

John F. Kennedy Elementary School

Port Chester-Rye Union Free School District

Schoolwide Program Comprehensive Plan - Title I

2025-2026

Schoolwide Planning Team Members:

<u>Team Member:</u>	<u>Position or Affiliation:</u>
Colleen Moore	Principal
Jennifer Mundo	Assistant Principal
Jessica Santos	Assistant Principal
Melissa Coletti	3rd Gr. Mono Teacher
Jaimi Kennedy	4th Gr. Mono ICT Sped Teacher
Lianet DeSantis	3-5 Gr. Mono Self-Contained Bridge SPED Teacher
Samantha Calvert	K-5 Literacy Instructional Support Specialist
Alejandra Aguilera	Kindergarten Dual Language Teacher
Awilda Tufuoh	5th Gr. DL ICT Sped Teacher
Monica Barreto	1st Gr. Mono Gen Ed Teacher
Yvette Vera-Pignato	2nd Gr. DL ICT SPed Teacher
Marisol Vargas	Parent

Goal Statements

Student Achievement Goal: Literacy

Goal 1: By June 2026, 80% of students will demonstrate increased performance scores on STAR assessments in literacy, when comparing initial administrations to end of year administrations.

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:

By spring of 2026, all K-5 classroom teachers will be fully executing all aspects of the American Reading Company Core literacy program, supported by their progressive, researched curriculum, ARC materials and resources, extensive professional development, with support from the ARC coaches, as well as our own instructional coaches. Teachers in K and 1, will use Heggerty and UFLI curricula, in addition to ARC, to provide targeted instruction in phonics and phonemic awareness.

Comprehensive Plan

Our School's Vision and Mission Statements:

Our mission at John F. Kennedy Elementary School is to provide our K-5 culturally-diverse community with a safe and nurturing environment in which students' academic, social, and emotional potential is fulfilled. With strong community partnerships and through our high expectations, we empower our students to become responsible and respectful global citizens.

Brief School Profile:

Based on 2023-2024 NYSED data, John F. Kennedy Elementary School, with 731 students, is predominately Hispanic/Latino (93%), and approximately 91% of the students are eligible for free or reduced lunch.

As approximately 66% of total student population are English Language Learners, the school has a one-way 50:50 Dual Language program focusing on biliteracy. The school also provides integrated English as a New Language support in K-5 classrooms taught by dually-certified classroom teachers. Most of our academic interventionists and special education teachers providing literacy support to our students also possess dual certification in ENL and/or Bilingual Education. JFK also provides integrated co-taught special education and special classes in monolingual and dual language classrooms in addition to bilingual resource room and consultant teacher support services.

Summary of Needs Assessment:

In 2022, JFK embarked on the implementation of the district-adopted American Reading Company Core literacy reading and writing curriculum. To provide teachers with necessary professional development, teachers will receive ongoing support from ARC coaches, and our literacy and ELL instructional support specialists, as well as our curriculum office, and building administrators.

We are focused on instructional best practices where students are provided with explicit instruction, opportunities for small group work, and individualized learning, as well as flexible grouping and targeted instruction based on ongoing data collection. Students are provided with numerous opportunities to work in small groups and partnerships to practice and apply skills, as well as have an enriched and engaging academic experience. This model allows ample opportunities for more individualized instruction for students at all levels while promoting student independence.

JFK has a strong bilingual education program in which home language arts support is provided in literacy and through the content areas to our ELL population. However, we acknowledge that we need to be more deliberate with our instructional practices and language scaffolds to better support students in transferring skills from home language to English. We must continually reassess and seek to improve our practice regarding ELLs currently receiving stand-alone ENL, Students with Disabilities, and students who enter our school with limited or interrupted academic experiences. We must also continue to provide small-group, targeted, skill-specific, homogenous reading instruction to our students based on their reading skills and needs. We will examine student performance data on the NYSESLAT by modality to ensure that our English Language Learners are receiving targeted instruction to improve proficiency in areas of need. As a school community, we will use data from assessments and observation notes to guide our instruction, continually setting and reevaluating academic goals, and assessing student progress.

Our Chosen Focus Area:

Literacy

1. Comprehensive Needs Assessment

Vision statement for reform:

As a means to achieve our educational mission and positively impact student learning, school-wide literacy achievement goals have been developed with a focus on

1. Literacy

Implementation of the American Reading Company (ARC) literacy program in grades K-5 to include professional development from ARC trainers and district literacy instructional support specialists. Implementation of UFLI and Heggerty curricula in the early childhood grades (K & 1) to ensure systematic, science of reading aligned, phonics and phonemic instruction.

2. Data-Driven Instruction

Continue to engage teachers in data driven discussions utilizing STAR, IRLA/ENIL (K-5), NYSESLAT, 2025 NYS Assessment Scores (3-5) to inform literacy instruction across K-5 DL and Monolingual-ENL classrooms. Opportunities for data analysis and discussion will take place among the Instructional Leadership Team monthly, as well as through weekly grade level data inquiry chats facilitated by building administrators and/or instructional support specialists. At least three times per week, teachers have common planning periods, during which they can meet to discuss specific data points and cases as needed.

3. Bilingual Education

Continue to provide high-quality English Language Learner/Multi Language Learner instruction in our English as a New Language (ENL) and Dual Language classrooms through defined Language Development Approach (LDA) guidelines.

Promote and foster bi-literacy skills within our K-5 50:50 One-way Dual Language programs.

4. Parent Engagement

Offer ongoing parent workshops that provide meaningful experiences for our families, highlighting the importance of parents as meaningful partners in their child’s education and improving academic success and positive social behaviors

Throughout the school year, a series of ongoing district and building level professional development opportunities will be provided in each of these areas. The professional development model aims to provide teachers with necessary pedagogical training directly tied to curriculum, instruction, and best practices at all tiered levels of instruction while ensuring effective implementation during the teacher observation process.

Profile Focus Area – Curriculum and Instruction	
Summary of problem: At John F. Kennedy Elementary School 34% of students in grades 3-5 demonstrated proficiency and scored a 3 or higher on the 2023 NYS Common Core ELA assessment (up from 30% in 2023).	
<u>2025 Grade Level NYS ELA Proficiency Rates</u> Grade 3: 31% (increase from 23% on 2024 NYS ELA) Grade 4: 39% (increase from 26% on 2024 NYS ELA) Grade 5: 33% (increase from 31% on 2024 NYS ELA)	
Problem/Need: Based on the 2025 NYS ELA assessment, 66% of students in 3-5 scored at level 1 and	Plan of Action: To increase the number of students at the proficient range on the NYS ELA assessment, best

Level 2. Structures and practices must be revisited and established to address the needs of our students in the area of literacy instruction.

practices will be implemented to support core curriculum and instruction.

Core Curriculum Implementation & Adaptations (K-5)

- **English Language Arts**
 - American Reading Company Core
 - Universal Assessments and Progress Monitoring: STAR Reading, IRLA/ENIL
- **Home Language Arts**
 - One-Way 50:50 Side by Side Dual Language (K-5)
- **Sheltered English as a New Language (ENL) and Stand-Alone ENL**
- **Educational Technology Integration**

Best Literacy Practices (K-5)

- **Targeted phonemic awareness and phonics instruction**
- **Language and Academic Objectives**
- **Increased Contact Time**
 - Differentiated, targeted, small group work through ARC Reading Lab
- **ELA Enrichment Periods**
 - Grades 2-5 Enrichment Groups during WIN Period (What I Need) such as JFK Newscast
- **RTI/MTSS tiered level of supports**
 - Math Small Group Instruction and MTSS support during WIN
 - MTSS Literacy Small Group Instruction during Reading Lab periods
- **Data Driven Instruction**
 - Universal Benchmarks, Ongoing Progress Monitoring and Formative Assessments
 - Instructional Leadership Team, MTSS Meetings, Grade Level Data Inquiry Meetings, Goal Setting Meetings with Teachers, Goal Setting with Students in Classrooms in Gr. 3-5
- **Extended Day Services**
 - After School Academic Readiness Program: Testing Sophistication
 - After School Club for Newcomer ELLs (Bienvenidos)
 - Long-Term ELL After School Programming
- **Nurturing the Whole Child**
 - Daily SEL period
 - CASEL Consultation and Professional Development
 - Restorative Practices
 - Growth Mindset, Mindfulness

	○ Buddy Classes, School-wide Assemblies, School-wide Read Alouds, Daily Student Let Announcements, School-wide Celebrations, School-wide SEL initiatives organized by JFK CARES ○ Interdisciplinary Enrichment through Music, Art, Science, Technology and Enrichment, Physical Education Professional Development to support curriculum, instruction, and best practices: ● Literacy/ARC Professional Development ● UFLI Training and Intervisitations ● NYSESLAT Analysis Professional Development ● NYS Item Analysis and instructional shifts for ELA and Math ● New Teacher Institute ● Monthly Faculty Meetings ● In-house Professional Development with Literacy, STEM, & MLL Coaches ● Building Level Common Planning Time ● Targeted Ongoing Coaching Sessions: Partnerships between classroom teachers and administration and/or instructional support specialists ● G&R Integrated CoTeach Professional Development Sessions ● Ongoing Support with a Behavior Consultant
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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, MTSS tiered strategies, 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: ASI, 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. A monthly newsletter to families goes out each month with updates on events and social emotional learning within the school. Teachers, administration, and district will all utilize ParentSquare as the primary platform for communication with families. Teachers send out regular announcements, photos, and messages via ParentSquare to give families a lens into the classroom. 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 try to recruit one or two parents or guardians in each class as volunteers 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, and NYSITELL 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, ASI

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-10 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, 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 2021, and implemented the program in 2022 and 2023.

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. Staff implement the ARC reading program 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. School Parent Involvement Policy
- b. 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 few 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, ongoing effects of 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