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.”
Special Education Themes

- Emphasis on Social Emotional and Academic Achievement - Ongoing 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
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
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
Human Resource Analysis

Human Resources and Student Performance

Human Resources Allocation Analysis

| Attract     | • Brand  
|            | • Message  
|            | • Market  
| Recruit    | • Engage  
|            | • Interview  
|            | • Hire  
| Immerse    | • Onboard  
|            | • Induct  
|            | • Connect  
| Develop    | • Manage  
|            | • Learn  
|            | • Grow  
| Empower    | • Recognize  
|            | • Promote  
|            | • Retain  

HR Additions 21-22

- Admin
- Civil Service
- Teachers
2021-22 Total New...

FTE Allocation By Type and Total 2018-22

- Part Time
- Non-Certified
- Certified Staff
- Total FTE

2018-19 2019-20 2020-21 2021-22
Dual Language & ELL Programs Update

Port Chester School District
Board of Education Meeting
Felipe Orozco, Director of ELL & Bilingual Programs
May 26, 2022
Focus: Biliteracy
[ NYSESLAT: English Lang. Acquisition Test ]
Language Development in English

18-19 → 20-21 Annual Change*

Summary of Annual Change

<table>
<thead>
<tr>
<th>School</th>
<th>↓4</th>
<th>↓3</th>
<th>↓2</th>
<th>↓1</th>
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<tr>
<td>John F. Kennedy School</td>
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<td>Park Avenue School</td>
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<td>Thomas A. Edison School</td>
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Focus: Biliteracy [AVANT 4SE: Spanish Lang. Test]

Language/Literacy Development in Spanish

<table>
<thead>
<tr>
<th>Level ( Numerical )</th>
<th>Level ( ACTFL scale )</th>
<th>John F. Kennedy School</th>
<th>Park Avenue School</th>
<th>King Street School</th>
<th>Thomas A. Edison School</th>
<th>Remote Learning Academy</th>
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<tr>
<td><strong>NOVICE</strong></td>
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<tr>
<td>1</td>
<td>Novice-Low</td>
<td>6 2%</td>
<td>7 5%</td>
<td>5 7%</td>
<td>1 2%</td>
<td>1 2%</td>
</tr>
<tr>
<td>2</td>
<td>Novice-Mid</td>
<td>28 9%</td>
<td>26 19%</td>
<td>6 9%</td>
<td>9 16%</td>
<td>4 7%</td>
</tr>
<tr>
<td>3</td>
<td>Novice-High</td>
<td>90 28%</td>
<td>37 27%</td>
<td>16 23%</td>
<td>9 16%</td>
<td>20 34%</td>
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<tr>
<td><strong>INTERMEDIATE</strong></td>
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<td>4</td>
<td>Intermediate-Low</td>
<td>124 39%</td>
<td>49 35%</td>
<td>23 33%</td>
<td>27 47%</td>
<td>22 38%</td>
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<tr>
<td>5</td>
<td>Intermediate-Mid</td>
<td>69 22%</td>
<td>19 14%</td>
<td>16 23%</td>
<td>11 19%</td>
<td>9 16%</td>
</tr>
<tr>
<td>6</td>
<td>Intermediate-High</td>
<td>3 1%</td>
<td>1 1%</td>
<td>3 4%</td>
<td>0 0%</td>
<td>2 3%</td>
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<td><strong>ADVANCED</strong></td>
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<tr>
<td>7</td>
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<td>0 0%</td>
<td>0 0%</td>
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</table>

**TOTAL STUDENTS TESTED**  
320 100%  
139 100%  
69 100%  
57 100%  
58 100%  

**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

- All K-5 Students
- ELLs Only
Focus: Academic Achievement [Math]

- Mathematical Achievement in both languages

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

- All K-5 Students
- ELLs Only

Number of Students Scoring Level 3 & 4

<table>
<thead>
<tr>
<th>Year</th>
<th>All K-5 Students</th>
<th>ELLs Only</th>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>2014</td>
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<td>2015</td>
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<tr>
<td>2021</td>
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</table>
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, 1\textsuperscript{st}, 2\textsuperscript{nd})
- Twelve (12) Side-by-Side Sections (K-5)
  + ICTs (3\textsuperscript{rd}-5\textsuperscript{th})

**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
- TechnELLogy Initiative (Parental Engagement & Training Programs)
- Summer Programs (K-8 & 9-12)