

**King Street Elementary School
Port Chester-Rye Union Free School District
Schoolwide Profile Comprehensive Plan - Title 1
2020-21**

Schoolwide Planning Team Members:

<u>Team Member:</u>	<u>Position or Affiliation:</u>
Samuel Ortiz	Principal
Erika Del Re	Teacher, Union Representative
Cynthia Ponce	Teacher
Alexandra Martin	Community School Coordinator
Jill Geller	Parent Representative

Goal Statements

Student Achievement Goals:

Goal 1:

- The percentage of black and hispanic students passing the NYS ELA and math exams will increase by 5% over the next 3 years.

School Operational Goals:

Goal 1:

By June 2021, we will expand the use of data at both administrative and classroom levels to set attainable goals and monitor student progress as measured by data meetings.

1. Vision statement for reform:

Vision:

King Street School is a collaborative community committed to inspiring curiosity, integrity and academic excellence in our students.

Mission:

We provide students with a rigorous and balanced curriculum aligned to NY State standards. We seek to establish and maintain partnerships with the community that both support our curriculum and help us to provide meaningful learning opportunities for our students. As a community, we value diversity, respect and kindness, hard work and risk taking, learning from our mistakes, and doing our part to make the community a better place. When a child graduates from King Street, he or she is: Intellectually curious, a critical thinker and a responsible citizen.

Comprehensive Plan

Our School's Vision and Mission Statements for Reform:

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Mission:

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School Mission:

We provide students with a rigorous and balanced curriculum aligned to NY State Standards. We seek to establish and maintain partnerships with the community that both support our curriculum and help us to provide meaningful learning opportunities for our students. As a community, we value diversity, respect and kindness, hard work and risk-taking, learning from our mistakes, and doing our part to make the community a better place. When a child graduates from King Street, he or she is: Intellectually curious, a critical thinker and a responsible citizen.

Curriculum / Programs:

- Math – A Story of Units – Aligned to the instructional shifts in the common core standards, A Story of Units focuses on the major work of each grade-level. Material is organized into coherent topics, emphasizing natural connections that exist both within and across grades. A balance of rigor is maintained in the daily lesson components as well as in the assessments. Practice standards are meaningfully connected to the content standards.
- CKLA
- Readers Workshop
- FOSS Science
- RTI
- Computer Coding

Brief School Profile:

Total student population	400 students
Average class size	23 students
<u>Average Attendance rate</u>	96%
Monolingual General Education Classes	14
Dual Language Classes	3
Transitional Bilingual Classes	1
Self Contained Special Education Monolingual Classes	2

Student Ethnic Data	Percentage
Hispanic	61%
White	34%
Black	2%
Asian	2%
Other	1%

Special Populations	Percentage
Economically Disadvantaged	40%
English Language Learners	25%
Students with Disabilities	12%

Total Teachers	
Staff Profile	Percentage
No valid teaching certificate	0%
Teaching out of certification area	0%
Fewer than 3 years experience	0%

Master's Degree plus 30 or more	62%
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Summary of Needs Assessment:

Problem/Need: Only 19% of Black and Hispanic students are performing at a proficient level on the NYS ELA exam.
Problem/Need: Only 6% of students with disabilities are performing at a proficient level on the NYS ELA exam.

Our Chosen Focus Area:

Curriculum and Instruction - Literacy

1. Comprehensive Needs Assessment

Profile Focus Area – Curriculum and Instruction Summary of problem: Summary of problem: 69% of students in grades 3, 4, and 5 scored at a level 1 or 2 on the NYS ELA Exam.	
Problem/Need: Only 19% of Black and Hispanic students are performing at a proficient level on the NYS ELA exam.	Possible Actions: <ul style="list-style-type: none"> ● Increased use of data <ul style="list-style-type: none"> ○ Teachers will participate in monthly data meetings where they discuss students progress of all students who are at risk. ○ Use of pre and post tests to monitor students progress. ● Challenging Core Curriculum <ul style="list-style-type: none"> ○ Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum. ● Improve Response to Intervention program <ul style="list-style-type: none"> ○ Staff development for all RTI Teachers ○ Improved data collection and monitoring ● Teacher staff development in the use of data to inform instruction.
Problem/Need: Only 6% of students with disabilities are performing at a proficient level on the NYS ELA exam.	Possible Actions: <ul style="list-style-type: none"> ● Increased use of data <ul style="list-style-type: none"> ○ Teachers will participate in monthly data meetings where they discuss students progress of all students who are at risk. ○ Use of pre and post tests to monitor students progress. ● Challenging Core Curriculum

	<ul style="list-style-type: none"> ○ Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum. ● Improve Response to Intervention program <ul style="list-style-type: none"> ○ Staff development for all RTI Teachers ○ Improved data collection and monitoring ● Teacher staff development in the use of data to inform instruction.
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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:

Presently Black and Hispanic students are performing at a proficiency rate of 20%. White students are performing at a proficiency rate of 40%. We seek to close this achievement gap.

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

Total student population	400 students
Average class size	23 students
<u>Average attendance rate</u>	96%
Monolingual General Education Classes	14
Dual Language Classes	3
Transitional Bilingual Classes	1
Self Contained Special Education Monolingual Classes	2

Student Ethnic Data	Percentage
Hispanic	61%
White	34%
Black	2%
Asian	2%
Other	1%

Special Populations	Percentage
Economically Disadvantaged	40%
English Language Learners	25%
Students with Disabilities	12%

Total Teachers	<u>29</u>
Staff Profile	Percentage
No valid teaching certificate	0%
Teaching out of certification area	0%
Fewer than 3 years experience	0%
Master's Degree plus 30 or more	<u>62%</u>

What data sources were used to determine focus area needs?

- NYS ELA exam results
- Iready ELA assessment results
- Running Record Data
- DIBELS

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

The data suggests that science programming at King Street School is effective with 95% of students performing at or above grade level on the Grade 4 NYS Science exam. King Street also has a passing rate of 37% on the NYS math exam which is on par with the rest of New York State.

The data does suggest that there is an achievement gap between students of color and their white counterparts on both NYS ELA and math assessments. The achievement gap is further exacerbated when you consider english language learners and students with disabilities against the rest of the school population.

2. Schoolwide Reform Strategies:

Increased use of data

- Teachers will participate in monthly data meetings where they discuss student progress of all students who are at risk.
- Use of pre and post tests to monitor students progress.

Challenging Core Curriculum

- Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum.

Improve Response to Intervention program

- Staff development for all RTI Teachers

- e. Improved data collection and monitoring

Teacher staff development in the use of data to inform instruction.

Increased use of data

- Teachers will participate in monthly data meetings where they discuss student progress of all students who are at risk.
- Use of pre and post tests to monitor students progress.

Challenging Core Curriculum

- Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum.

Improve Response to Intervention program

- Staff development for all RTI Teachers
- Improved data collection and monitoring

Teacher staff development in the use of data to inform instruction.

Target dates: 9.1.20-6.30.21

Person(s) 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. All staff 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 continue to 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 level 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 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 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. Staff receive professional development in a variety of literacy strategies and intervention techniques, including RtI tiered strategy PD, 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: 9.1.20-6.30.21

Person(s) Responsible: Directors, Principal, Professional Development Committee and 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 as 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

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. 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

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 training and improvements to the K screening process will occur in 2020-21.

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 assessments 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. Starting in the 2016-2017 school year, the district uses a computer-based assessment for 3-5 students for diagnostic assessing and progress monitoring. The district uses 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, Instructional Support Specialists

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 have 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. 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 purchase additional resources to support the standards and student improvement. The district has 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, Instructional Support Specialists

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

- A. The partial 1% set aside for parent programs will take place in the form of parent training 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: Grants Office