliation:</u>
Judy Diaz	Principal
Bryant Romano	Assistant Principal
Clara Barreto	Teacher
Ximena Aguillon	Teacher
Cindy Casterella	Teacher
Juliett Davis	Teacher
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Sandra Castillo	Teacher
Melissa Coletti	Teacher
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Goal Statements

Student Achievement Goal: Literacy

In the Spring of 2021, our third, fourth and fifth grade students will increase their average proficiency level from 25% (beginning of year) to 50% on the Star 360 assessment end of year diagnostic assessment tool. As a 90:10 dual language school, we anticipate that the majority of our English Language Learners will not demonstrate proficiency on the STAR 360 assessment considering that up until grade 3, their explicit language instruction in English has not exceeded 30% of their instructional day. We do expect that by the 5th grade, the proficiency scores of our ELLs will increase based on the 50:50 model implemented in the grades 4-5 dual language classrooms.

School Operational Goal:

All classroom teachers will implement the Teachers College reading and writing curriculum within a balanced literacy approach, supported by updated curriculum, materials and resources, professional development, and support from the literacy and ELL coaches and during the observation and feedback process from building/district administration.

Comprehensive Plan

Our School's Vision and Mission Statements:

Our mission at John F. Kennedy Elementary School is to provide our 1-5 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 Elementary School is predominately Hispanic (87%) and nearly 70% of our 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 one-way 90:10 Dual Language program with a focus on biliteracy. The school also provides integrated English as a New Language support in 1-5 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:

JFK has embarked on the implementation of a reading and writing curriculum to include district prescribed grade level units of study and the Teachers College balanced literacy curriculum in addition to a schoolwide implementation of targeted and systematic reading and writing conferences. As a means to provide teachers with necessary professional development, teachers have been and will continue to receive ongoing supports from our literacy consultant, our curriculum office, our literacy instructional support specialist and from building administrators.

We are also focused on the instructional best practice of the Workshop Model in literacy and the content areas where students are provided with explicit instruction, opportunities for small, group, individualized learning, and flexible grouping and targeted instruction based on ongoing data collection. It is critical that students are provided with ample opportunities to work in, practice skills and be academically enriched in small groups and in partnerships, thus allowing ample opportunities for more individualized instruction for students at all levels while promoting students independence.

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:

Literacy

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. Writing

Schoolwide implementation of the writing curriculum to include district prescribed grade level units of study and the Teachers College writing curriculum.

Schoolwide implementation of targeted and systematic writing conferences.

2. Instructional Best Practice

Continued focus on the Workshop Model structure, ensuring that its components are implemented within all literacy and content areas to promote targeted teaching, individualized/small group learning, and formative assessment of student learning.

3. Bilingual Education

Continue to provide high quality English Language Learner/Multi Language Learner instruction in our English as a New Language (ENL) and Dual Language classrooms through defined Language Development Approach (LDA) guidelines.

Promote and foster bi-literacy skills within our 90-10 Dual Language programs.

4. Character & Global Education

Continue to integrate Responsive Classroom techniques and incorporate school wide community-building practices to develop strong character and global competency

5. Parent Engagement

Offer ongoing parent workshops that provide meaningful experiences for our families, highlighting the importance of parents as meaningful partners in their child's education and improve academic success and positive social behaviors

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, 24% of students in grades 3-5 demonstrated proficiency and scored a 3 or higher on the 2021 NYS Common Core ELA assessment.	
Problem/Need: Based on the 2019 NYS ELA Common Core assessment, 76% of students in 3-5 scored at a level 1 and Level 2. It is necessary that structures and practices are revisited and established to address the needs of our students in the area of literacy instruction.	<p>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.</p> <p>Core Curriculum Implementation & Adaptations (1-5)</p> <ul style="list-style-type: none"> ❖ English Language Arts <ul style="list-style-type: none"> ➤ Teachers College Writing Curriculum ➤ Teachers College Reading Curriculum Pilots ❖ Home Language Arts <ul style="list-style-type: none"> ➤ One-Way Dual Language ❖ Sheltered English as a New Language (ENL) ❖ Math Modules English and Spanish Adaptations ❖ Educational Technology Integration <p>Best Practices (1-5)</p> <ul style="list-style-type: none"> ❖ Writing Conferences ❖ Balanced Literacy Approach ❖ 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

	<ul style="list-style-type: none"> ❖ Extended Day Services <ul style="list-style-type: none"> ➤ Carver Center (Academic & Enrichment) After School Program ➤ Newcomer Academy for ELLs ❖ 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"> ❖ Literacy Professional Development ❖ Instituto Cervantes Dual Language PD ❖ ELL Institute ❖ Monthly Faculty Meetings ❖ In-house Professional Development with Literacy & ENL 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 Elementary 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 Elementary School is to provide our 1-5 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 Elementary School

DEMOGRAPHICS

Total Student Population- 760 students (As of January 2021: 533 students in-person, 227 receiving remote instruction)

Student demographics:

Hispanic/Latino- 90%

Black- 5%

White- %
Other- 1%

Students Eligible for Free/Reduced Lunch- 84%

Students with Disabilities- 13%

English Language Learners- 55%

Staff Demographics:

Total Classroom Teachers Grades 1-5: 30

Bilingual/ENL Certified or enrolled in a Certification Program: 93%

Total Special Education/Intervention Teachers: 15

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

Dual Language: 13 out of classrooms 30

Monolingual with ENL support: 17 out of 30 classrooms

What data sources were used to determine focus area needs?

NYS Common Core Assessments

DRA-2

STAR 360 Reading 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 Elementary School is to meet the academic and language needs of all learners and provide instructional programs and supports that foster language development. Our passing rate on the ELA assessment has doubled since 2015 and it is critical that we focus on developing our students' skills in the area of writing. It is important that we do this through a balanced literacy approach where we are able to target individual writing needs. Over half of our students are ELLs. We have strong bilingual education dual language 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 DL 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 (1-5)

- ❖ **English Language Arts**
 - Teachers College Writing Curriculum
 - Teachers College Reading Curriculum
- ❖ **Home Language Arts**
 - One-Way, 90:10 Dual Language
- ❖ **Sheltered English as a New Language (ENL)**
- ❖ **Math Modules English and Spanish Adaptations**
- ❖ **Educational Technology Integration**

Best Practices (1-5)

- ❖ **Writing Conferences**
- ❖ **Balanced Literacy Approach**
- ❖ **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

- ❖ **Nurturing the Whole Child**
 - Responsive Classroom
 - Growth Mindset, Mindfulness
 - School-wide Enrichments, Assemblies, and Celebrations

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

- ❖ On-site Level Writing Professional Development
- ❖ Instituto Cervantes Dual Language PD
- ❖ ELL Institute
- ❖ Monthly Faculty Meetings
- ❖ In-house Professional Development with Literacy & ENL Coaches
- ❖ Building Level Common Planning Time
- ❖ Targeted Ongoing Coaching Sessions

Dates: 9.1.20 - 6.30.21

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 this school year, all staff will receive professional development in a variety of literacy strategies and intervention techniques, including RtI tiered strategies, Academic Discourse 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: 9.1.20-6.30.21

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 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 this 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: 9.1.20-6.30.21

Person(s) Responsible: Directors, PD Committee and PD Planning Subcommittee(s)

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: 9.1.20 - 6.30.21

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

Target dates: 9.1.20-6.30.21

Person(s) Responsible: Building Principal, Directors, Instructional Support Specialists, Teachers

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 2020-21.

Pre-School Transition Strategies:

Target dates 9.1.20-6.30.21

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. For this 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 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 9.1.20-6.30.21

Persons responsible - Building principal, Directors

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. 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 this 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 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 9.1.20-6.30.21

Persons responsible - Building principal, Directors

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: 9.1.20-6.30.21

Person(s) Responsible: HR