

Superintendent's Report November 23, 2021



Enrollment Update

November 2018

Edison-459	JFK-674	King-459	Park-435	MS-1066	HS-1534	Total-4627
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November 2019

Edison- 411	JFK-798	King-410	Park-456	MS-1083	HS-1619	Total-4777
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November 2020

Edison-406	JFK-760	King-423	Park-423	MS-1060	HS-1516	Total-4588
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November 2021

Edison-370	JFK-748	King-403	Park-428	MS-1040	HS-1555	Total-4544
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LET'S MAKE IT COUNT.

- The District Comprehensive Improvement Plan (DCIP) is designed to help districts consider the conditions within the District that need attention.
- The DCIP provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District's ability to identify specific solutions for their unique needs. This process involves:
 - Reviewing the District's vision, values, and aspirations
 - Reviewing previous commitments made by CSI/TSI schools in the district
 - Evaluating the impact of COVID-19
 - Considering the effectiveness of previous planning





District Comprehensive Improvement Plan (DCIP)

- All Target Districts will work with stakeholders to consider existing needs and determine next steps for the upcoming school year. Target Districts with identified schools should also incorporate insights from the school improvement planning process into the DCIP developed. The final DCIP is submitted to NYSED for approval.

School Comprehensive Education Plan (SCEP)

- Any school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) will work with stakeholders to develop a School Comprehensive Education Plan (SCEP) for the upcoming school year.



District Comprehensive Improvement Plan Priorities-

- Develop each school's mission and establish a process for ongoing school improvement in alignment with the *District Mission* and *Strategic Plan*; build professional capacity to model and operationalize the mission at every level of the organization.
- Build a culture of inquiry and data study K-12 with a strong focus on outcomes and achievement that supports the whole child.
- Distribute leadership and share accountability between and amongst stakeholders at each school building and at the district level.
- Develop a comprehensive vision for high quality instruction that includes differentiation and personalized learning at the elementary, middle and high schools to create a collaborative school environment, rich with cooperation, teamwork, shared ownership, and distributed leadership.
- Create a culture of inclusivity to provide all students with fair, just and personalized learning and growth opportunities.

School Comprehensive Improvement Plan Priorities-

- Develop a comprehensive vision for high quality instruction and assessment that includes differentiation and personalized learning at Port Chester Middle School
- *In our school of nine academies, which embrace our vision of "Success for Every Student," Port Chester Middle School has sought to review curriculum and grading policies to focus on access, alignment, and focus on differentiating and personalizing instruction. At each grade level, there are three academies that collaborate across disciplines. We will review the data for all staff and students and each grade level after each quarter to inform instruction. This commitment allows for leaders and teachers to monitor curriculum and student progress.*



NEW FUNDING SOURCES AND USES



REPORT TO THE BOARD OF EDUCATION
NOVEMBER 23, 2021

PORT CHESTER



PUBLIC
SCHOOLS

PRESENTATION CONTENT

- What new funding sources is the district utilizing?
- How are the funding sources being utilized?
- How and why are funding utilization decisions being made?



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NEW FUNDING SOURCES



Additional FOUNDATION AID = \$6.73 M



CRRSA FUNDING = \$4.14 M



ARP FUNDING Stream 1 = \$8.49 M



ARP FUNDING Stream 2 = \$7.19 M

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NEW FUNDING SOURCES



Additional FOUNDATION AID = \$6.73 M

- Elementary Teachers: Art (4), Bilingual Rtl (5), ENL (1), Technology & Enrichment (5), PE/Health (1)
- Elementary Library Clerks (4) and Teacher Coach
- Middle School Teachers (4), Secretary (1)
- High School Teachers (6), Social Worker (1), Hall Monitors (4)
- Districtwide Strings Teachers (4)
- K-12 Director of Technology
- Assistant Principals (5)
- New clubs, athletic offerings, field trip funding, and IB expansion to grades 9 and 10

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NEW FUNDING SOURCES



CRRSA FUNDING = \$4.14 M

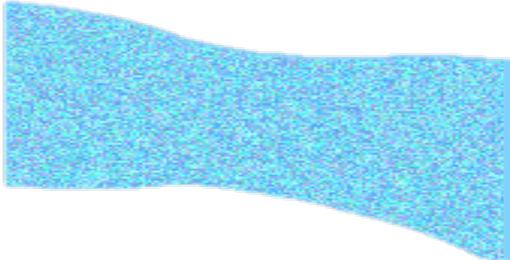
- Elementary Teachers: Rtl (5), Teacher Coaches (2)
- Districtwide Psychologists (6)
- Chromebooks
- Coronavirus Preparedness and Response
- Summer School and After School Programming
- Social emotional learning and student counseling services
- Mental health, substance abuse, suicide prevention, and other trainings for staff

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NEW FUNDING SOURCES



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**CRRSA FUNDING = \$1.70 M encumbered
of \$4.14 M**

NEW FUNDING SOURCES

Stream 1:

- \$1.69 M for Learning Loss Initiatives
- \$6.79 M for uses consistent with the intents and purposes of the grant

Stream 2:

- \$5.13 M for Learning Loss Initiatives
- \$1.02 M for Summer Programming
- \$1.02 M for Afterschool Programming



ARP FUNDING Stream 1 = \$8.49 M



ARP FUNDING Stream 2 = \$7.19 M

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Sample Acceptable Uses of ARP Funding

Initiatives with a nexus to the coronavirus:

- Preparedness and response (supplies, staffing, ventilation)

Initiatives associated with learning loss:

- Summer learning, afterschool programming, mental health services, technology
- Addressing the needs of low-income children, students with disabilities, ELLs, homeless students, etc.



Other initiatives and activities associated with the operation of the district and in service to goals like the ones above

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Menu of Possible ARP Funding Uses

- Robust afterschool programming in 2021-2022 and 2022-2023
- Robust summer school programming in summer of 2022 and 2023 to accelerate student learning
- Numerous possible building or remodeling projects including:
 - Six elementary classrooms at JFK ?
 - A covered walkway project to connect both buildings at JFK
 - Renovations of the Guidance Suite at PCHS
- Other building improvements linked to improving the health and safety of students and staff, such as classroom A/C
- Initiatives such as tents and tables to create outdoor learning opportunities



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GUIDING DECISION-MAKING



Federal Aid Input Survey-June 2021:

- *Over 91 percent of survey respondents categorized meeting **students' academic needs** during the school day as a "highest priority" or "a high priority."*
- *Almost 90 percent of survey respondents categorized **safely returning students to in-person learning** as a "highest priority" or "a high priority."*
- *Eighty-two percent of survey respondents categorized purchasing **educational technology** as a "highest priority" or "a high priority."*
- *Over 78 percent of survey respondents categorized **social-emotional supports and interventions** as a "highest priority" or "a high priority."*
- *Over 74 percent of survey respondents categorized addressing the **impacts of the COVID-19 pandemic** (with **summer programming and afterschool programming** as examples) as a "highest priority" or "a high priority."*



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GUIDING DECISION-MAKING



Stakeholder Priorities:



- **Student Academic Needs in an In-Person Learning Environment**



- **Educational Technology**
- **Social-Emotional Supports**



- **Summer and Afterschool Programming**

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THE DISTRICT DELIVERING

New teaching positions aimed at:

- Academic Interventions
- Enrichments (Art, Music, STEM, and others)
- Social-Emotional Supports

A robust afterschool program for students in grades K-6

A continued safe learning environment and ventilation improvements

Essentially a 1:1 Chromebook environment

Summer Programming to address learning loss



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NEW FUNDING SOURCES AND USES



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