Jefferson Elementary School

661100010004

School Improvement Plan

2026-2027

Consultation and Collaboration Signature Page

Name	Title	Signature
Kimmerly Nieves	Principal	Kimmerly Nieves
Sal Spataro	Assistant Principal	Sal Spataro
Melissa Landau	Instructional Math Coach	Melissa Landau
Holly Bruni	ELA Coach/Reading Teacher	Holly Bruni
Gillian Roshinko	ELA Coach/Reading Teacher	Gillian Roshinko
Lorraine Wetmore	AIS Teacher Leader	Lorraine Wetmore
Dr. Michelle Memoli	School Psychologist	Dr. Michelle Memoli
Idalia Mendez	Social Worker	Idalia Mendez
Mariana Gonzalez	PTA President	Mariana Gonzalez

School Vision & Mission

Vision (SEL) At Jefferson Elementary School, we focus on building a collaborative community of members who strive to celebrate diversity, equity, inclusivity, and fairness, while promoting belonging through kindness, respect, self-compassion, and empathy. We support the whole child development of self, including self-awareness, self-management, self-advocacy, social awareness, relationship management skills, and responsible decision-making so that students can engage with and contribute positively to the world while striving for justice and joy.

Mission: Jefferson School prides itself on cultivating critical thinkers in an environment that embraces diversity while encouraging a love of learning and inquiry. Working with the community, our mission is to provide the highest quality of education to our students, thus promoting lifelong academic, social, and emotional growth.

School Profile

Enrollment: 489

Demographic Data

- American Indian or Alaska Native: 0.2%
- Asian: 2%
- Black or African American: 9.2%
- Hispanic or Latinx: 80%
- Two or More Races: 3.5%
- White: 5.1%
- English Language Learners: 25.2%
- Students with Disabilities: 25%

Average Class Size

- Gr. K: 16
- Gr. 1: 22
- Gr. 2: 20
- Gr. 3: 23
- Gr. 4: 20
- Gr. 5: 21
- Four Special Classes (ABA): 9
- Three Special Classes (12:1:1): 12

School Profile

Number of Certificated Instructional Staff –Total: 54

- Classroom Teachers: 21
- Reading Teachers: 0
- AIS Teachers: 2.5
- Literacy Coach: .5
- Math Coach: 1
- Dual Language Teachers: 0
- ENL Teachers: 3
- Essential “Specials” Teachers: 4
- Special Education Teachers: 10
- Counselors: 0
- Psychologists: 1
- Social Workers: 2
- Teaching Assistants: 8

Highlights (Artists-in-Residency Programs, Dual Language Programs, STEM/STEAM Programs, noted accomplishments, etc.):

STEAM Modified Kaleidoscope Programs - 4th and 5th Grades

Math Enrichment

After-school Boy & Girls Club

Backyard Sports Morning Program

Yoga for Special Education Classes
Sustainability Program/Tower Gardens (Hydroponic Organic Growing Towers)
Green Sustainability
Fifth Grade Service Club Student Volunteers
WIPRO/ Title I Family Nights promoting Science & Literacy
Jefferson Boys and Girls Basketball Teams

Data Snapshot -

Student Performance and Achievement- Math

Math STAR Proficiency (District Benchmarks)				
Grades	**Fall 2025**	**Spring 2026**	**Fall 2026**	**Spring 2027 Goals**
Kindergarten	NA	NA	NA	
1	45%	65%	25%	35%
2	47%	36%	31%	41%
3	36%	52%	27%	37%
4	22%	46%	34%	44%
5	35%	49%	34%	44%

Student Performance and Achievement- ELA

ELA STAR Proficiency (District Benchmarks)

Grades	**Fall 2025**	**Spring 2026**	**Fall 2026**	**Spring 2027 Goals**
Kindergarten	29%	47%	22%	32%
1	51%	52%	15%	25%
2	34%	38%	33%	43%
3	37%\	42%	29%	39%
4	26%	32%	29%	39%
5	32%	34%	26%	36%

Measurable Outcomes of Focus

Literacy Outcomes	Increase the percentage of our students measuring at or above grade level on the Spring administration of the STAR. All students will be progress monitored using STAR at least one time between benchmark periods. Increase parent engagement through workshops that support literacy through fun topics and activities. Increase parent knowledge and support of our core literacy program through informational parent meetings. All teachers use vocabulary strategies that are research-based and aligned with the science of how students learn to read. Teachers will use data to plan effective instruction. Teachers will plan culminating unit activities to promote learning and engagement with content. Students will attend field trips related to their content units to extend learning.
Mathematics Outcome	By June 2027, the grade-level SGP scores for each cohort will increase by 5% over the previous year. Implement Bridges Number Corner in grades K - 5 K & 1 teachers will participate in twice month professional learning and coaching cycles to support the implementation of the Bridges curriculum.

Science/ SEL Outcome	Increase instructional time for students to engage in hands-on science learning. Every class will implement one culturally relevant engineering unit that connects science, students' lived experiences, and real-world problem solving. Every grade level will participate in a live animal study that builds scientific understanding while supporting empathy, responsibility, and social-emotional learning. Every class will have the opportunity to grow and care for plants through a classroom tower garden. Every grade level will have the opportunity to engage in agriculture units or farm-to-school unit that connect science to food systems, culture, and the environment. Students will participate in field experiences (trips) connected to the units of study, providing opportunities to apply classroom learning in authentic settings.
Social Studies /SEL Outcome	Students will learn about, appreciate, and make connections to other cultures. Students and families participate in CARES lessons and workshops in order to foster a caring and inclusive school climate. Students will attend field trips related to content units. Students will collaborate on culminating projects and celebrations.

Action Plan

Literacy Outcome Focus:
Educate parents on reading development.

Strategic Direction Alignment: ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Checkpoints & End Date
Present 2 parent workshops related to reading development	Plan and implement workshops	AIS Teachers	Science of Reading Symposium at Boces	Parents will gain an understanding of how reading develops and use strategies at home to foster literacy development	Sept -June
Instruct all students through the use of high-interest complex texts at each grade level	Teachers use high-quality materials through Amplify or IFL programs	AIS Teachers Literacy Coach	• The Institute For Learning • Amplify CKLA	Teachers will be using research-based strategies. Students will create culminating projects highlighting their understanding	

				and internalization of units through complex text.	

Mathematics Outcome Focus:
Grade levels will focus on supporting the district's work on rigorous instruction through the implementation of the Bridges Mathematics program and application of Mathematical Practices 1 & 3.

Strategic Direction Alignment: ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
K & 1 teachers will engage in regular professional learning and coaching cycles to support effective implementation of the Bridges in Mathematics curriculum.	Grade-level teams will engage in an ongoing cycle of learning about Bridges, planning for implementation, applying instructional practices, examining student learning, and refining instruction	Math Coach	Regular PLCs/PD facilitated by the Math Coach; classroom coaching cycles; co-planning, modeling, co-teaching, and opportunities to observe and reflect on Bridges lessons.	* Teacher participation in twice-monthly professional learning and coaching cycles * Bridges lessons implemented as planned * Teacher / student evidence used to refine instruction * Midyear and end-of-year implementation reflections	* Ongoing throughout the school year * Progress monitored during regular PLCs and coaching cycles * Midyear implementation reflection * End-of-year implementation reflection

PLCs will support rigorous, student-centered mathematics instruction through intentional use of MP1 & MP3	Grade-level teams will identify priority standards within upcoming units, select rigorous tasks that address these standards and promote MP1/MP3, implement tasks in classrooms and/or Math Lab, and analyze student evidence to refine instruction.	Math Coach	PLC professional learning and coaching focused on MP1/MP3, task selection, cognitive demand/DOK, mathematical discourse, questioning, productive struggle, and student work analysis	Grade-level priority standards, selected tasks, student work/evidence, and instructional adjustments will be documented through recurring PLC and Math Lab cycles.	Year-long *One cycle per trimester

Science/SEL Outcome Focus:
Every class will participate in three schoolwide, hands-on science experiences:

Engineering: Each class will complete an age-appropriate engineering/design unit that emphasizes problem-solving, collaboration, creativity, and perseverance.
Tower Gardens: Each class will participate in the school's tower garden program, growing plants from seed to harvest while developing an understanding of plant life cycles, sustainability, nutrition, and food systems.
Live Animal Study: Each class will participate in a live animal study, providing opportunities for observation, care, data collection, and developing an understanding of living things.

Strategic Direction Alignment: ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Provide hands-on science and engineering experiences	Each class will complete an age-appropriate engineering/design challenge connected to science content and real-world problems.	Science Teacher Leader Classroom Teachers	Teacher Leader Classroom Teachers Science Teacher Leader will model and support engineering lessons; teachers will engage in collaborative planning and self-directed learning.	Students complete an engineering design challenge and produce a prototype, model, or solution.	Throughout the school year
Provide hands-on experiences through the Science & Grow Labs	Each class will use the tower gardens to grow plants from seed to harvest.	Science Teacher Leader Literacy Coach Classroom Teachers	Lead teachers will support staff with tower garden procedures, investigations, and opportunities to integrate science, literacy, and data collection.	Students maintain a plant-growth journal and participate in a culminating harvest/vegetable project.	

Increase student exposure to living things and scientific observation	Each class will participate in a live animal study involving observation, data collection, and care.	Science Teacher Leader Classroom Teachers	Teachers will receive support with observation protocols, questioning strategies, and age-appropriate science investigations.	Students document observations through science notebooks, drawings, writing, data, or other grade-appropriate products.	
Connect classroom science to authentic learning experiences	Students will participate in science-related field trips, workshops, or outdoor learning experiences that connect classroom learning to the local environment and community.	Science Teacher Leader Classroom Teachers	Lead teachers will support staff in preparing students before and reflecting after field experiences.	Students apply classroom science concepts to authentic settings and create a reflection, investigation, or project.	
Build a culture of collaborative science learning	Teachers will collaborate to plan, implement, and reflect on hands-on science experiences across grade levels.	Science Teacher Leader Grade-Level Leaders	Collaborative planning, lesson modeling, resource sharing, and peer learning.	Shared science resources, lesson plans/investigations, student work samples, and evidence of implementation across grades.	Spring 26

Social Studies/SEL Outcome Focus:
Children will connect to and appreciate cultures different from their own.
Increase student and family participation in CARES

Strategic Direction Alignment: ☐ *Student Learning* ☐ *Safe & Supportive Schools* ☐ *Superb Staff* ☐ *Engagement & Outreach* ☐ *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Children will participate in cultural assemblies	attend assemblies	Assistant principal		Children will make connections to their culture and other cultures.	Throughout the school year
Exposure to cultural and historical information	Field Trips	Classroom Teachers		Children will learn about the past through a variety of cultural and historical events.	Throughout the school year
SEL/CARES workshops and lessons provided to families and students	Parent Workshops ReThink Lessons	Classroom Teachers CARES/SEL Committee		Jefferson will provide a positive, supportive, and inclusive school climate.	

CITY SCHOOL DISTRICT OF
NEW ROCHELLE