

**Presentation to the PCSD Board of Education
Peekskill Middle School
Jamal Lewis, Principal
June Campolongo, Assistant Principal
Naima Smith Moore, LEAP Coordinator
November 3, 2015**

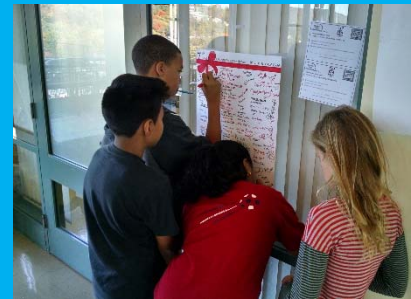
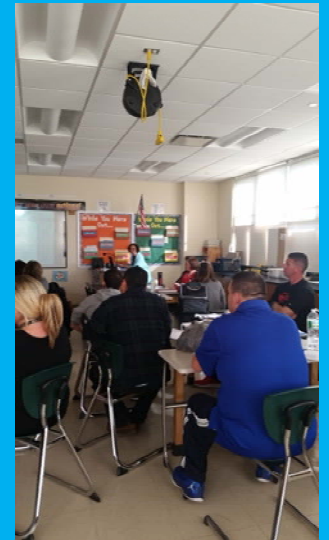




Fay Gerbes Pacht, Dance Teacher

Franklyn Vazquez, Band Teacher

This Is How We Do Our Work!!



Mission Statement



- ❑ Educate students in a caring, inspiring environment characterized by a spirit of excellence and high expectations;
- ❑ Prepare graduates to meet or exceed State standards;
- ❑ Graduate students who respect and appreciate cultural diversity;
- ❑ Prepare students to pursue adult lives as contributing citizens of our local and global community.

FOUNDATION AND ASPIRATIONAL GOALS: STAYING THE COURSE

Distractor

- **Grade-Level Literacy by the end of Grade Three (3)**
- **100% Graduation Rate**
- **College/Career Ready**
- **Safe and Secure Teaching and Learning Environment**

Curriculum
Alignment

CIA Team:
Support

Active
Learning:
Best
Practices

Collaboration

Literacy-
Based
Approaches

Consistent
Resources

Aligned and
Sustained
PD (within)

Prek-12
message/
expectation

College/
Career
Ready

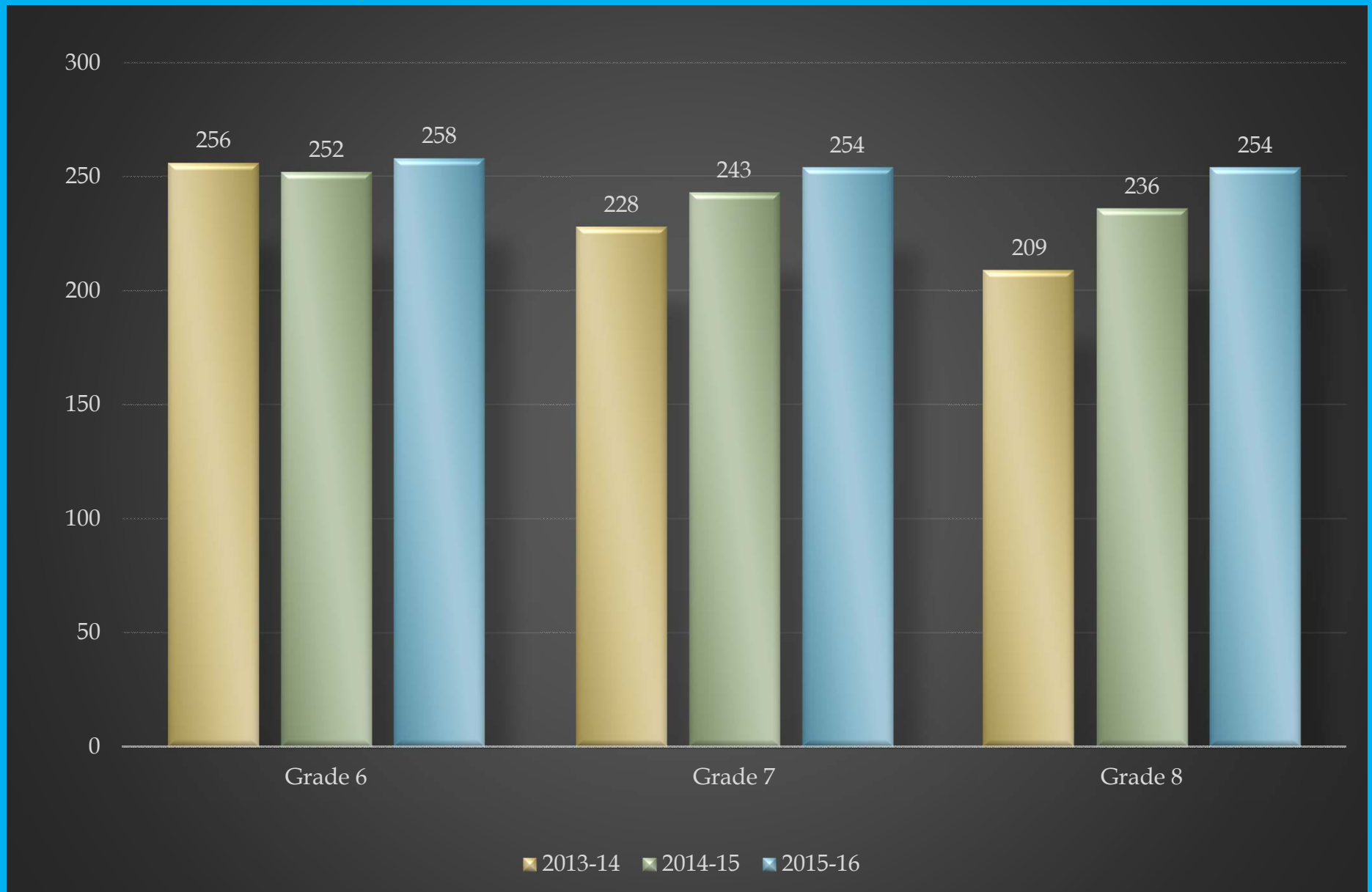
School Leadership Team

- ❑ Eileen Alvarez - Science (Framework)
- ❑ Janet Cummaro - Psychologist
- ❑ Anthony DiCuio - Physical Education (TRICA)
- ❑ Emily DiCuio - Social Studies (Lesley)
- ❑ Christine Otero - Resource Room & Math (TRICA)
- ❑ Daniel Robinson - Math (Department Leader)
- ❑ Pasquale Salvatore - Social Studies (TRICA)
- ❑ Michele Saperstein - Social Studies
- ❑ Laura Sullivan - Math
- ❑ Scott Tabone - Instructional Co-Teach & ELA
- ❑ Lenore Viola - ELA
- ❑ Roxanne Woodruff - Science

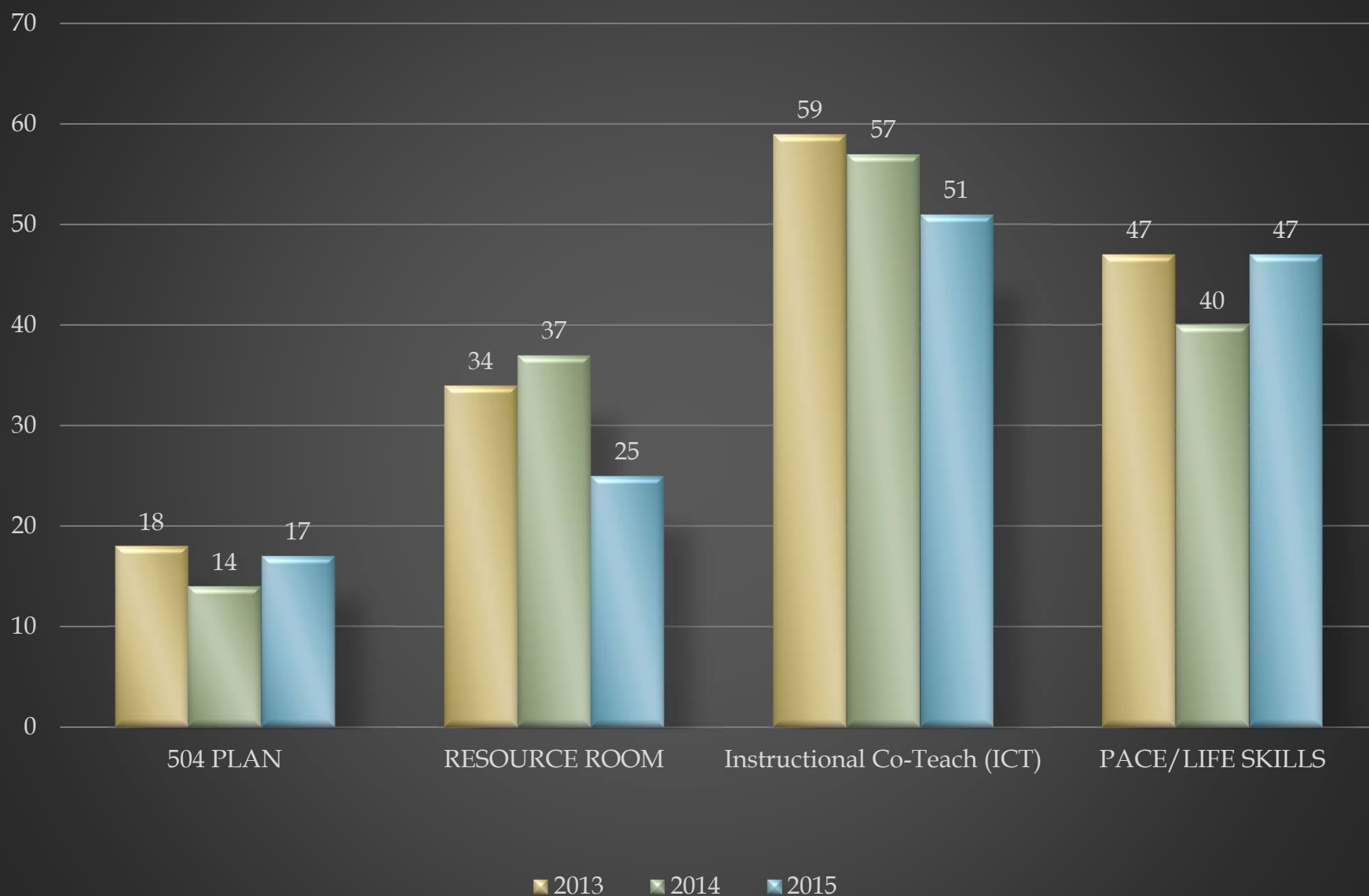
Teacher Leaders

DEPARTMENT (Rubicon Atlas & Professional Dev.)	TRICA (McCrel - TRICA Wheels)	LITERACY (Lesley Univ.)	FRAMEWORK (UCLA - Danielson - Residency)	ENGLISH LANGUAGE LEARNER (Newcomer Program)
Natalie Bolden	Donald Shropshire	Natalie Bolden	Eileen Alvarez	Rebecca Cordova
Josie Esposito	Wendy Moore	Emily DiCuio	Patricia Diaz	
Daniel Robinson	Pasquale Salvatore		Michael Tanzi	
Pasquale Salvatore	Anthony DiCuio			
Joseph Tama	Christine Otero			

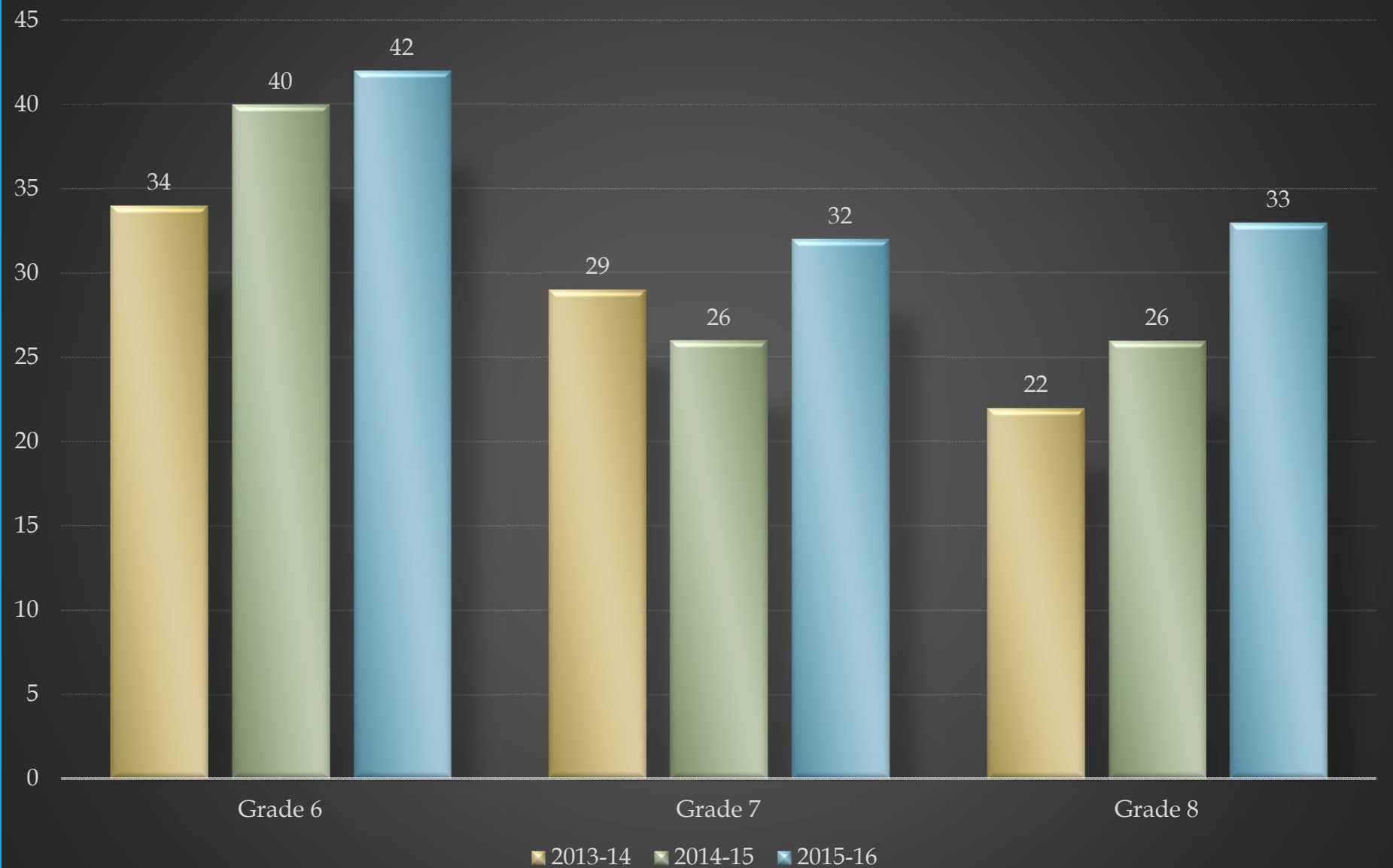
Population Trends



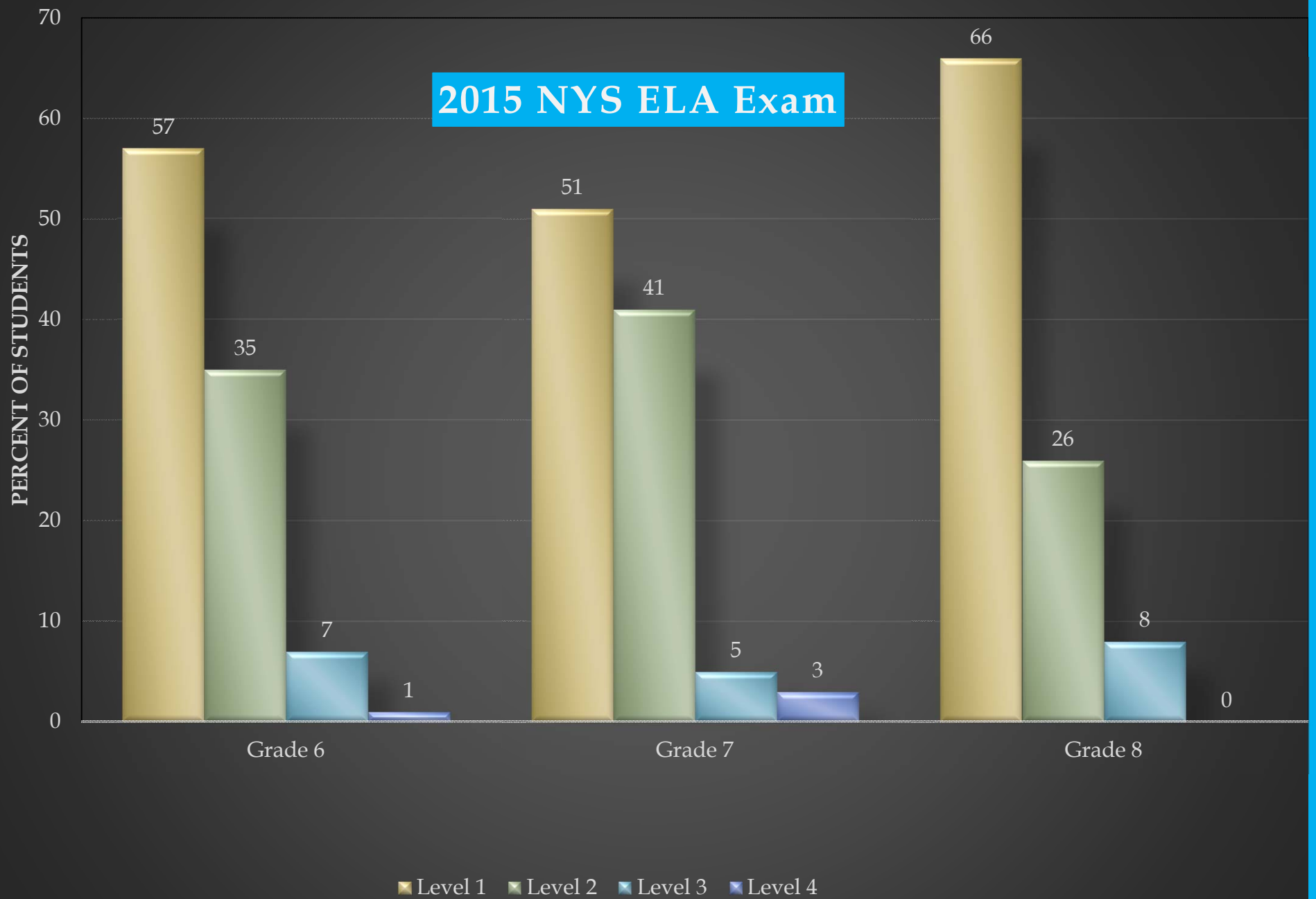
Special Education Programs



English Language Learners



2015 NYS ELA Exam



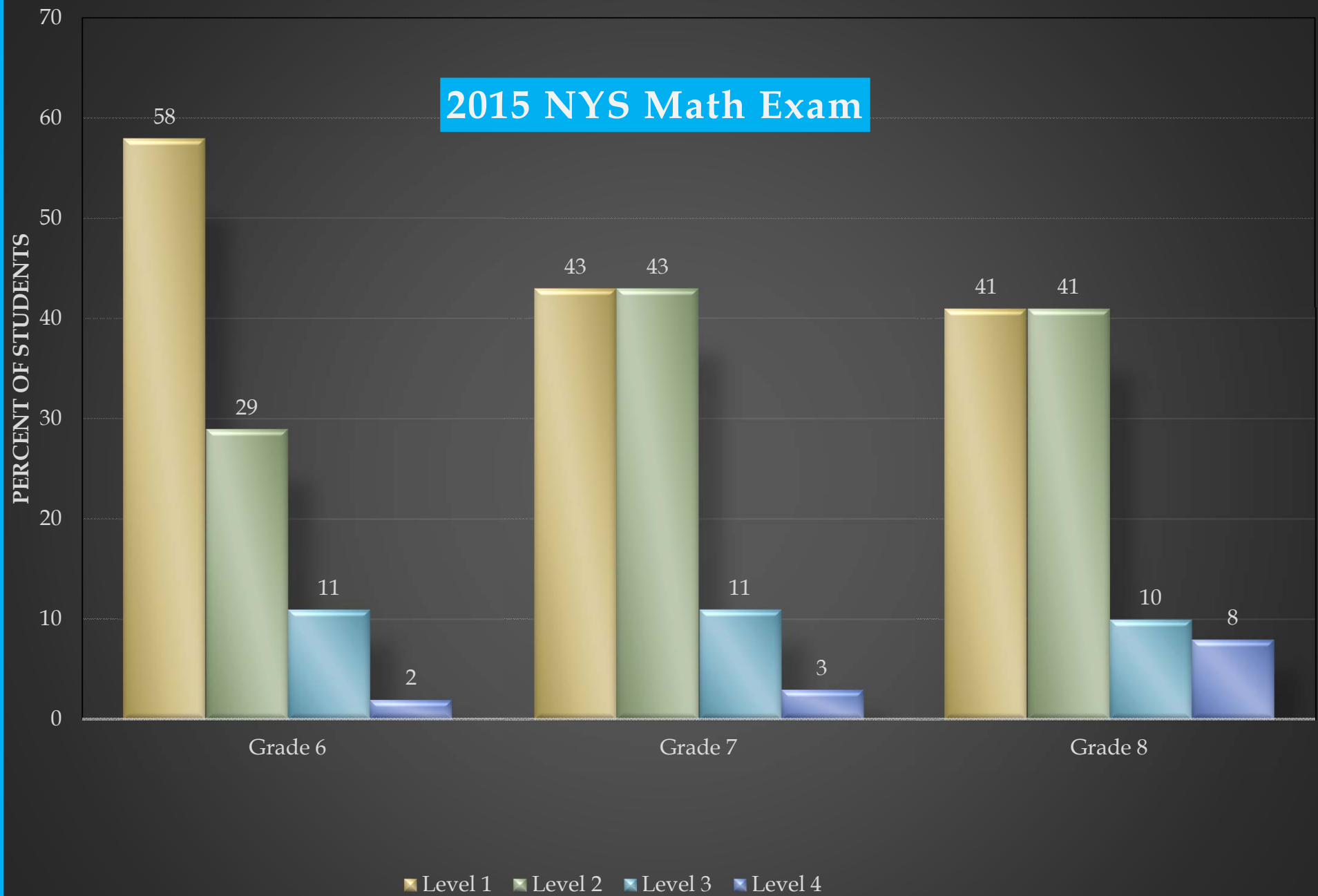
How Are We Responding?

- ❑ Designed a Reading Assessment Calendar
- ❑ Added an ESL Teacher for additional support
- ❑ Added a Reading/Literacy Specialist - works with ELA teachers and models reading lessons
- ❑ Grade Articulations to discuss instructional approaches
- ❑ Redesigned ELA Grade 6-8 Curriculum to reflect Balanced Literacy Program
- ❑ Literacy is embedded into all content areas (TRICA)
- ❑ Conducting Walkthroughs (UCLA training)
- ❑ ELA supports Social Studies (through texts)
- ❑ Social Studies focuses on vocabulary, writing
- ❑ Maintain Instructional Reflection Journals
- ❑ Redesigned Professional Development for ELA Dept.
- ❑ Increased discussion and modeling of best practices at grade-level meetings & Dept. meetings
- ❑ Academic support before school, during, and after school
- ❑ Increased Independent Reading opportunities (SLP)



DEPT PRFO DEV.

2015 NYS Math Exam



How Are We Responding?

- ❑ Redesigned Grade 6 - 8 Curriculum to reflect the needs of students
- ❑ Academic support before school, during, and after school
- ❑ Grade Articulations to discuss instructional approaches
- ❑ Examining Math Vocabulary in Grades 6 - 8
- ❑ Maintain Instructional Reflection Journals
- ❑ Literacy is embedded into Math (TRICA)
- ❑ Conducting Walkthroughs (UCLA training)
- ❑ Redesigned Prof Development for Math Dept
- ❑ Looping in Grades 7 & 8
- ❑ Increased discussion and modeling of best practices at grade-level meetings & dept meetings
- ❑ Added Accelerated Math & Science Classes in Grades 6 & 7
- ❑ Added a STEM Teacher
- ❑ Partnering with NYU for Science & Math grant

School Leadership Plan



SLP

1. To improve overall student fluency and comprehension and have a greater impact on learning, classroom teachers will increase opportunities for students to engage in independent reading.
2. To expose students to a more robust and comprehensive balanced literacy program thereby improving overall student literacy and language command.
3. To improve student learning, engagement, and maintain high levels of achievement. As a result, all content curricula have been redesigned (Rubicon Atlas).
4. To establish a professional community of educators to engage in discussion and conversation around best practices, student performance, content, curriculum, and assessment.
5. To decrease the number of discipline referrals, classroom removals, and school suspensions thereby maintaining positive student and teacher interactions and building climate.

Overall Instruction

- ❑ Student Centered
- ❑ Purposeful, Explicit, Thoughtful
- ❑ Sequential and Connected
- ❑ Rubicon Atlas - Curriculum Mapping Tool
- ❑ High-Level Questioning (Open-Ended Questioning)
- ❑ Challenging Task Design
- ❑ Engaging Conversation
- ❑ Debate - Opened Discussion
- ❑ Meaningful, Expanded and Reviewed Homework
- ❑ Celebrating Successes
- ❑ Differentiated - grouped students and task design
- ❑ Increased & infused writing across ALL content areas
- ❑ Admin feedback and conversations from class visits
- ❑ Data Analysis of PBIS Referrals
- ❑ Explicit Weekly Professional Development Sessions - Dept. Leaders
- ❑ Explicit Grade-Level Meeting Sessions (professional learning communities)
- ❑ AIS for students who scored 1s and low 2s
- ❑ After school work with Math Accelerated students to maintain support
- ❑ Saturday Academy
- ❑ Planning for Summer Enrichment Academy for Accelerated Students
- ❑ ELA has redefined its focus, its lessons, its assessment, its independent reading time, enriched vocabulary

ELA Program - Grades 6 - 8

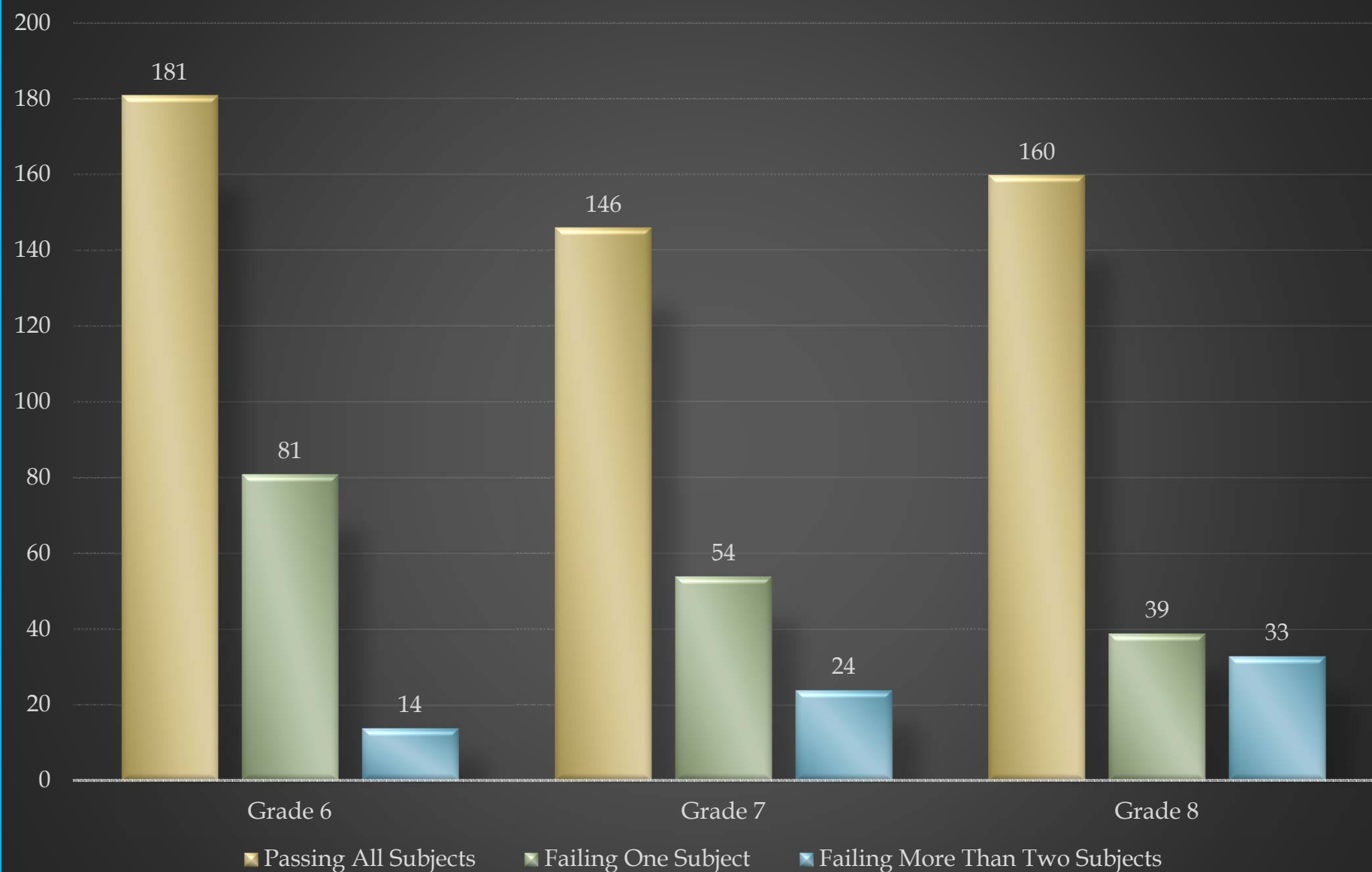
- ❑ Launch Unit for Sept 2015 (Adapted EngageNY Modules)
- ❑ Balanced Literacy Program
 - ✓ Guided Reading & Writing
 - ✓ Read & Write Aloud
 - ✓ Reading & Writing Workshop
 - ✓ Conferencing & Remaining Components of Balanced Literacy
- ❑ Word Study - How Language Works
 - ✓ Vocabulary & Grammatical Structure in Context
- ❑ Literature Circles & Accountable Talk
- ❑ Dissecting Characters (Motives/Actions)
- ❑ Double Block for ELA, SS, Science, and Math (Gr. 6)
- ❑ Leveled Classroom Libraries

Social Studies Program

Grades 6 -8

- ❑ Grade Alignment
- ❑ Hands-on Components
- ❑ Academic Vocabulary
- ❑ Understanding the events in an Historical Context
- ❑ Teaching history through Three Lenses
 - ✓ Political
 - ✓ Economic
 - ✓ Social
- ❑ Geography - Then & Now
- ❑ Debate and Public Speaking
- ❑ Interactive Read Alouds
- ❑ Incorporating TRICA strategies
- ❑ Appealing to Different Learning Styles
- ❑ Use of Primary Source Documents
- ❑ Researching an Historical Figure (during the time period their History curriculum explores)
 - ✓ What impact did he/she have on society

Academic Data as of Mid October



Accelerated Data As of Mid October

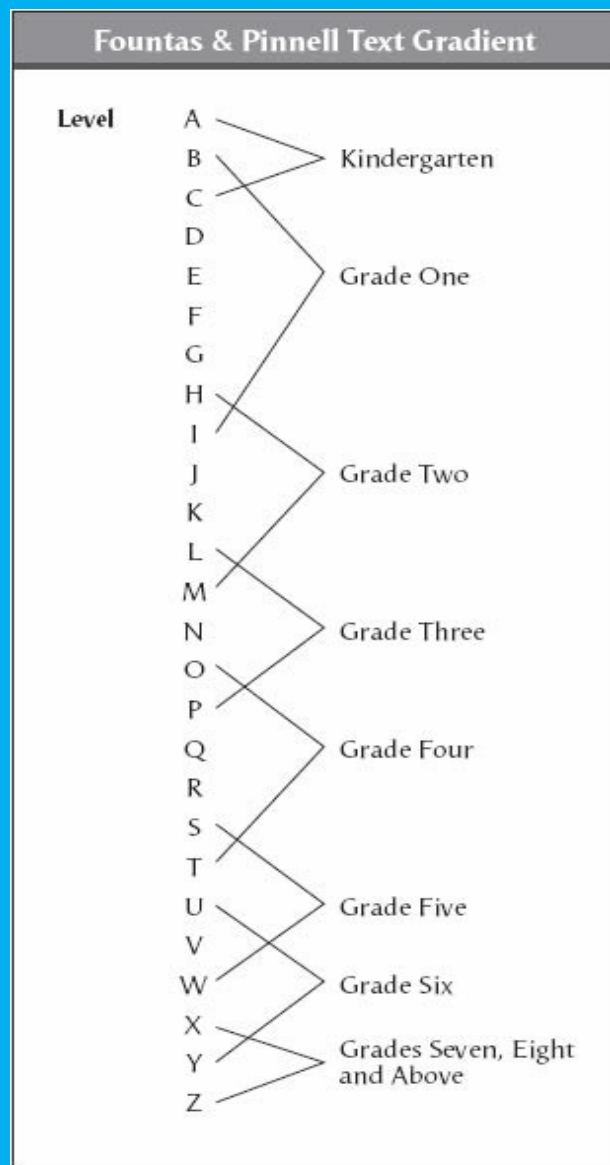
- **Grade 6 Math** 58/58 Passing
- **Grade 6 Science** 58/58 Passing
- **Grade 7 Math** 61/67 Passing
- **Grade 7 Science** 68/69 Passing
- **Grade 8 Integrated Algebra** 23/24 Passing
- **Grade 8 Earth Science** 50/53 Passing

2015 - 2016

Assessment Schedule

ASSESSMENT	FALL ADMINISTRATION	WINTER ADMINISTRATION	SPRING ADMINISTRATION
F & P	SEPTEMBER 28 - OCTOBER 30 (Grade 8 and new students)	JANUARY 25 - FEBRUARY 12 (Students who fell below grade level from Fall F&P)	MAY 30 - JUNE 10 (Students who fell below grade level from Winter F&P)
SRI		DECEMBER 14 - DECEMBER 23 (Students who score at or above grade level from Fall F&P)	MAY 9 - MAY 18 (Students who score at or above grade level from Winter F&P)

Fountas & Pinnell Scores by Grade



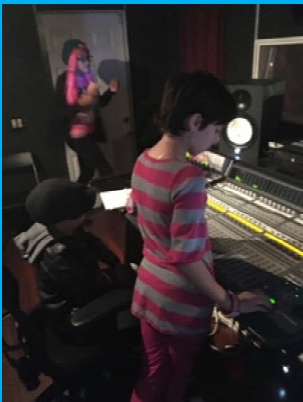
Grade 6	
Level	Number of Students
Grade 1	6
Grade 1-2	6
Grade 2	5
Grade 2- 3	12
Grade 3	2
Grade 3-4	15
Grade 4	35
Grade 4-5	47
Grade 5-6	88
Grade 6, 7, 8, Above	33
Grade 7, 8, Above	13

Grade 7	
Level	Number of Students
Grade 1	1
Grade1-2	3
Grade 2	2
Grade 2-3	7
Grade 3	1
Grade 3-4	12
Grade 4	34
Grade 4-5	48
Grade 5-6	73
Grade 6, 7, 8, Above	30
Grade 7, 8, Above	7

Grade 8	
Level	Number of Students
Grade 2-3	4
Grade 3	1
Grade 3-4	9
Grade 4	10
Grade 4-5	27
Grade 5-6	114
Grade 6, 7, 8, Above	49
Grade 7, 8, Above	1

Learning Enrichment Activities Program (LEAP)

- ❑ Current Enrollment to date: 385 Students
- ❑ Early Morning Session - 6:40AM- 7:40AM (M-F)
- ❑ New Support - Afterschool ESL & Acceleration
- ❑ New Enrichment Classes
 - ✓ Girls Empowerment Group - Ridvan Foxhall
 - ✓ Youth Talk - Tuesday McDonald
 - ✓ Dance Class - Fay Gerbes Pacht
 - ✓ Sound & Lighting - Jonathan Harrison
- ❑ Session Dates: 1st:10/6-12/10; 2nd:12/15- 3/3; 3rd:3/8 - 5/26
- ❑ Saturday Academy (February - May 2016)
- ❑ Future of LEAP
- ❑ Living Legacy - March 31st 7PM



PBIS at PKMS

- PBIS Matrix



MATRIX

- Grade articulation meetings which led to culture changes (cell phone use, behavior approach)

- PBIS Acknowledgement Menu



MENU

- PBIS Great Referrals



GREAT REFERRAL

- Reduction in Infractions

School-wide Affirmations

- ❑ I am enthusiastic about what I'm learning.
- ❑ I positively contribute to the learning environment.
- ❑ I take myself and my work seriously.
- ❑ I take pride in what I do and who I am.
- ❑ I am a positive force in my environment.
- ❑ I care about and respect the people around me.
- ❑ School is a very important part of my life.
- ❑ I am going to college after high school.
- ❑ I read daily and study regularly.
- ❑ I am a brilliant student and highly capable.

What
Cartoon
by
Adriana
is
Amazing!

"I Am" by Adriana Molina

*I am a creative girl who likes to draw.
I wonder if I'll ever become an animator.
I hear people's comments on my drawings.
I see my favorite cartoon shows every day.
I want to be known for my animation.
I am a creative girl who likes to draw.*



CARTOON
BY
ADRIANA

*I pretend that I own a cartoon show.
I feel the pencil dance around the paper in my hand.
I touch the door of the animation studios.
I worry that I'm not good enough.
I cry when my doubts get in the way.
I am a creative girl who likes to draw.*

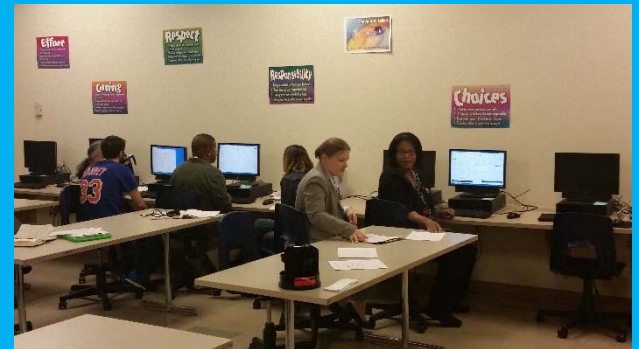
*I understand that it will take many years to graduate
from art school.*

*I say I can do it if I push my doubts out of the way.
I dream that I will be good as JG Quintel
and Pendleton Ward.*

*I try to strengthen my skills.
I hope I can graduate from art school.
I am a creative girl who likes to draw.*



Picture Us!



PKMS Is All About M.E.E.

□ **Motivate**

□ **Educate**

□ **Empower**

On behalf of PKMS staff, students,
and families, we say...

