The background of the slide features a circular frame containing a blue-tinted image of a clock tower. The tower has two visible clock faces and a balcony with ornate railings. The text is overlaid on the left side of this image.

Board of Education Meeting

Superintendent's Report

Removing Barriers- Partnership with Westchester Community College



A college-going culture celebrates postsecondary education regularly and gives students the information and skills needed to succeed.

College-going culture refers to the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education.

Cultural Shifts and Enhancements-

- What are the expectations for all students and staff?
- What do you see when you walk down the halls?
- What are the traditions at your school?
- What is celebrated?



Partnership with Feeding Westchester

“For many of our neighbors, the availability of affordable, nutritious food is elemental to their emotional and physical survival. It is within our power to not only feed those in need, but to provide them with resources and hope for better days ahead.”



Learning Knows No Bounds

SPECIAL
EDUCATION

REPORT
To The Board of Education
Tatiana Memoli,
Director of Special Education

Special Education Themes



- Emphasis on Social Emotional and Academic Achievement - On going support to ensure students' development across all 13 educational disabling conditions
- Least Restrictive Environment – Inclusive practices to ensure generalization of learned skills into the mainstream setting at the school setting and community
- Professional Development - Supporting our Special Education and General Education Teachers, Paraprofessionals, Speech/Language Therapists, Psychologists, Occupational and Physical Therapists, and all staff servicing Students with Disabilities (SWD)
- All SWD Must Have Access to the General Education Curriculum

IDEA State Special Education Annual Data Collection, Analysis and Reporting

Preschool Child Count Report by Race/Ethnicity

School Age Child Count by Age and Disability

School Age Students by Disability and Race/Ethnicity

Preschool LRE Setting Report

School Age LRE Setting Report

District Report of Preschool Students by Primary Service Provider

District Report of School Age Students by Building Where Enrolled

Preschool Children Provided Programs and Services during 2021-22 School Year

District Report of Parentally Placed Students in Religious and Independent (Nonpublic) Schools Who Were Evaluated

Preschool Outcomes Report

Students Receiving Coordinated Early Intervening Services

Report of Personnel Employed or Needed to Provide Special Education and Related Services to SWD

Suspension Rates for SWD

Disproportionate Representation of SWD Significant Disproportionality

- Identification
- Disability Category
- Placement

Secondary Transition IEP Review for SWD

Building disability Inclusive Education through Data



NYS Alternate Assessment



Criteria:

- The student has a severe cognitive disability and significant deficits in communication /language and significant deficits in adaptive behavior; **and**
- The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); **and**
- The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

The Every Student Succeeds Act (ESSA) places a state-level cap on the total number of students with significant cognitive disabilities who are assessed with an alternate assessment to 1.0 percent of the total number of students in the state who are assessed in the subject.

Parentally- Placed Students in New York State

- Private and Parochial Schools

District of Location Does Evaluations and Provides IEP Services to Students in Private and Parochial Schools who Reside in any District

System Established to bill back other School Districts if the Attending SWD Resides Outside of our Jurisdiction



Board of Education Meeting

Joseph Durney, Ed.D.



5/26/22

PCMS School Comprehensive Education Plan (SCEP) District Comprehensive Improvement Plan (DCIP)



SCEP Commitments Implementation and Progress Monitoring

- Weekly SCEP Review and Strategic Planning with MS Leadership Team
- Strategies, Methods, Assessments, Resources
- Desired End of Year Outcomes
- Qualitative and Quantitative Data Outcome Descriptions
- Initiatives and Evidence

DCIP Priorities Implementation and Progress Monitoring

- Bi-monthly Leadership Best Practices Professional Learning Community
- Post Assessment District Leader Strategic Planning
- Monthly District Leadership Forums
- DCIP Activity Trackers
- Initiatives and Evidence

Next Steps

- 2021-22 Data Capture and Plan Assessment
- 2022-23 Plan Development

Principals Promise Academy Pilot

Pilot Purpose, Design, and Alignment to DCIP

Student Identification

Interim Quantitative Data

Interim Qualitative Data

- Students
- Staff

Adaptive Framework

Next Steps



Increased all-course pass rate
Q1=49% Q2=45% Q3=72%

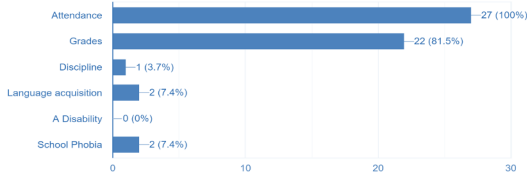
Decreased absentee rate from
Q1 to Q3 by 50%

Student Interviews/Focus Group Qualitative Findings:

- Students had a favorable view of the program and staff
- Personalized attention is impactful
- Program promotes optimism and motivation
- Work and Family Responsibility impact success
- Despite prior academic status, all had aspirations for post-secondary education
- Students overwhelmingly believed the program was essential to ensuring they might graduate



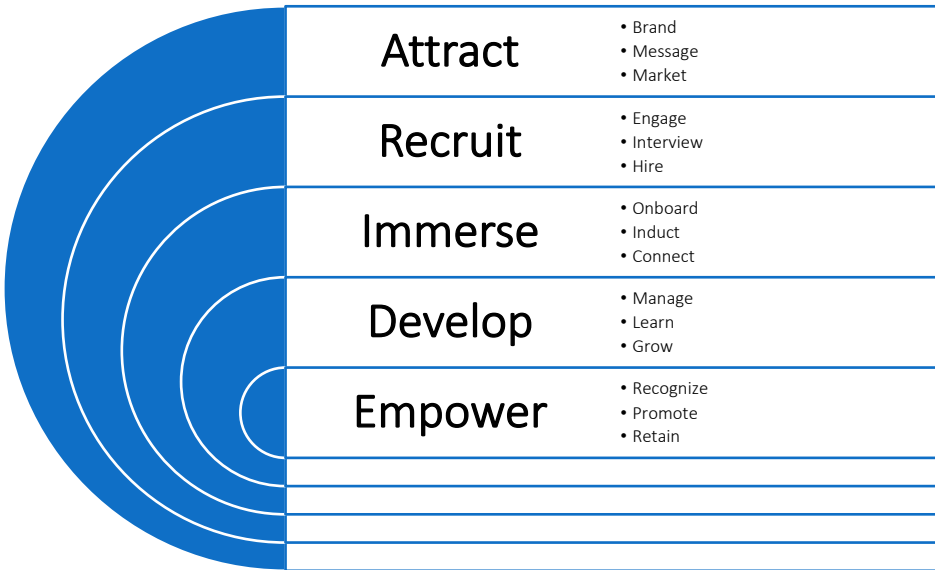
Select a reason or reasons for the student being at risk of not graduating.
27 responses



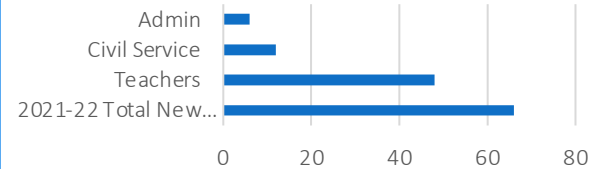
Human Resource Analysis

Human Resources and Student Performance

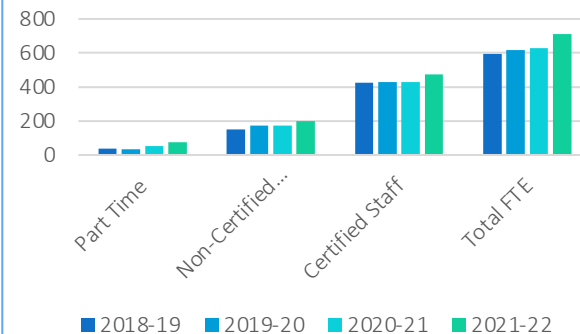
Human Resources Allocation Analysis



HR Additions 21-22



FTE Allocation By Type and Total 2018-22





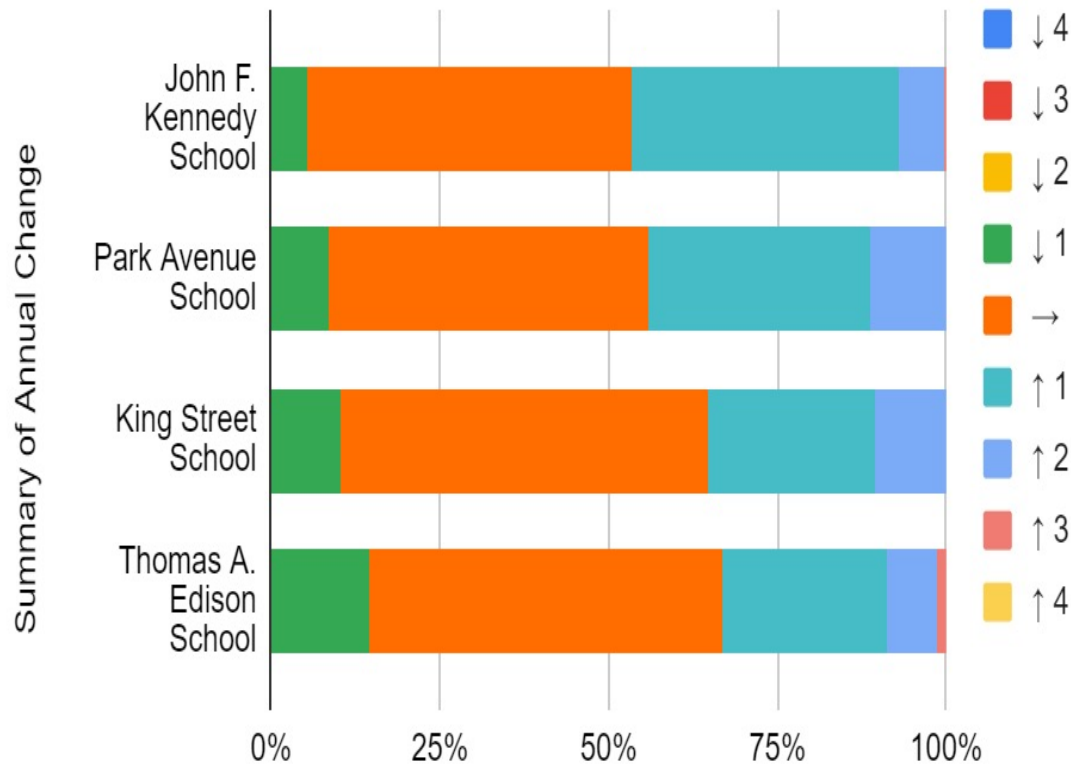
Dual Language & ELL Programs Update

Port Chester School District
Board of Education Meeting

*Felipe Orozco, Director of
ELL & Bilingual Programs*

May 26, 2022

18-19 → 20-21 Annual Change*



Focus: Biliteracy
[NYSESLAT:
English Lang.
Acquisition Test]

Language Development in
English

Focus: Biliteracy [AVANT 4SE: Spanish Lang. Test]

Language/Literacy Development in **Spanish**

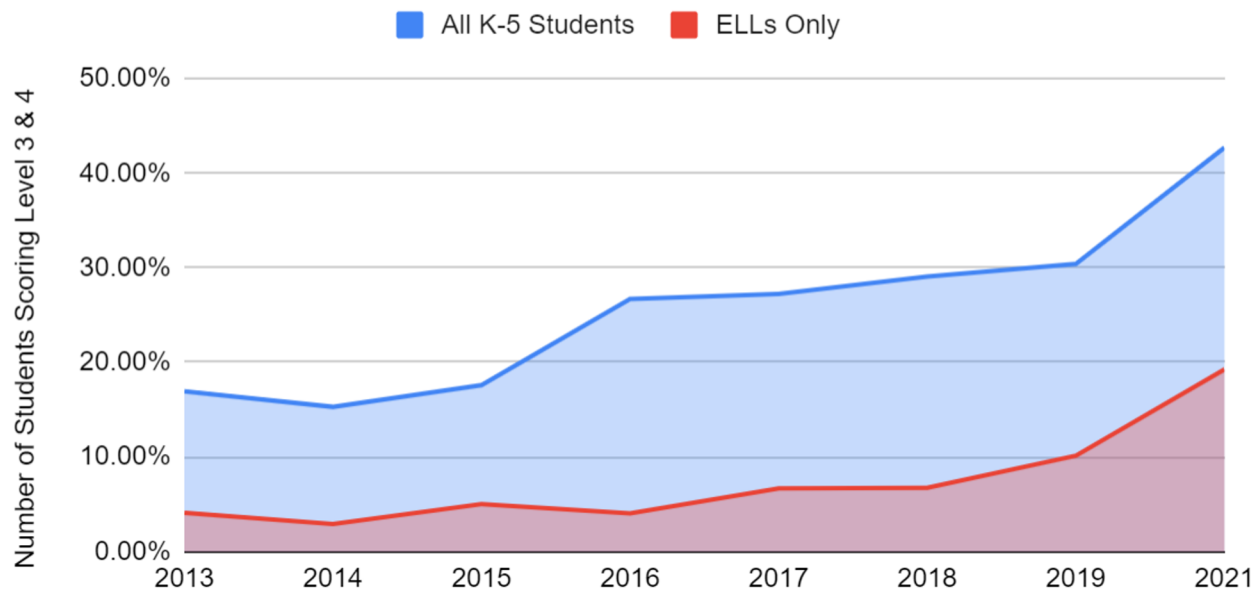
AVANT Spanish Language K-5 Overall Proficiency Scores, by Elementary Building, Spring 2021

	Level (Numerical)	Level (ACTFL scale)	John F. Kennedy School		Park Avenue School		King Street School		Thomas A. Edison School		Remote Learning Academy	
NOVICE	1	Novice-Low	6	2%	7	5%	5	7%	1	2%	1	2%
	2	Novice-Mid	28	9%	26	19%	6	9%	9	16%	4	7%
	3	Novice-High	90	28%	37	27%	16	23%	9	16%	20	34%
INTERMEDIATE	4	Intermediate-Low	124	39%	49	35%	23	33%	27	47%	22	38%
	5	Intermediate-Mid	69	22%	19	14%	16	23%	11	19%	9	16%
	6	Intermediate-High	3	1%	1	1%	3	4%	0	0%	2	3%
ADVANCED	7	Advanced-Low	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL STUDENTS TESTED			320	100%	139	100%	89	100%	57	100%	56	100%
STUDENTS HIGHER THAN NATIONAL AVERAGE			196	61%	69	50%	42	61%	38	67%	33	57%

Focus: Biliteracy [ELA State Test]

Literacy Development in English

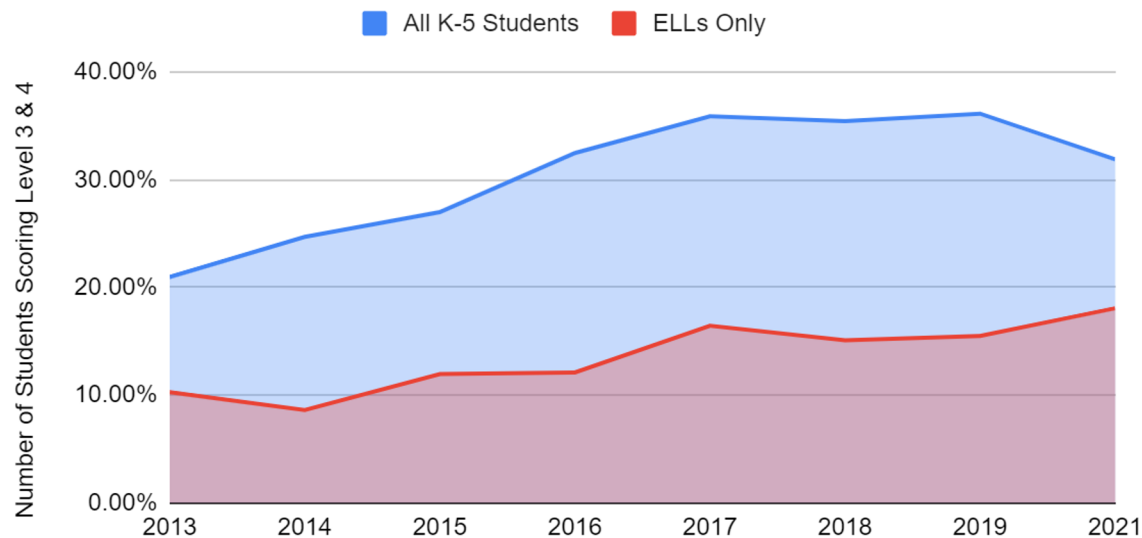
NYS 3-5 ELA Tests: Level 3 & 4 Proficiency



Focus: Academic Achievement [Math]

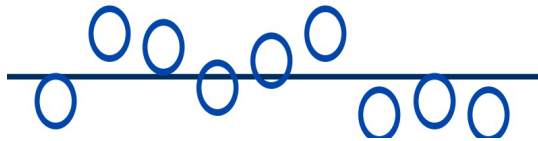
- Mathematical Achievement in both languages

NYS 3-5 Math Tests: Level 3 & 4 Proficiency



SY 2022-2023 DL Alignment - 50:50

In 2022-2023 SY All Schools will follow a 50:50 Program



JFK

Three (3) Self-Contained Classes (K, 1st, 2nd)

Twelve (12) Side-by-Side Sections (K-5)
+ ICTs (3rd-5th)

KSS

Six (6) Self-Contained Classes (K-5)

PAS

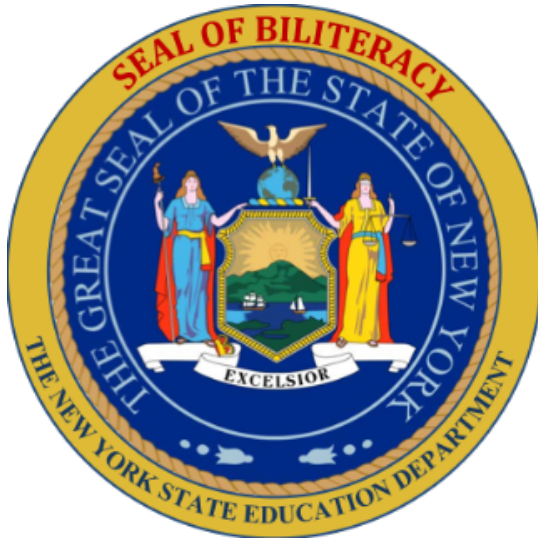
Twelve (12) Side-by-Side Sections (K-5)

TES

Six (6) Self-Contained Classes (K-5)

Seal of Biliteracy & Feasibility Study

Long term effects of having a DL program:



More students qualifying for and successfully completing the requirements for NYSED's **Seal of Biliteracy**.

Feasibility Study:

Potential for better supporting the dual language development of former elementary DL students at the Middle School starting in the **2023-24 school year**.

ELL Programs

- ELL Afterschool Programs

- Academic
- ¡Bienvenidos!
- ELL STEM

- *Presented at Tech Expo*

- SABER (Supplemental Activities for Bilingual ELLs) 9-12
- Techn**ELL**ogy Initiative (Parental Engagement & Training Programs)
- Summer Programs (K-8 & 9-12)

