

# 2023-2024 SIT/Schoolwide Plan – East Elementary School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2023-2024

<b>Name of School:</b>	East Elementary School
<b>Principal:</b>	Minerva Feliciano
<b>Assistant Principal(s):</b>	N/A
<b>SIT Co-Chairs:</b>	Jillian Ortiz/Marjorie Zambrano
<b>Grades Served:</b>	K

## 2023-2024 Staff List

East Elementary School - Faculty List 2023-2024				
<b>PRINCIPAL</b>				
<b>MINERVA FELICIANO</b>				
<b>FRONT OFFICE STAFF</b>				
<b>YARENIS SARMIENTO (SENIOR BILINGUAL OFFICE ASSISTANT)</b>				
<b>JOEL GONZALEZ (BILINGUAL OFFICE ASSISTANT)</b>				
<b>ELIZABETH RIVERA-BOSCH (LIBRARY CLERK)</b>				
<b>KINDERGARTEN TEACHERS</b>				
	<b>ROOM</b>		<b>ENL KINDERGARTEN TEACHERS</b>	<b>ROOM</b>
Amoedo, Isabel	15		Kochuk, Anastasia	14/26
Bocarro, Elba	33		Ortiz, Jillian	14
Brereton, Melissa	47		Phelan, Dana	19
Cardenas, Lizette	5		Savage, Kimberly	16
Chanoine, Tanya	34			
Drayton, Berzaida	8		<b>ART TEACHER</b>	
Ferrer, Yvette	20		Deletrain, Francesca	36
Fernandez, Johan	1			
Gallina, Stacy	4		<b>LIBRARY MEDIA SPECIALIST</b>	
Lardaro, Isabella	22		Ritter, Stephanie	Library
Mathis, Shirley	11			
Monteforte, Ana	2		<b>MUSIC TEACHER</b>	
Moreno, Yicel	32		Blum, Amanda	17
Peña, Evelyn	12			
Portillo, Melissa	10		<b>PHYSICAL EDUCATION TEACHER</b>	
Prego, Laura	40		Vlajov, Nicole	Gym
Russell, Melissa	42		Weich, Amanda	Gym
Signor, Barbara	9			
Smith, Jill	7		<b>GUIDANCE COUNSELOR</b>	
Stanco, Georgene	38		Valdez, Melissa	30
Torres Chavez, Kenya	31			
Ward, Jacqueline	3		<b>PSYCHOLOGIST</b>	

Zambrano, Marjorie	6		O'Keeffe, Julie	30
Zane, Karyn	44			
Zelaya, Gabriella	46		<b>SOCIAL WORKER</b>	
			Aviles-Velasco, Maria	30
<b>KINDERGARTEN SPECIAL ED TEACHER</b>				
Chan, Kate	13		<b>NURSE</b>	
			Delcid, Kenia	Nurses Office
<b>UNIVERSAL PRE-K TEACHERS</b>				
Loubar, Kathy	35		<b>HEALTH AIDE</b>	
Poppo-Rezza, Marie	35		Rodriguez, Lira	Nurses Office
<b>CONSULTANTS</b>			<b>PERMANENT SUBS</b>	
Bruno, Ashley	21		Petrozzino, Samantha	
DeJesus, Dina	21			
Mendolia, Vanessa	21			
			<b>OCCUPATIONAL THERAPIST</b>	
<b>SPEECH</b>			Cody, John	41
Nieves, Bridget	18			
O'Brien, Annie	43		<b>PHYSICAL THERAPIST</b>	
			Byrne, Kate	41
<b>INSTRUCTIONAL TA'S</b>	<b>ROOM</b>		<b>KINDERGARTEN MONITORS</b>	<b>ROOM</b>
Barzola, Rossellini			Bravo-Feican, Monica	
Choudhury, Suhana			Burgos, Nydia	
D'Esposito, Christine			Grammenos, Zabella	
Dennis, Paula			Guerrero, Candida	
Espinoza, Judith			Ioco, Laura	
Fahrenheit, Patricia			Lopez, Luisa (Teacher aide)	
Joya, Blanca			Ostorga, Lillian	
Kaur, Manjit			Reichert, Donna	
Lopez De Ortiz, Martha			Turan-Cil, Nurgul	
Marino, Veronica			Vacancy	
Rivera, Annette				
Rodriguez, Lillian			<b>KITCHEN STAFF</b>	
Singh, Kanak			Devers, Mirtha	
Valladares, Patricia			Eseiza, Margarita	
Vacancy			Fuentes, Marta	
			Lopez, Margaret (Head Cook)	
<b>ENL T.A.'s</b>			Mencia-Rivas, Yunilsa	
Ahmed, Tabassum (Kochuk)	21		Saravia, Celia	
Benavides, Maria (Ortiz)	14			
Pajan, Dorcas (Phelan)	19		<b>CUSTODIAL STAFF</b>	
Rodriguez, Christy (Savage)	16		Rodriguez, Luis (Head Custodian)	
			Canales, Jose	
<b>SPECIAL ED TA'S</b>			Gadius, Mackenzie	
Tornatore, Judith	35		Merced, Ruben	

Valentino, Deborah	13		Rizzuto, Anthony	
Vacancy				
			<b>SECURITY</b>	
			Marin, John	
<b>EIP ADMINISTRATOR</b>			<b>EIP OCCUPATIONAL THERAPY</b>	
Clarke, Kimberly	EIP Office		Calabro, Mia	41
<b>EIP SENIOR OFFICE ASSISTANT</b>			<b>EIP PSYCHOLOGIST</b>	
Gonzalez, Joel	EIP Office		Clare, Heather	EIP Office
<b>EIP TEACHERS</b>			<b>EIP SOCIAL WORKER</b>	
Bihn, Rachel	37		Celestrin, Michelle	EIP Office
Marinello, Stephanie	39			
			<b>EIP SPEECH</b>	
<b>EIP TEACHER AIDES</b>			Feliciano, Gisele	EIP Office
Cantor, Linda			Zito, Christina	EIP Office
Garcia, Fatima				
Mertz, Filiz				
Moya, Michelle				

**Student demographic information:**

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Pre-Kinder- garten Full-day	Kinder- garten Full-day	Ungraded Elementary (UGE)
<b>*All Students</b>	<b>490</b>	<b>1</b>	<b>488</b>	<b>1</b>
Female	239	0	239	0
Male	251	1	249	1
*American Indian/Alaska Native	10	0	10	0
*Black	39	1	38	0
*Hispanic	421	0	420	1
*Asian/Pacific Islander	7	0	7	0
Asian	6	0	6	0
Native Hawaiian/Other Pacific Islander	1	0	1	0
*White	12	0	12	0
*Multiracial	1	0	1	0
General Education Students	427	0	427	0
*Students with Disabilities	63	1	61	1
Former Students with Disabilities	1	0	1	0
Not English Language Learner	140	1	139	0
*English Language Learner	350	0	349	1
*Economically Disadvantaged	435	1	433	1
Not Economically Disadvantaged	55	0	55	0
Not Migrant	490	1	488	1
Homeless	3	0	3	

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, 6/30/23

**2023-2024 School and/or district Vision Statement:**

With an unwavering commitment, the Brentwood School District's vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.

**2023-2024 School and/or district Mission Statement:**

**The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.**

**2023-2024 School McKinney-Vento Plan:**

Our 2023-2024 SIT plan takes into account the needs of migratory children as defined in section 1309(2) (ESSA Section 1114(b)(1)). The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with **Michele Stylianos**, the McKinney-Vento District-Level Liaison. The family is notified of the liaison’s role in assisting them with their needs. At **East Elementary**, the McKinney- Vento liaison is Maria Aviles Velasco.

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;
- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	3
Children in Foster Care	0
Migrant Students	0

**SIT Plan Development – Consultation and Collaboration**

Our 2023-2024 SIT plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, district administrators; and, if the plan relates to a secondary school, students ESSA Section 1114(b)(2). Please find a list of 2023-2024 SIT members below:

Title:	Name:
Parents (More than 1)	Kenia Delcid Elyssa Romero Mikaela Sosa
Members of the Community to be served	Maria Rivera
Teachers-SWP Sub Committee	Jillian Ortiz Marjorie Zambrano Kimberly Savage Melissa Portillo Holguin Shirley Mathis Marjorie Zambrano Stephanie Ritter Melissa Brereton Lizette Cardenas Dana Phelan Johan Fernandez Isabella Lardaro Georgene Stanco Evelyn Pena

	Kate Chan Anastasia Kochuk Francesca Deletrain Ana Monteforte
Principals	Minerva Felicino
Other School Leaders	
Teaching Assistants	Maria Benavides Christy Rodriguez Tabbasam Ahmed Paula Dennis Judith Espinoza
District Administrators	Dr. Vincent Leone, Coordinator of Funded Programs Vincent Todisco, Asst. Coordinator of Funded Programs
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Bridget Nieves- Speech Therapists Dina DeJesus - Reading Ashley Rizzuto - Math Vanessa Mendolia – Reading Intervention
Students (for a secondary school)	
Other individuals determined by the school	

\* if appropriate

**Annual Program Evaluation:**

Our 2023-2024 SIT plan will be regularly monitored and revised as necessary based on student needs to ensure that all students, particularly students who are failing, or, are at-risk of failing, are provided opportunities to meet the challenging state academic standards *ESSA Section 1114(b)(3)*. SIT plan monitoring and revision will take place at the monthly SIT meetings listed below. **Formal review and revision, if necessary, of all SIT goals will take place at least three times per year (dates of formal review highlighted below):**

SIT Meeting Dates:	Topic(s) <sup>[1]</sup>
September	<ol style="list-style-type: none"> <li>Starts with Hello Take Home Project on Kindness</li> <li>Committees for 2023-2024</li> <li>Hispanic Heritage Month/Spirit Week</li> <li>Title One/CR Part 154 Presentation for Parents / PAC Sign up Through Parent Square</li> <li>Meet the Teacher Night</li> <li>SIT Goals – Kindergarten Literacy/K CAM/Social Emotional Goal</li> <li>Trunk or Treat/Fall Festival</li> </ol>
October	<ol style="list-style-type: none"> <li>Meeting Notes from our Office of Funded Program Meeting.</li> <li>TITLE I and TITLE IV Before/After School Programs</li> <li>Trunk or Treat</li> <li>PAC Committee - Parent Square Post/Form – October 11, 2023</li> <li>SIT GOALS</li> <li>PBIS Survey</li> </ol>
November	<ol style="list-style-type: none"> <li>Superintendent’s Conference Day – PBIS Training</li> <li>Unity Fundraiser</li> <li>Parent Advisory Council – October 11, 2023 Feedback</li> <li>Trunk or Treat/Fall Festival Feedback</li> <li>SIT GOALS 2023-2024</li> <li>Thankful Family Picture Display</li> <li>Thankful Fun Run</li> <li>Winter Workshop Crafts</li> </ol>
December	<ol style="list-style-type: none"> <li>Feedback from Thankful Fun Run</li> <li>Feedback from 50th day of School</li> <li>Winter Craft Activities</li> <li>December Spirit Week/Movie Day</li> <li>Books and News – Coming Soon</li> </ol>

	6. Unity Fundraiser Results
	7. PBL – Project Based Learning- Send to Mrs. Feliciano by the end of the day
January	
February	
March	
April	
May	
June	
July	
August	

**Comprehensive Needs Assessment**

**Needs Assessment Data**

Our 2023-2024 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*. Multiple forms of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or interviews. **Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.)** to help identify students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*.

State Assessment ELA Data, disaggregated by subgroup

District/School Name	Subgroup	Weighted Avg. Ach. Index
EAST ELEMENTARY SCHOOL	All	97.1+
EAST ELEMENTARY SCHOOL	Black	94.5+
EAST ELEMENTARY SCHOOL	ED	97.2+
EAST ELEMENTARY SCHOOL	ELL	98.5+
EAST ELEMENTARY SCHOOL	Hispanic	97.3+
EAST ELEMENTARY SCHOOL	SWD	94+

Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady

K Literacy 2023-2024					
Gen Ed, ENL, and Bilingual Classes will show 50% of growth from baseline					
Gen Ed Classrooms					
	September Baseline		June Final		% of
	Raw	%	Raw	%	increase
<b>Gen Ed. Average</b>	6	20%			
ENL Classrooms					
	September Baseline		June Final		% of
	Raw	%	Raw	%	increase
<b>ENL Average</b>	4	13%			
Bilingual Classrooms					
	September Baseline		June Final		% of
	Raw	%	Raw	%	increase
<b>Bilingual Average</b>	4	11%			
Special Ed Class will show 30% of growth from baseline					
K-Special Ed. Classroom					
	September Baseline		June Final		% of
	Raw	%	Raw	%	increase
<b>Special Ed. Average</b>	2	3%			

State Assessment Math Data, disaggregated by subgroup

District/School Name	Subgroup	Weighted Avg. Ach. Index
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District/School Name	Subgroup	Weighted Avg. Ach. Index
EAST ELEMENTARY SCHOOL	All	97.1+
EAST ELEMENTARY SCHOOL	Black	94.5+
EAST ELEMENTARY SCHOOL	ED	97.2+
EAST ELEMENTARY SCHOOL	ELL	98.5+
EAST ELEMENTARY SCHOOL	Hispanic	97.3+
EAST ELEMENTARY SCHOOL	SWD	94+

Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

KCAM 1 & 4 2023-2024						
Gen Ed, ENL, and Bilingual Classes will show 50% of growth from baseline						
*Highest possible Raw Score on KCAM 1 is 15 and highest possible Raw Score on KCAM 4 is 33.						
Gen Ed Classrooms	September Baseline		June Final		% of increase	
	Raw	%	Raw	%		
<b>Gen Ed. Average</b>	<b>6</b>	<b>38%</b>				
ENL Classrooms	September Baseline		June Final		% of increase	
	Raw	%	Raw	%		
<b>ENL Average</b>	<b>5</b>	<b>30%</b>				
Bilingual Classrooms	September Baseline		June Final		% of increase	
	Raw	%	Raw	%		
<b>Bilingual Average</b>	<b>6</b>	<b>35%</b>				
Special Ed Class will show 30% of growth from baseline						
K-Special Ed. Classroom	September Baseline		June Final		% of increase	
	Raw	%	Raw	%		
<b>Special Ed. Average</b>	<b>0</b>	<b>0%</b>				

Survey Data

S67. Our students accept corrective feedback.	71.4%
S69. Student behavior does not interfere with instruction.	7.1%

Other assessment, disciplinary, walk-through, and/or anecdotal data (see [“Other Examples of Student Outcome Data”](#), below)

School Improvement Team- PBIS SURVEY		
	October	October
	Yes	No
Defines <b>honesty</b>	5	46
States how to show <b>honesty</b>	3	48
Defines <b>empathy</b>	0	51
States how to show <b>empathy</b>	1	50
Defines <b>respect</b>	14	37
States how to show <b>respect</b>	24	27
Defines <b>ownership</b>	2	49
States how to show <b>ownership</b>	0	51
Defines <b>effort</b>	3	47
States how to show <b>effort</b>	3	48
Defines <b>safety</b>	13	38
States how to show <b>safety</b>	20	31
Average	<b>7.3333333</b>	

Conclusions Drawn from the Comprehensive Needs Assessment: ELA, Mathematics, and Surveys

Provide a description of the outcomes/conclusions of the school’s comprehensive needs assessment, as well as a brief description of all data sources used in the process. Findings should include an examination of student, teacher, school and community **strengths and needs**; and a summary of priorities **in the context of student subgroups** identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Language Learners).

An example is provided below. **Please customize for your school!**

*After disaggregating and analyzing 2022-2023 State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing the 2022-2023 School Performance Scan (Data Triangle) surveys, it was evident that the majority of staff disagree with the statement, "Classroom Behavior does not interfere with instruction." Our 2023-2024 schoolwide plan will focus on improving positive behaviors in the classroom through Social Emotional Lessons focused around our PBIS acronym HEROES, in addition to increasing the percentage of all staff who strongly agree with the statement, "Classroom behavior does not interfere with instruction."*

**School Strengths Identified (Please provide a bulleted list below of your school's strongest qualities.):**

- Teachers purposefully align daily instruction to explicit student learning targets/goals.
- As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.
- Our school leaders are positive and supportive of families.
- Our school curriculum uses technology to support learning.

**School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2023-2024.):**

- Social emotional support for students, teachers and families to ensure that classroom behavior does not interfere with instruction.
- Increasing parent involvement across the school.

**2023-2024 Schoolwide Plan Priorities**

	Subgroup:	Priority Area:
1.	ELLs	Language Acquisition Skills
2.	ELLs	Math Concepts and Skills
3.	All Students	Supporting teachers and students with help to ensure that classroom behavior does not interfere with instruction.
4.		

**2023-2024 SIT Goals**

All BUFSD SIT plans include both ultimate and interim goals<sup>[2]</sup>. Ultimate goals are derivative of data that inform the New York State Education Department's system of institutional accountability, for example: State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data, i.e. performance, growth, etc. As this type of data may only be monitored on an annual basis, aligned interim goals, which may be monitored throughout the year, have been developed to ensure that ultimate goals are on trajectory to being met. The review of interim goals throughout the year will allow the SIT team to consider different, and/or additional intervening strategies to support sub-group and/or individual student growth on an ongoing basis. Moreover, SIT plans include a survey goal that is derived from the *School Performance Scan (Data Triangle)*, which is distributed and taken once per school year by students, staff, and families. The previous school year's survey data provide baseline information from which this goal is developed for the current school year.

The ultimate and interim goals, along with the survey goal, identified in this plan are informed by our school's 2023-2024 Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

**Ultimate ELA Goal (State exam results, NYSESLAT, ESSA Indicator, i.e. performance, growth, etc.):**

*By June, 2024, English language learners will show an increase in NYSED's Weighted Average Achievement Index from a baseline of 98.5 established in May, 2023 to 104.6 as measured by the New York State Education Department in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 128.8.*

**Interim ELA Goal (Local, i.e. iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "Other Examples of Student Outcome Data", below), to be monitored throughout the year:**

By June 2024 the Kindergarten Bilingual Students will show an increase in phonemic awareness from a 4/28 average to a 15/28 average as measured/indicated by Kindergarten Literacy Assessment with the frequency of two times a year and monitored by the Letter/Sound Assessments with the frequency three times a year and Fountas and Pinnell.

By June 2024 the Kindergarten ENL Students will show an increase in phonemic awareness from 4/28 average to a 15/28 average as measured/indicated by Kindergarten Literacy Assessment with the



frequency of two times a year and monitored by the Letter/Sound Assessments with the frequency three times a year and Fountas and Pinnell ELL.

By June 2024 the General Education students we will show an increase in phonemic awareness from 6/28 average to a 17/28 average as measured/indicated by Kindergarten Literacy Assessment with the frequency of two times a year and monitored by the Letter/Sound Assessments with the frequency three times a year and Fountas and Pinnell.

By June 2024 the Kindergarten Special Education Students will show an increase in phonemic awareness from 0/28 to a 8/28 as measured/indicated by Kindergarten Literacy Assessment with the frequency of two times a year and monitored by the Letter/Sound Assessments with the frequency three times a year and Fountas and Pinnell.

#### **Ultimate Math Goal (State exam results, ESSA Indicator, i.e. performance, growth, etc.):**

*By June, 2024, English language learners will show an increase in NYSED's Weighted Average Achievement Index from a baseline of 98.5 established in May, 2023 to 104.6 as measured by the New York State Education Department in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 128.8.*

**Interim Math Goal (Local, i.e. CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored throughout the year:**

*By June 2023 the Bilingual students will show an increase in operational and algebraic thinking and counting and cardinality based on K CAM from 35% overall to 52.5% overall as measured/indicated by Kindergarten CAM with this frequency 4xs per year.*

*By June 2023 the ENLs will show an increase in operational and algebraic thinking and counting and cardinality based on K CAM from 30% overall to 45% overall as measured/indicated by Kindergarten CAM with this frequency 4xs per year.*

*By June 2023 the General Education will show an increase in operational and algebraic thinking and counting and cardinality based on K CAM from 38% overall to 57% overall as measured/indicated by Kindergarten CAM with this frequency 4xs per year.*

*By June 2023 the Special Education students will show an increase in operational and algebraic thinking and counting and cardinality based on K CAM from 0% overall to 20 % overall as measured/indicated by Kindergarten CAM with this frequency 4xs per year.*

#### **Survey Goal**

*By June 2024 our school will show an increase in the percentage of respondents who strongly agree with the statement, (Classroom behavior does not interfere with instruction) from (7.1) to (9) as measured/indicated by (PBIS Survey of Positive Behavior Statements by students) with this frequency 2 x's a year.*

### **Schoolwide Strategies**

#### **Schoolwide Strategies to Ensure Goal Attainment**

Our school will utilize the strategies identified below to upgrade the entire educational program to improve the achievement of the lowest achieving students [ESSA Section 1114(b)(7)(A)(i-iii)]. The strategies are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

#### **Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)**

MTSS is an instructional model that aims at prevention and early intervention through a tiered system that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of students. The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our school's overall MTSS strategy, including identifying individual students that need targeted support in various skill areas.

#### **Schoolwide Improvement Strategies**

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)]. Improvement strategies/activities should be purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure interim and ultimate goal attainment
- Include strategies to be employed by all staff, i.e. principals, teachers, Teaching Assistants, Social Workers, Psychologists
- **Secondary schools are encouraged to consider alignment between SIT goals and strategies, and drop-out prevention goals and strategies**
- **The table below is populated with placeholders. Please customize the strategies for principals and teachers for your school! Feel free to add to/delete from the strategies for teaching assistants, social**

workers, and psychologists as well.

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> <li>• Data meetings</li> <li>• Project Based Learning Training</li> </ul>
Teachers:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> <li>• Language Acquisition Vs. Learning Disabilities</li> <li>• Supporting students with disabilities During Remote Teaching</li> <li>• Collins/SIOP writing model</li> <li>• Use of online reading programs such as I-read</li> <li>• Ongoing assessment of students with disabilities' reading levels using the Fountas and Pinnell Benchmark System</li> <li>• Leveraging electronic resources from the Go Math curriculum</li> <li>• HMH Into Reading Trainings</li> <li>• New teachers workshops (HMH, Centers, Math, Assessments)</li> <li>• PBIS Trainings</li> <li>• Project Based Learning Training</li> </ul>
Teaching Assistants:	<ul style="list-style-type: none"> <li>• Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals</li> <li>• Teaching Assistants will work with groups of students under the direction of the classroom teacher. This will allow the classroom teacher to work more intensely with AIS SWD students</li> <li>• PBIS Trainings for teaching assistants and monitors</li> </ul>
Social Workers:	<ul style="list-style-type: none"> <li>• Plays an active role as a member of the building team as well as the Crisis Intervention Team</li> <li>• Provides counseling services to students in their assigned building</li> <li>• Spends a considerable amount of time working with families, which may require visits to the homes to assess needs</li> </ul>
Psychologists:	<ul style="list-style-type: none"> <li>• Attends scheduled CSE/CPSE meetings to present information</li> <li>• Must maintain a counseling caseload as mandated by the CSE/CPSE</li> <li>• Responsible for maintaining an active role as a member of the building and Crisis Intervention Team</li> <li>• Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary</li> </ul>

**Professional Development**

In order to effectively implement the strategies identified above, the following professional development) opportunities will be provided [ESSA Section 1114(a)(4)]:

Name of Workshops	Purpose
K CAM Workshop	Teachers received an overview of how the new K CAM Session 1 will be administered.
Scoring Writing Samples	Teachers participated in scoring writing samples and participated in discussions about how writing is scored.
PBIS Training October 11, 2023, November 7	The PBIS Team participated in a virtual workshop which provided the Team with materials on how to set up and run their PBIS teams at the building level.
PBIS Training for Teachers/Teacher Assistants and Monitors ***Ongoing	Teachers, teacher assistants, and monitors were trained on PBIS, behavior expectations, gold tag system and positive behavior reinforcement.
Into Reading Training	Teachers will be trained on the Into Reading Program and received virtual training on the program and its components.

Dates: September 18	
Library Media Specialist Workshop  Dates:	The Library Media Specialist meets monthly with the Elementary Library Media Specialists from the district and as well as a consultant. The workshops focus on unpacking NYS Computer Science and Digital Fluency standards as well as writing curriculum.
PBIS November 15, 2023	Teachers received training from Kimberly Clark on PBIS and how to use PBIS strategies in all classrooms. Teachers learned about the effects of creating a positive classroom environment on students learning.
Arriba la Lectura December 5	

**Strategies for Increasing Learning Time Beyond the Instructional Day**

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state’s challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)], improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this SIT plan, and have been conceived to ensure both interim and ultimate goal attainment. See strategies below:

- **Books and News**- *Creating a Parent-School Connection to help develop reading comprehension and speaking skills*
- **Little Language Learners** *Students will be engaged in Big Book Stories as they listen to and respond to questions to build their language skills*
- **Cooking with Literature** - *Students will participate in activities that develop listening, reading and writing skills in English through interdisciplinary lessons incorporating following a recipe and listening activities.*
- **Speech and Language Enrichment**- *Students will participate in language based enriching activities to target improvement of functional communication skills.*
- **Creative Hearts** - *Students will participate in activities to promote student engagement, problem solving and conflict resolution.*
- **Make it and Take it** - *Students will complete take home centers for letter/sounds, CVC Sound Blending, sight words, and KCAM*
- **Parent Workshops - SEL** *Parents will learn about Social Emotional Learning and the importance of implementing SEL at Home*
- **High Dosage Tutoring**- *Students will participate in a 10 – 12 Week High Dosage Tutoring Guided Reading or Guided Math Group.*
- **Peaceful Poses** *Students will participate in an SEL program that teaches students how to use yoga to help with focusing and mental health.*
- **Green Team:** *Students will participate in lessons to support vocabulary around plants, living and non-living things and to learn how to use the hydroponic gardening system.*

**Strategies to Prepare Students for Postsecondary Education and/or Workforce Readiness (Secondary Schools)**

Our SIT plan was developed to improve BUFSD secondary students’ opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) ESSA Section 1114(b)(7)(A)(iii)(II). Examples of these activities are listed below:

N/A

**SIT Plan Funding Sources**

In accordance with ESSA law for schools operating a schoolwide program, our school will consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program [ESSA Section 1114(a)(1)] to best meet the needs of students who are failing, or, at-risk of failing to meet the state’s challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)]. Title I funds, strategically aligned to support this plan may be seen below:

2023-2024 ESSA Title I Budget - East K Center			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher’s On Special Assignment.	Varies	\$ 29,619
Title IA	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers and Teaching Assistants - 909 hours X \$53/hr = \$48,177 + fringe \$9,591 = \$57,768 / 11 elementary schools = \$5,252/school (82.5 hours per building).	\$53.00	\$ 5,252
Title IA	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement	Varies	\$ 1,222

Title IA	and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities.	Varies	\$ 1,222
Title IA	Title I Parent and Family Engagement Supplies and Materials for all 17 schools and district- wide parent activities. \$20,774 / 17 schools = \$1,222/school.	Varies	\$ 1,222
Title IA	Title I Elementary Summer Enrichment Program - Literacy Camp - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X \$53/hr = \$132,500 + Fringe \$26,377 = \$158,877 / 11 elementary schools = \$14,444/school (227 hrs per building).	\$53.00	\$ 14,444
Title IA	Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liaisons = \$37,500 + fringe \$7,465 = \$44,965 / 11 elementary schools = \$4,088/school.	\$625 per day	\$ 4,088
Title IA	Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909/school.	varies	\$ 909
Title IA	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$364/school.	Varies	\$ 364
Title IA	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,408/school.	Varies	\$ 1,408
Title IA	Salary for Title I Homeless Liason. \$141,403 + fringe \$66,629 = \$208,032 / 17 schools = \$12,238 /school.	Varies	\$ 12,238
Title IA	Homeless Liason for Summer Enrichment Programs - Stipend. \$25,000 + fringe \$4,977 = \$29,977 / 17 schools = \$1,764/school.	Varies	\$ 1,764
Title IA	Title I Translation Services - District-wide. 600 hours X \$53/hr = \$31,800 + fringe \$6,330 = \$38,130 / 17 schools = \$2,243/school.	\$53.00	\$ 2,243
Title IA	Title I Homeless Tutoring - District-wide. 100 Hours X \$53/hr = \$5,300 + fringe \$1,055 = \$6,355 / 17 schools = \$374/school.	\$53.00	\$ 374
Title IA	Title I Bilingual Technology Liason to Assist Parents with AIS Distance Learning Activities - Bilingual Hotline! 500 hours X \$53/hr = \$37,100 + fringe \$13,506 = \$50,606 / 17 schools = \$2,977/school.	\$53.00	\$ 2,977
Title IA	Principal Clerk Confidential. \$60,000 + fringe \$41,315 = \$101,315 / 17 schools = \$5,960/school.	Varies	\$ 5,960
Title IA	Indirect Cost	Varies	
<b>Title I Sub-total:</b>			<b>\$ 54,465</b>
<b>Title I Total w/ Salaries:</b>			<b>\$ 84,084</b>
<b>Homeless Supplies, District-wide: \$13,500</b>			

**Strategies to Increase Parent and Family Engagement**

The Brentwood Union Free School District and the Board of Education believes that the involvement of parents in the education of their children is a necessary and desirable part of the children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's SIT plan (*ESSA Section 1114(b)(ii)*). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2023-2024 Schoolwide/SIT plan.

Family Event	Calendar	Description
Kindergarten Orientation	May 2023	All incoming East Elementary students were invited to East Elementary to visit a classroom while parents listened to a presentation on what to expect in kindergarten.
Title I Presentation and Survey	September 2023	The requirements of Title I are discussed as well as the rights of the parents in a Pre-recorded video by Dr. Leone and Wanda Ortiz Rivera
It Starts with Hello Spirit Week and Home Project	September 18-22	Students listened to books about being kind and learned about inclusion while showing their school spirit with various activities throughout the week. Students completed an at home project telling how they can show kindness.
Meet the Teacher Night	September 18, 2023	This night helps parents get acquainted with their child's classroom, school and curriculum via a live teams meeting.
Hispanic Heritage Week	October 10 – October 13	Students celebrated diversity all week while participating in a school spirit week. Students also completed a take home project

		about where their family was from and colored a flag to show their country.
Parent Advisory Council	October 11, 2023	Parent volunteers review Parent Involvement Policy and update Parent Compact. PAC determines how funding will be spent for the year. Parents also provide input on yearly workshops taking place at the school
Trunk or Treat	October 23, 2023 4:30 – 6:30 pm	Families are invited to come in costume to trick or treat from our staff's decorated trunks.
Books and News	December – April	Students and parents will listen to a book read aloud in English and in Spanish. Parents will learn ways to support their child's literacy at home.
Winter Craft Workshops	December 19 and 20	Students and parents will participate in a winter craft activity during the day.
Coffee With Counselors – PBIS Training for Families	January 2024	Parents will be introduced to PBIS and will learn strategies to use with their children at home to increase positive behaviors.

### 2023-2024 School-Parent-Student Compact

**East Elementary School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2023-2024.

### School Responsibilities

East Elementary:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring 2022);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

#### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

#### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

13. Do homework every day and ask for help when needed;
14. Read alone or with someone for at least 30 minutes every day outside of school time;
15. Give all notices and information received from school to parents or guardian every day;
16. Put forth our best effort so that assessments accurately measure our understanding and growth;
17. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

#### **Strategies for Assisting Preschool Children in the Transition from Early Childhood Education Programs to Local Elementary School Programs**

To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below: **Please customize the bulleted list below for your school (elementary only)**

- Each year, our Pre-Kindergarten students are invited to visit their classrooms prior to the opening of school before they begin Kindergarten. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2023-24 school year, parents will be invited to come to the school with their future Kindergartener for a brief presentation from the building administrators. Students will then be invited into a Kindergarten classroom to meet a teacher and see how the classroom looks. .
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 2023-2024, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

#### **Mid-Year SIT Meeting**

Provide a description of the outcomes/conclusions of the school's mid-year goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup is on trajectory to meet both the interim and ultimate goals. If the subgroup is not on-track, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continuous growth. Goals may be adjusted, if necessary, using the standard BUFSD goal format.

#### **Final SIT Meeting**

Provide a description of the outcomes/conclusions of the school's final goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup met both the interim and ultimate goals. If the subgroup did not meet the goal, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continuous growth for the following year. In addition, describe if the *All Students* group met the survey goal. If the survey goal was not met, provide some rationale and include what different and/or additional intervening strategies will be used to ensure progress is made for the following year. Goals for the following year may be informed by this analysis using the standard BUFSD goal format.

[\[1\]](#)Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All agendas and sign-in sheets must be maintained in the school's SIT, OneNote, eBinder.**

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