

**King Street Elementary School
Port Chester-Rye Union Free School District
Schoolwide Profile Comprehensive Plan - Title 1
2025-26**

Schoolwide Planning Team Members:

<u>Team Member:</u>	<u>Position or Affiliation:</u>
Samuel Ortiz	Principal
TBD	Assistant Principal
Erin Rumore	Teacher (service Provider), Union Representative
Danielle Ferraro	RTI Teacher
Rossibel Taveras	Community School Coordinator
Ivey Mellman	Parent Representative

Goal Statements

Student Achievement Goals:

Goal 1: The percentage of ENL students passing the NYS ELA will increase by 5% as measured by the 2026 NYS ELA assessment.

Goal 2: By June 2026, the percentage of students in 3rd, 4th, and 5th grades scoring proficient on *STAR Reading (English)* will increase by 8% from Fall 2025 administration to Spring 2026.

School Operational Goals:

Goal 1:

By June 2026, King Street School students will show an attendance rate of at least 95%.

Comprehensive Plan

Our School's Vision and Mission Statements for Reform:

Vision:

King Street School is a collaborative community committed to inspiring curiosity, integrity, and academic excellence in our students.

Mission:

We provide students with a rigorous and balanced curriculum aligned to NY State standards. We seek to establish and maintain partnerships with the community that both support our curriculum and help us to provide meaningful learning opportunities for our students. As a community, we value diversity, respect and kindness, hard work and risk-taking, learning from our mistakes, and doing our part to make the community a better place. When a child graduates from King Street, he or she is intellectually curious, a critical thinker, and a responsible citizen.

Curriculum / Programs:

- Literacy: The American Reading Company (ARC) Core program curriculum is organized into coherent science and social studies topics, emphasizing natural connections within and across grades, and aligned to the Next Generation NYS Standards. A balance of rigor is maintained in the daily lesson components as well as in the assessments. Practice standards are meaningfully connected to the content standards.
- FOSS Science
- Eureka Math
- MTSSi reading and math

Brief School Profile: (per data.nysed.gov 2023-24)

Total student population	376 students
Average class size	19 students
<u>Average Attendance rate</u>	94%
Monolingual General Education Classes	12
Dual Language Classes	6
Transitional Bilingual Classes	0
Self Contained Special Education Monolingual Classes	4

Student Ethnic Data	Percentage (rounded)
Hispanic	75%
White	19%
Black	2%
Asian	2%
American Indian or Alaska Native	1%

Multiracial	2%
Other	0%

Special Populations	Percentage
Economically Disadvantaged	63%
English Language Learners	30%
Students with Disabilities	20%

Total Teachers	43
Staff Profile	Percentage
No valid teaching certificate	0%
Teaching out of certification area	0%
Fewer than 3 years experience	9%
Master's Degree plus 30 or more	<u>62%</u>

Summary of Needs Assessment:

Problem/Need:

- 28% of Black and Hispanic students performed at a proficient level on the 2023 NYS ELA exam.

Problem/Need:

- 4% of students with disabilities performed at a proficient level on the 2023 NYS ELA exam.

Our Chosen Focus Area:

Curriculum and Instruction - Literacy

1. Comprehensive Needs Assessment

Profile Focus Area – Curriculum and Instruction

Summary of problem: Summary of problem: 67% of students in grades 3-5 scored at a level 1 or 2 on the 2023 NYS ELA Exam.

Problem/Need: 28% of Black and Hispanic students performed at a proficient level on the 2023 NYS ELA exam.	Possible Actions: ● Increased use of data ○ Teachers will participate in monthly data meetings where they discuss the progress of all students who are at risk. ○ Use of pre and post-tests to monitor students' progress. ● Challenging Core Curriculum ○ Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum. ● Improve Response to Intervention program ○ Staff development for all RTI teachers ○ Improved data collection and monitoring ● Teacher staff development in the use of data to inform instruction.
Problem/Need: An average of 4% of students with disabilities performed proficiently on the 2023 NYS ELA exam.	Possible Actions: ● Increased use of data ○ Teachers will participate in monthly data meetings where they discuss the progress of all students who are at risk. ○ Use of pre and post-tests to monitor students' progress. ● Challenging Core Curriculum ○ Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum. ● Improve Response to Intervention program ○ Staff development for all RTI Teachers ○ Improved data collection and monitoring ● Teacher staff development in the use of data to inform instruction.

Give a short description of where the school is now and where it wants to be when the vision is realized:

Presently Black and Hispanic students are performing at a proficiency rate of 24%. White students are performing at an average proficiency rate of 56%. We seek to close this achievement gap.

Describe, using data, the student population, staff, and community demographics.

What data sources were used to determine focus area needs?

- NYS ELA exam results
- Star ELA assessment results
- IRLA/ENIL

Based on the data, what are our strengths and challenges? What priorities does the information suggest?

The data suggest that science programming at King Street School is effective with 73% of students performing at or above grade level on the 2023 Grade 4 NYS Science exam.

The data does suggest that there is an achievement gap between students of color and their white counterparts on both NYS ELA and math assessments. The achievement gap is further exacerbated when you consider English language learners and students with disabilities against the rest of the school population.

2. Schoolwide Reform Strategies: *Align #2 to any changes made above*

Increased use of data

- Teachers will participate in monthly data meetings where they discuss student progress of all students who are at risk.
- Use of pre and post-tests to monitor students' progress.

Challenging Core Curriculum

- Modifications will be made to the existing curriculum to allow students who are performing below grade level to have greater access to the curriculum.

Improve Response to Intervention program

- Staff development for all RTI Teachers
- Improved data collection and monitoring

Teacher staff development in the use of data to inform instruction.

Target dates: 9.1.25-6.30.26

Person(s) Responsible: Principal, AP

3. Instruction by Highly Qualified Professional Staff/Teachers:

The Port Chester School District only employs certified teachers in the appropriate content area for which they are hired. Our teachers are Highly-Qualified; no teachers teach outside their certification area. We consider all teachers to be literacy teachers within their content areas, especially from the Next Generation Standards perspective. To provide high-quality instruction, all teachers are trained in ongoing professional development throughout the year in various strategies and literacy intervention techniques to ensure the incorporation of best practices into all class instruction. For this school year, all staff will receive professional development in various literacy strategies and intervention techniques, including ARC Core, RTI tiered strategies, Academic Discourse for ELLs, embedding literacy skills into content instruction, guided reading, and phonics. Resources will include providing teachers with appropriate materials for continued training. Highly qualified teachers' salaries will be paid using Title I funds.

Target dates: 9.1.25-6.30.26

Person(s) responsible: Building Principal, Executive Director for Human Resources, Asst. Superintendent for Business

4. High Quality and Ongoing Professional Development:

The district is committed to ongoing, high-quality professional development for all our teachers, teaching assistants, and administrators. These programs are offered through speakers/presenters, workshops, conferences, and discussion forums. The district professional development committee, served by teacher and administrator representatives from every building and at the district level, collects feedback from the staff in the form of an annual Needs Assessment, as well as surveys after Superintendent's Conference Days professional development sessions. These data help inform the decision-making for the subsequent professional development, which is designed based on teacher feedback, administrators' perceived needs for their staff as well as best practices in the content areas and technology advancement needs. Ongoing training in areas such as for our ELL population, and RTI for our struggling learners support our teachers in reaching the needs of all students in the classroom. Opportunities to advance their technology skills allow teachers to remain on the cutting edge, including training on hardware, software, and web-based programs. For this school year, staff will receive professional development in a variety of literacy strategies and intervention techniques, including ARC Core, RTI tiered strategy PD, Academic Discourse for ELLs, embedding literacy skills into content instruction, guided reading, targeted reading instruction, and literacy stations. Resources will include providing teachers with appropriate materials for continued training.

Target dates: 9.1.25-6.30.26

Person(s) Responsible: Executive Director for Human Resources, Directors, PD Committee, and PD Planning Subcommittee(s), ASI

5. Strategies to Attract Highly Qualified Teachers to High-Needs Schools:

The district posts all open teaching positions on OLAS, the BOCES-hosted website for educational openings across NYS and lower CT. For every open position, we receive dozens to hundreds of applications from prospective teachers new to teaching, as well as many who are already teaching and want to change districts to come to Port Chester. Our diversity is attractive to many, and we seek to hire the best candidates from the vast pool, many of whom are bilingual in Spanish. We host student-teachers from various colleges and universities, giving the teacher candidate an in-district experience that prompts many to apply for positions after their studies. In addition, many of our teachers begin as Teaching Assistants and gain experience in the Port Chester classroom before becoming teachers themselves. Many of our teachers were Port Chester students as well. Additionally, our administrators attend diversity fairs for hiring and reach out to local colleges and universities for partnerships that lead to a teacher pipeline.

Target dates: 9.1.25 - 6.30.26

Person(s) Responsible: Principal, Executive Director for Human Resources

6. Strategies to Increase Parental Involvement:

Teachers and Principals will provide workshops in academic, social/emotional learning, and character education in the evening throughout the year. Our MultiLingual Language Learner Family Liaison offers workshops throughout the year educating parents on how to support their children in their learning and illustrating how the dual language program model works. Our Community Schools Coordinator also supports parents with workshops, and individual meetings, as well as connecting parents with resources in the community. The Pre-K program allows us to connect with incoming students and families ahead of their entry into our school. School leadership, including administration and teachers, work with the PTA to pilot a “classroom hero” program in which one or two parents or guardians in each class volunteer to help coordinate activities, disseminate information, and collaborate with the classroom teacher to increase opportunities for parental involvement. Teachers utilize digital tools to connect with parents through messaging features regularly. District newsletters, notifications on our website, and all parent communication is sent home in both English and Spanish to ensure our parents have the opportunity to stay abreast of all information regarding their child and school. Over the years, we have increased our number of translators for this information to expedite the translation of these materials.

Target dates: 9.1.25-6.30.26

Person(s) Responsible: Building Principal, APs, Directors, Instructional Support Specialists, Teachers, Community School Coordinator, Pre-K Supervisor

7. Pre-School Transition Strategies:

To prepare for the transition to Kindergarten, the staff functions to ensure a seamless passage for the children and their families. Direct run and delegate agencies offer support, information, and referrals to families leaving the Pre-K program. Transition planning begins for each child and family at least three months before the child's moving to Kindergarten. Children entering Kindergarten participate in activities that may include children, staff, and parents visiting the elementary school. Parent meetings are held to discuss school readiness and expectations. Meetings are held individually and in small groups, to assist parents with the Kindergarten registration process. Forums are held for families, with school staff as speakers. Referrals are made to the Committee on Special Education for children with disabilities, with parental permission. Staff members review and evaluate these activities annually to ensure the needs of parents and children are met. New ideas are added or modified as programs evolve. A Kindergarten skills assessment is administered at the end of the school year. The contracted community-based organization works to meet the goals and objectives of the Port Chester School District, so there is a smooth transition between curriculums, providing the foundational skills necessary in pre-K for students to be successful in Kindergarten. Children are assessed three times a year (fall, winter, and spring) in the following six research-based domains: social-emotional, physical, language, cognitive, literacy, and mathematics. These assessments provide information to help teachers determine if students are making the appropriate growth in pre-K needed to succeed in Kindergarten. Kindergarten screening is held in the spring to help assess children's readiness for Kindergarten. The district has created a new entrant screening protocol for all to follow, including the state requirement documents and other important screening tools such as HLQ, video, informal interview, NYSITELL as needed, and the Woodcock-Munoz as needed. Ongoing training and improvements to the K screening process continue to occur.

Target dates 9.1.25-6.30.26

Person(s) Responsible: Pre-K Supervisor, Building Principal, APs

8. Teacher Participation in Making Assessment Decisions:

Teachers collaborate with administration to help determine assessment tools, calendar dates for assessments, report card changes, and pilots. Instructional Support Staff were hired to help support and lead the teacher involvement in many areas, one of them being assessment decisions. K-8 uses a universal screening three times a year for benchmarking and data collection. Through the RTI process, teachers make ongoing instructional decisions based on progress monitoring assessment data. Teachers meet after assessments are given to analyze and determine the next steps. From teacher feedback, the district determines if the specific assessment should continue or be changed. In K-5 there was a collaboration in creating a standard report card with specific grading guidelines and assessments. This school year, district students in 3-8 will take the NYS computer-based assessments in ELA and math. The district had adopted the IRLA/ENIL assessments and SchoolPace software through the ARC Core literacy program that includes progress monitoring for all students, including our ELLs. The K-5 staff researched and piloted the ARC Core program's embedded assessments to assess students' reading skills. In 2023 the staff implemented the full program K-5.

Target dates 9.1.25-6.30.26

Persons responsible - Building principal, APs, Directors, ASI, Supervisor of K-8 Teaching and Learning

9. Timely and Additional Assistance to Students Having Difficulties Mastering Standards:

The Port Chester School District continues to improve on the RTI model. At the elementary level, the district-wide RTI Elementary Committee created a RTI flowchart, RTI forms on Google Drive for academic and behavior, and an inventory of tiered intervention programs available and needed and desired training needed for the upcoming school year. All staff has ongoing training about the RTI process starting at the classroom level. For our ELL population, we continue to work on finding appropriate intervention materials, specifically for our Spanish speakers. To better serve our special education students, our staff will receive refreshers and additional training in available programs while collaborating on best practices. The key is collecting the data using targeted instruction outside their core instruction. The district expanded its after-school and summer school programming to help meet Tier II instruction for many students. At the middle school level, the RTI team accomplished creating targeted Tier II groups as well as having classroom teachers collaborate on progress monitoring specific students within their team. Teams on all levels continue to reflect on best practices and revise/adapt curriculum and formative assessments to align with the standards, yet meet the needs of the students. For this school year, the staff will implement the ARC reading program K-5 and its differentiated model to meet all students' needs, including Tiers II and III, schedule a separate time for RTI, create small targeted after-school groups, and purchase additional resources such as Imagine Learning software to support the standards and student improvement with supplemental instruction.

Target dates 9.1.25-6.30.26

Persons responsible - Building principal, APs, Directors, ASI, Deputy Superintendent

10. Coordination and Integration of Federal, State, and Local Programs and Resources:

- a. Planning to meet the needs of homeless students
- A. The partial 1% set aside for parent programs will take place in parent training in understanding Title I rights responsibilities, Next Generation standards, the new IRLA/ENIL assessments, program goals and outcomes, and how to help your child at home.

- B. Homeless: Port Chester-Rye UFSD has conducted a random residency study to provide data to explain the continued increase in student population. This fact is illustrated in the increase of homeless students over the past two years. It was established that the mobility rate of many families is higher than estimated; this is due to extreme poverty, increases in rents, limited housing stock, COVID-19, and an influx of new residents. With the increasing population, the district will ensure the set-aside funding is maintained and used for our Homeless liaison to meet the needs of children. McKinney Vento grant funding this year will abide by all the elements included in the law and provide all the services to all identified students under the definitions and parameters outlined in the No Child Left Behind Law.

Target dates: 9.1.25-6.30.26

Person(s) Responsible: Deputy Superintendent, Principals, District Homeless Liaison