

Newfield Central School District Title 1 Plan 2016- 2018

Title 1 School: Newfield Elementary School

Contact: Mark Jasinski (607) 564-9955 x 1221
mjasinski@newfieldschools.org

Demographics (2015-16):

Economically Disadvantaged	64%
Students with Disabilities	17%
English Language Learners	0%
Ethnic/Racial Breakdown	
• American Indian/Alaskan Native	0%
• Black/African American	5%
• Hispanic/Latino	3%
• Asian/Pacific Islander	0%
• White	82%
• Multiracial	10%
Highly Qualified Teachers	100%
Enrollment	343
• Male	48%
• Female	52%

Assessment Data (2015-16): All Accountability groups made AYP except: tested fewer than 95%

ALL STUDENTS	Level 1	Level 2	Level 3	Level 4	Total Proficient
ELA 3	29%	33%	37%	2%	39%
Math 3	23%	25%	25%	27%	52%
ELA 4	17%	43%	28%	12%	40%
Math 4	14%	33%	30%	23%	53%
Science 4	2%	5%	22%	71%	93%
ELA 5	47%	33%	18%	2%	20%
Math 5	49%	33%	12%	7%	19%

IEP STUDENTS	Level 1	Level 2	Level 3	Level 4	Total Proficient
ELA 3	88%	0%	13%	0%	13%
Math 3	75%	13%	13%	0%	13%
ELA 4	75%	25%	0%	0%	0%
Math 4	100%	0%	0%	0%	0%
Science 4	13%	25%	50%	13%	63%
ELA 5	100%	0%	0%	0%	0%
Math 5	100%	0%	0%	0%	0%

ECONOM DISAD	Level 1	Level 2	Level 3	Level 4	Total Proficient
ELA 3	36%	36%	28%	0%	28%
Math 3	33%	25%	17%	25%	42%
ELA 4	25%	48%	20%	8%	28%
Math 4	16%	39%	32%	13%	45%
Science 4	3%	8%	25%	65%	90%
ELA 5	54%	29%	14%	4%	18%
Math 5	54%	27%	15%	4%	19%

Planning Team

Mark Jasinski, Director of Curriculum and Instruction

Vicky Volpicelli, Elementary School Principal

Joanne James, Business Administrator

Suzie Taylor, Parent

Needs Assessment

The Newfield Elementary School is a PK – 5 building that currently serves approximately 343 students. Enrollment is expected to increase over the next several years.

As shown in the tables above, student achievement in ELA and math is primarily non-proficient. The Wilson Foundations program has been implemented school-wide to address reading difficulties. Wilson reading is used for students in need of level 3 RTI interventions. There are three AIS reading teachers and one AIS math teacher who work with students who need extra help in these areas.

Title 1 services include pull out services for students requiring remediation in ELA and/or math. Special Education services are provided to classified students per their IEP. An after-school homework help session is available to all elementary students. In addition, Cornell University hockey players come weekly to provide academic help and motivation.

AimsWeb Plus is used to establish a baseline and to monitor student progress during the year. Teachers are provided with professional development opportunities to fully understand this process.

During the Needs Assessment process parents were given the opportunity to provide input during open house and parent-teacher conferences. NYS student assessment data and Aims Web data are used to provide information about student needs. Teachers meet weekly to provide information about student needs. Grade levels have common planning time every day.

Areas of Strength

Students in grade 4 do very well in Science. All teaching staff are highly qualified. The elementary principal uses data to determine the interventions necessary and shares data with staff.

Areas of Weakness

Approximately 1/3 of the students in grades 3 - 4 were proficient in ELA and approximately half of the students in grades 3 – 4 were proficient in math. Only 20% of students in grade 5 were proficient in math and ELA. This is well below the state average. Parent involvement is low. More work is needed to implement the RTI plan. Screening of incoming PK students prior to the start of the year would be helpful. Teachers need to assess and use this data frequently to drive instruction. Continued reading and math interventions are needed, although perhaps changing the way these services are delivered might be helpful.

Area to be Addressed	Data Sources	Addressed by	Success measured by
Reading achievement	Aims Web Plus, NYS Assessments, Teacher input	Reading AIS classes	Proficiency on NYS Assessment
Math achievement	Aims Web Plus, NYS Assessments, Teacher input	Math AIS classes	Proficiency on NYS Assessment
RTI Plan Implemented	Faculty meetings, grade level meetings,	Observations, Recording data in School Tool	Proficiency on NYS Assessments, teacher feedback, parent feedback

Programs

Students are chosen for Title I reading based on a school-wide assessment program and classroom performance. Title I Reading is designed to provide additional support for children who have been identified as performing below grade level in one or more skill areas. Students are grouped based on need. Intervention methods are determined on an individual basis by the Reading Support Team. Students are also progress-monitored following individualized instruction and teacher recommendations.

A
D
M
I
N
I
S
T
R
A
T
O
R
S

What steps will building-level administrators take to ensure that implementation is occurring effectively?

The building principal and Director of Curriculum will conduct monthly school-wide Title I meetings with the professional staff. During which time a review of the program goals will take place. Any additional concerns/issues will also be addressed at that time.

The building principal and Director of Curriculum will also complete formal and informal observations of all new programs and assigned professional and paraprofessional staff as part of the ongoing review process.

What types of milestones and timelines have been established for year 1 to help building- level administrators gauge progress toward year 1 goals?

Incoming PK students will be screened prior to the start of the year in September.

Aims Web Plus benchmarks will be given at least quarterly. Professional development in the use of Aims Web Plus will be offered. An Aims Web Team will be established to provide support for their colleagues.

Weekly grade level meetings will be held to discuss student data and intervention strategies.

How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and changes to instruction made?

Student data is available on School Tool for all teachers to view. Students who are struggling will be discussed at Child Study Team meetings so that intervention strategies may be put in place.

T
E
A
C
H
E
R
S

How will teachers be involved in the implementation of the plan?

Teachers will administer and/or review the AimsWeb Plus results and discuss these during grade level meetings or Child Study team meetings. Title I school-wide program meetings will take place to review, and if-necessary adjust goals.

How will feedback from teachers be obtained throughout the year?

Surveys will be provided after all professional development activities. Feedback from the staff will also be gathered at faculty meetings, grade level meetings, and Child Study Team meetings.

How were parents informed of the development of the schoolwide plan?

Plans to develop a school-wide plan were shared with parents during a presentation in 2011. Communications through the PTA are ongoing. The district website includes a “parent” tab which provides information.

How will parents be involved in the implementation of the plan?

The plan will be placed on the district website. The building principal will provide additional information and answer any parent questions during Open House and other meetings held throughout the school year.

How will feedback from parents be obtained throughout the year?

Parents will be invited to provide comments and feedback during discussions with the principal and during conversations with teachers. They may also email school personnel at any time with questions, comments, or suggestions.

P
A
R
E
N
T
S

Describe the methods and strategies the LEA will be implementing to attract and retain teachers who are high-quality, highly-qualified.

The district uses OLAS to reach teacher candidates nation-wide. Incentive programs, such as the district paying for a teacher's masters' degree, have been implemented in order to attract and retain highly qualified and high-quality teachers. The small school atmosphere encourages teachers to make life-long connections with their colleagues and build relationships with students and families.

Professional Development

The district has a separate professional development plan that addresses training opportunities for staff. At a minimum, staff will be provided with professional development in AimsWeb Plus, in aligning and implementing the NYS standards, and in providing student engagement strategies.

Parent Involvement Activities

The PTA provides multiple opportunities for parents to be involved in school activities. An Open House is held each fall. Parent-teacher conferences are held twice a year. Home visits to incoming PK families are made in the summer/early fall. Literacy Nights are held at least once a year. Parents read and sign a "Newfield Elementary School-Parent Compact" and are given the Newfield Central School District Parental Involvement Policy (see attached).

Assurances

The Newfield Elementary School will collaborate with the state or local child welfare agency to develop and implement procedures for how transportation will be provided, arranged and funded to maintain foster youth in their schools or origin. This will be done on a case-by-case basis via conversation with the social worker(s).



Newfield Elementary School

247 Main Street • Newfield, NY 14867
(607)564-9955 X 1145 Fax (607)330-9901
www.newfieldschools.org

Mrs. Vicky Volpicelli, Principal
Ms. Carol Hungerford, Secretary

NEWFIELD ELEMENTARY SCHOOL-PARENT COMPACT

The Newfield Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The Newfield Central School District is committed to providing high-quality curriculum and instruction. We only hire teachers who are highly qualified to work with our students. Our teachers have continual professional development to ensure they have the skills necessary to provide good instructional practices.

For students needing additional support, we offer a variety of programs to help students both academically and emotionally. We assess all students three times a year and provide targeted intervention for those who are at risk of not being successful. Students receiving this intervention are continually progress monitored to ensure they are receiving appropriate instruction. This support is above and beyond what is available in the classroom.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

Specifically, those conferences will be held:

In an effort to improve home-school participation, we have formal Parent-Teacher Conferences scheduled each school year. We have two half days in November and two half days in April so parents can meet with teachers to discuss their child's progress. Parents are also welcome to set up appointments with the teachers at other times throughout the year if they have any concerns.

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

To keep parents informed about their children's progress, each teacher sends home report cards each quarter. Report cards are sent home in November, January, April, and June. These report cards will also be accessible to parents on-line using our SchoolTool student information system. We also have

a Parent Portal available to parents that allows them to have continual access to information about their child such as attendance, grades, and discipline referrals.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Teachers would like to work with parents to ensure student success. In addition to the scheduled parent conferences, teachers are willing to meet at other mutually agreed upon times as needed. Teachers are also available via the phone or email.

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

Newfield Central School recognizes the value of parent participation in their children's education and welcomes them to volunteer in the classrooms. Volunteers are needed in many areas to enhance the school programs and to support the efforts of our staff. We have developed a brochure, "Guidelines for School Volunteers", which outlines how to become a volunteer as well as volunteer responsibilities. We also invite parent to attend a variety of activities such as school plays, concerts, and classroom projects.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Reading with my child 15 minutes a day.*
- *Monitoring amount of television their children watch.*
- *Volunteering in my child's classroom when possible.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *To ensure my child gets adequate sleep, a healthy diet, and proper hygiene.*
- *Serving, to the extent possible, on policy advisory groups and provide input on parent training programs.*
- *Supporting teachers and administrators.*

The Newfield Central School District will:

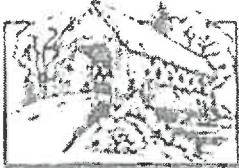
1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4;) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed.Reg.71710, December 2, 2002).

I have reviewed the Parent Involvement Policy and understand its contents. I agree to fulfill my responsibilities in partnership with the school.

Parent Signature: _____ Date: _____

Print Name _____



Newfield Elementary School

247 Main Street • Newfield, NY 14867
(607)564-9955 X 1145 Fax (607)330-9901
www.newfieldschools.org

Mrs. Vicky Volpicelli, Principal
Ms. Carol Hungerford, Secretary

Newfield Central School District

Parental Involvement Policy

The positive impact of parental collaboration, involvement, and participation is recognized as essential for student achievement and a measure of the quality of a school. Parents and the school working together as partners increase student achievement and develop positive attitudes about self and school.

A key Factor to effective home-school partnership is the relationship between teachers and parents. As professionals, teachers manage a variety of instructional resources and parents are an essential resource in the learning success of their children. Support from the BOE, administration, and staff enables teachers to effectively develop and strengthen this partnership.

The Newfield Central School District will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents

with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed.Reg.71710, December 2, 2002).