

Port Chester High 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>
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Elizabeth Messina	High School Social Studies Department Co-Chair
Kelly Keogan	High School Art and Music Department Co-Chair
Jonathan Pereira	High School Art and Music Department Co-Chair
Ayse Ruvolo	High School Special Education Department Co-Chair
Eric Torruella	High School English Teacher and PCTA Building Rep
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Anthony Piro	High School Social Studies Teacher and PCTA Building Rep
Jennifer del Rosario	High School PTSA Co-President and Parent
Heather Mateus	High School PTSA Co-President and Parent

Goal Statements

Student Achievement Goal: Improved Student Performance on Regents Examinations

Goal 1: By June 2026, the performance on Regents Examinations in Algebra 1, English, Global History, U.S. History, and Living Environment among members of the subgroups of Students With Disabilities, English Language Learners, and Economically Disadvantaged students will improve as a result of plans, programs, and services offered by the High School so that little or no gap exists between these subgroups and General Education students, Non-ELLs, and Not Economically Disadvantaged students.

School Operational Goal: The Delivery of Targeted Professional Development to Teachers

Goal 1: Teachers will be provided with quality professional coaching, feedback and training in the areas of co-teaching, differentiated instruction, literacy skills, inquiry-based learning, higher-order thinking skills, the use of data from formative assessments to inform teaching practices, and other best practices aimed at improving student achievement.

Comprehensive Plan

Our School's Vision Statement:

Challenges faced by students with disabilities, English Language Learners, and economically disadvantaged students will not be barriers to student learning and higher academic achievement. We will put into place plans, programs, and services to address the challenges faced by these students and will, in turn, improve their well-being and academic performance.

Brief School Profile:

Port Chester High School is located on a 20 acre campus on the border between the villages of Port Chester and Rye Brook in Westchester County, New York. The school has provided quality education to the students of Port Chester and neighboring portions of Rye Brook since 1932.

Port Chester is a wonderfully diverse suburban community on Long Island Sound, approximately 27 miles from Manhattan. The village of two square miles and over 30,000 residents is a former manufacturing center that is home now to a commercial and residential rebirth centered on multimillion dollar developments and expansion of its downtown and harbor areas.

Port Chester High School shares the district's mission of "Success For Every Student." Our school is the flagship of the district, an institution that students and staff are proud to call home.

Port Chester High School is a four-year, comprehensive high school accredited by the New York State Board of Regents and the Middle States Association of Colleges and Schools. Students may select a program of studies that includes honors and college preparatory courses, Advanced Placement and International Baccalaureate courses, fine art studies, special education, English as new language, bilingual programs, and vocational education through the Board of Cooperative Educational Services.

Our students share diverse racial, ethnic, cultural, educational, and socioeconomic backgrounds and represent over 28 nations. Some have lived in the district for generations, while many others have only recently immigrated to the United States. About one-third of our students are current or former English Language Learners, and our cultural diversity enriches the school community and educational environment.

1,555 students are enrolled—84 percent are Hispanic, 10 percent are white (non-Hispanic), 3 percent are black, and 2 percent are from other backgrounds. A culturally rich student body is one of our greatest strengths, and together we look to build on the school's legacy and rich traditions.

The professional staff at Port Chester High School includes 109 teachers, 7 counselors, 11 teaching assistants, 3 psychologists, a social worker, a librarian, 2 school nurses, 8 office staff, 22 other support staff, and 4 administrators. The faculty is committed to providing a supportive learning environment and to the development of each student's potential.

Summary of Needs Assessment:

Despite measurable improvements, such as increases in the last decade in student participation and performance in advanced classes (Honors, AP, IB, college-level courses), overall student performance in comparison to comparable schools (White Plains, New Rochelle, Ossining, Tarrytown), diminished or eliminated gaps between ethnic groups, increased graduation rate, increased percentage of graduates earning Regents diplomas, development and implementation of an International Baccalaureate Diploma Program, etc. we still wish to improve the performance of students with disabilities, English language learners, and socioeconomically disadvantaged students across all disciplines.

Our Chosen Focus Area:

Curriculum and Instruction - Literacy

We will provide targeted professional development of superior quality to assist teachers in embedding into daily instruction literacy skills, inquiry-based learning, and higher-order thinking skills, as well as strengthening co-teaching relationships and differentiated instructional practices.

1. Comprehensive Needs Assessment

Vision statement for reform:

Challenges faced by students with disabilities, English Language Learners, and economically disadvantaged students will not be barriers to student learning and higher academic achievement. We will put into place plans, programs, and services to address the challenges faced by these students and will, in turn, improve their well-being and academic performance.

**Profile Focus Area – Curriculum and Instruction Summary of problem: Despite measurable improvements, such as increases in the last decade in student participation and performance in advanced classes (Honors, AP, IB, college-level courses), overall student performance in comparison to comparable schools (White Plains, New Rochelle, Ossining, Tarrytown), diminished or eliminated gaps between ethnic groups, increased graduation rate, increased percentage of graduates earning Regents diplomas, development and implementation of an International Baccalaureate Diploma Program, etc. we still wish to improve the performance of students with disabilities, English language learners, and socioeconomically disadvantaged students across all disciplines.	
Problem/Need: We have not emphasized enough the detailed analysis by teachers of student performance, especially by subgroup, and the connection between what is taught and how it is taught and the resulting student performance.	Possible Actions: Greater efforts must be made to make teachers aware of the gap between the performance of general education students and students with disabilities, English language learners, and socioeconomically disadvantaged students on State assessments so that teachers can develop strategies specific to their discipline to narrow the gaps and eventually eliminate them.
Problem/Need: We have not targeted enough professional development of superior quality to assist teachers in embedding into daily instruction literacy skills, inquiry-based learning, and higher-order thinking skills as well as other professional development aimed at improving performance for targeted subgroups.	Possible Actions: Teachers need to be provided with additional professional coaching, feedback and training in the areas of differentiated instruction, literacy skills, inquiry-based learning, higher-order thinking skills, and other best practices for improving performance of our targeted subgroups.
Problem/Need: We have not targeted enough professional development of superior quality on strengthening co-teaching relationships and differentiated instructional practices, given that our students with disabilities and English language learners study in classroom environments where two or more professionals are to be working closely together.	Possible Actions: Teachers need to be provided with additional professional coaching, feedback, and training in the area of co-teaching and to use data from formative assessments to inform their teaching practices with a specific focus on students with disabilities and English Language Learners.

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

Measurable improvements have been made in recent years:

- 40% of the student body is enrolled in and pass one or more advanced classes such as Honors, AP, IB, college-level courses;
- The student failure rate has been cut in half over the last decade;
- Our overall student performance exceeds that of students in comparable schools (White Plains, New Rochelle, Ossining, Tarrytown) in many categories;

- We have increased our four-year graduation rate;
- We have diminished or eliminated gaps between ethnic groups;
- We have increased the percentage of graduates earning Regents diplomas to well over 90%; and
- We have implemented an International Baccalaureate Diploma Program.

However, we still wish to improve the Regents Examination performance, and resulting variables such as graduation rate, of students with disabilities, English language learners, and socioeconomically disadvantaged students across all disciplines so that no gaps exist between these subgroups and general education students, non-ELLs, and economically advantaged students.

Describe, using data, the student population, staff, and community demographics, as well as programs and school mission.

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What data sources were used to determine focus area needs?

Annual Regents Examination performance data in core disciplines as well as student performance in subjects across all disciplines.

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

2. Schoolwide Reform Strategies:

Teachers will be provided with additional professional coaching, feedback and training in the areas of co-teaching, differentiated instruction, literacy skills, inquiry-based learning, higher-order thinking skills, and the use of technology. In addition, the district will provide additional professional coaching, feedback, and training to use data from formative assessments to inform their teaching practices with a focus on students with disabilities, English Language Learners, and economically disadvantaged students.

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 literacy 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 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 will occur in 2022-23.

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-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, 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, and implemented the ARC Core program's embedded assessments to assess students' reading skills in 2021-22, and implemented the program in 2022-23.

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 have 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 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 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