

2023-2024 SIT/Schoolwide Plan – Loretta Park

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	Loretta Park Elementary School
Principal:	Robert McCarthy
Assistant Principal(s):	Alyssa Berrini
SIT Co-Chairs:	Liliana Marino, Shannon Ticali
Grades Served:	1-5

2023-2024 Staff List

Faculty List
2023 2024

**LORETTA PARK ELEMENTARY SCHOOL
FACULTY LIST – 2023/2024
Mr. Robert McCarthy, PRINCIPAL
Mrs. Alyssa Berrini, ASSISTANT PRINCIPAL
Updated 9/13/23**

<u>First Grade</u>	<u>Room #</u>	<u>Consultant</u>	<u>Room #</u>
Ms. Laura Haggerty– ENL	6	Ms. Jeanette Castillo	17
Ms. Kristen Barbante – BIL	8	Ms. Liliana Marino	17
Ms. Kimberly Dominick	9	Ms. Denisse Fuentes	Stage Off.
Ms. Molly Bruner– ENL	10		
Ms. Andrea Zuart – BIL	11	<u>Speech</u>	
Ms. Judith Figueroa– ENL	12	Ms. Kimberly Pulitano	17A
<u>Second Grade</u>		<u>ENL Teachers</u>	
Ms. Jael Robinson	1	Ms. Jaime Parkinson	14
Ms. Felicia Grunski – ENL	2	Ms. Danielle Cornell	14
Ms. Cristine Archie–ENL	3	Ms. Jennifer Moore	14
Ms. Shannon Ticali – ENL	4	Ms. Melissa Rosa	14
Ms. Sara Sarti– BIL	5	Ms. Jillian Archer	14
Ms. Yazmin Brenes – BIL	7		
<u>Third Grade</u>		<u>LRC Teacher</u>	
Ms. Evelyn Marquez–BIL	1A	Ms. Lori Cestaro	17B
Ms. Simone Wichelns	2A		
Mr. James Byrne	3A	<u>Soc. W./Psych./Guid. C.</u>	
Ms. Farrah Esposito–BIL	4A	Ms. Kelsie Scofield	Health Off.
Ms. MaryAnne Owen – ENL	5A	Ms. Miluska Dolan (PSY)	Health Off.
Ms. Sharon Castillo– ENL	6A	Ms. Wanita Nandlall	Health Off.
<u>Fourth Grade</u>		<u>Art</u>	
Ms. Kathleen Petrucci – ENL	16	Ms. Meghan Lynch	
Ms. Irene Burchard	18		
Ms. Ketilin Carman – BIL	20	<u>Music</u>	
Ms. Diana Perez – BIL	26	Ms. Kathy Muckle	19
Ms. Tricia Renkowski–ENL	27	Mr. Brandi Sanchez	
Ms. Jaime Javetski – ENL	28		
<u>Fifth Grade</u>		<u>Physical Education</u>	
Mr. Colin Kavanagh	21	Mr. Fernando Martins	Gym
Ms. Jill Frezza – ENL	22	Ms. Andrea DiMaria	Gym
Ms. Anna Nunez– BIL	23		
Ms. Vivian Solis–BIL	24	<u>Library Media Specialist</u>	
Mr. Codell Castillo	25	Ms. Geralyn Tims	LIB
Ms. Christine LaFleur–ENL	29		

**LORETTA PARK ELEMENTARY SCHOOL
 FACULTY LIST – 2023/2024
 Mr. Robert McCarthy, PRINCIPAL
 Mrs. Alyssa Berrini, ASSISTANT PRINCIPAL
 Updated 9/13/23**

Nurse

Ms. Susan Simpson

Health Off.

Health Aide

Ms. Blanca Rodriguez

Health Off.

Ms. Antonia Jolon

1:1*

Clerical Staff

Ms. Yvette Rosa – Senior Office Asst

Ms. Siomara Santos– Office Asst

Ms. Melissa Ortiz- Library Office Asst

Perm Substitutes

Mr. Carlos Villatoro

Mr. Bryan Quezada

Ms. Ashling Feola

Teacher Assistants

ENL

Vacant

Vacant

Vacant

Kitchen Staff

Ms. Jenene Leon

Ms. Carolina Torres

Ms. Julia Adames

Ms. Kim Chilton

Ms. Barbarann Boylan

Ms. Melissa Leonard

Reading Lab

Ms. Christine Casey

Ms. Sandra Ortiz (Sife)

Ms. Caitlin Eng

Ms. Aysha Siddique

Ms. Latifa Islam

Ms. Brea Solis

Custodians

Mr. Frank VandePlanck

Mr. Justin Toro-Segarra

Mr. Avery Moore

Mr. Christopher Jean Pierre Jr

Mr. Castleberry Legrand

Math Lab

Ms. Shamsa Hussain

Ms. Sarah Johns

Ms. Tanisha Pessoa

Ms. Suzette Dobson

Security

Mr. Chris Perkins

Monitors

Ms. Helene Buck

Ms. Tea Rodriguez

Ms. Cathy Roldan

Ms. Gina Sandi

Ms. Shirley Burgos

Ms. Denice Mathews

Ms. Ana Castro Castillo

Communication Aide

Carolaindy Febrillet

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
*All Students	646	128	122	127	134	135
Female	327	67	63	56	74	67
Male	319	61	59	71	60	68
*American Indian/Alaska Native	7	3	2	0	1	1
*Black	38	7	11	3	8	9
*Hispanic	576	111	105	118	122	120
*Asian/Pacific Islander	2	0	1	0	0	1
Asian	2	0	1	0	0	1
*White	19	6	2	5	3	3
*Multiracial	4	1	1	1	0	1
General Education Students	597	115	114	115	124	129

*Students with Disabilities	49	13	8	12	10	6
Former Students with Disabilities	8	0	0	2	3	3
Not English Language Learner	340	52	61	61	76	90
*English Language Learner	306	76	61	66	58	45
Formerly English Language Learner	101	10	15	21	38	17
*Economically Disadvantaged	608	118	114	123	127	126
Not Economically Disadvantaged	38	10	8	4	7	9
Not Migrant	646	128	122	127	134	135
Homeless	3	0	2	0	1	0

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 Loretta Park, the McKinney- Vento liaison is Robert McCarthy.

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)	Lyn Joseph
Members of the Community to be served	
Teachers-SWP Sub Committee	Liliana Marino, Shannon Ticali, Molly Bruner, Cristine Archie-Bick, MaryAnne Owen, Kathy Petrucci, Jill Frezza, Lori Cestaro, Jeanette Castillo, Kelsie Scofield
Principals	Robert McCarthy, Alyssa Berrini
Other School Leaders	
Teaching Assistants	Sarah Johns
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 *	
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) ^[1]
September	<ul style="list-style-type: none"> • Building Plan Rubric from the 2022/2023 school year • Initial Planning for this year • Dates for Meetings and Events • Committee Chair Sign Up
October	<ul style="list-style-type: none"> • Recap of Meet the Teacher Night • Safe Trick or Treat • Craft Night
November	<ul style="list-style-type: none"> • Recap of Safe Trick or Treat • Craft Night - November 29, 2023 • December Spirit Week - Building wide celebration • Math Night - March 13, 2024 - Beginning plans and materials
December	<ul style="list-style-type: none"> • Craft Night recap • Building plan updates • Math Night
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

Grade 3 English Language Arts April 2023					Brentwood UFSD	
					Loretta Park Elementary School	
					Sorted by: School	

<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3 & 4</u>
All Students	64 51.61%	28 22.58%	26 20.97%	6 4.84%	124	25.81%
Female	29 55.77%	9 17.31%	11 21.15%	3 5.77%	52	26.92%
Male	35 48.61%	19 26.39%	15 20.83%	3 4.17%	72	25.00%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
Hispanic	61 53.04%	24 20.87%	25 21.74%	5 4.35%	115	26.09%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	1 20.00%	2 40.00%	1 20.00%	1 20.00%	5	40.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	57 51.82%	22 20.00%	25 22.73%	6 5.45%	110	28.18%
SWD	7 58.33%	4 33.33%	1 8.33%	0 0.00%	12	8.33%
Former SWD	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
LEP	48 73.85%	10 15.38%	7 10.77%	0 0.00%	65	10.77%
Former LEP	3 14.29%	8 38.10%	7 33.33%	3 14.29%	21	47.62%
Economically Disadvantaged	60 50.42%	28 23.53%	25 21.01%	6 5.04%	119	26.05%

Grade 4 English Language Arts April 2023					Brentwood UFSD	
					Loretta Park Elementary School	
					Sorted by: School	

<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3 & 4</u>
	39	42	36	6		

All Students	31.71%	34.15%	29.27%	4.88%	123	34.15%
Female	18 26.87%	21 31.34%	24 35.82%	4 5.97%	67	41.79%
Male	21 37.50%	21 37.50%	12 21.43%	2 3.57%	56	25.00%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	0 0.00%	3 50.00%	3 50.00%	0 0.00%	6	50.00%
Hispanic	38 33.33%	39 34.21%	31 27.19%	6 5.26%	114	32.46%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	32 28.83%	39 35.14%	34 30.63%	6 5.41%	111	36.04%
SWD	7 70.00%	2 20.00%	1 10.00%	0 0.00%	10	10.00%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	33 54.10%	22 36.07%	6 9.84%	0 0.00%	61	9.84%
Former LEP	2 6.67%	5 16.67%	19 63.33%	4 13.33%	30	76.67%
Economically Disadvantaged	36 31.03%	40 34.48%	34 29.31%	6 5.17%	116	34.48%

Grade 5 English Language Arts April 2023

Brentwood UFSD

Loretta Park Elementary School

Sorted by: **School**

<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3 & 4</u>
All Students	31 26.05%	46 38.66%	33 27.73%	9 7.56%	119	35.29%
Female	9 16.07%	23 41.07%	20 35.71%	4 7.14%	56	42.86%
Male	22 34.92%	23 36.51%	13 20.63%	5 7.94%	63	28.57%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	3 37.50%	2 25.00%	3 37.50%	0 0.00%	8	37.50%
Hispanic	26 24.76%	41 39.05%	29 27.62%	9 8.57%	105	36.19%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%

White	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	27 24.32%	44 39.64%	31 27.93%	9 8.11%	111	36.04%
SWD	3 60.00%	0 0.00%	2 40.00%	0 0.00%	5	40.00%
Former SWD	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
LEP	22 53.66%	15 36.59%	4 9.76%	0 0.00%	41	9.76%
Former LEP	0 0.00%	3 37.50%	4 50.00%	1 12.50%	8	62.50%
Economically Disadvantaged	30 27.03%	43 38.74%	30 27.03%	8 7.21%	111	34.23%

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



diagnosti...
results r

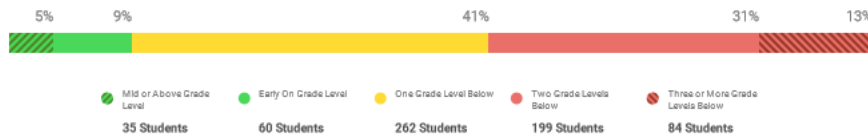
Diagnostic Results



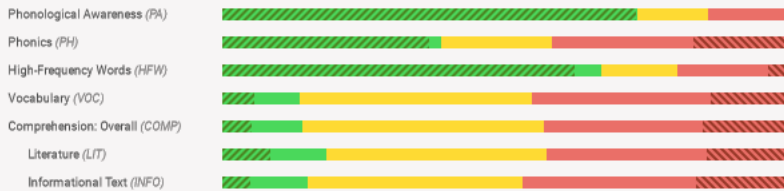
School: LORETTA PARK
Subject: Reading
Academic Year: 2023 - 2024
Diagnostic: 1. Fall 23
Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 640/653



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

English Learner

Showing 2 of 2

	Overall Grade-Level Placement						Students Assessed/Total
		Mild or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
All		5%	9%	41%	31%	13%	
Yes - English Learner		0%	2%	30%	41%	26%	293/302
No - English Learner		10%	15%	50%	22%	2%	347/351



Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

11/20/23 | Page: 1/1

State Assessment Math Data, disaggregated by subgroup

Grade 3 Mathematics May 2023	Brentwood UFSD
	Loretta Park Elementary School
	Sorted by: School

<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3 & 4</u>
All Students	26 19.12%	70 51.47%	35 25.74%	5 3.68%	136	29.41%
Female	11 18.64%	32 54.24%	14 23.73%	2 3.39%	59	27.12%
Male	15 19.48%	38 49.35%	21 27.27%	3 3.90%	77	31.17%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
Hispanic	22 17.46%	67 53.17%	32 25.40%	5 3.97%	126	29.37%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	2 33.33%	2 33.33%	2 33.33%	0 0.00%	6	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	23 18.85%	63 51.64%	31 25.41%	5 4.10%	122	29.51%
SWD	3 25.00%	6 50.00%	3 25.00%	0 0.00%	12	25.00%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	21 27.27%	43 55.84%	13 16.88%	0 0.00%	77	16.88%
Former LEP	1 4.76%	10 47.62%	7 33.33%	3 14.29%	21	47.62%
Economically Disadvantaged	22 17.19%	68 53.13%	33 25.78%	5 3.91%	128	29.69%

Grade 4 Mathematics May 2023	Brentwood UFSD
	Loretta Park Elementary School
	Sorted by: School

<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3 & 4</u>
All Students	37 31.09%	48 40.34%	33 27.73%	1 0.84%	119	28.57%
Female	24 37.50%	22 34.38%	17 26.56%	1 1.56%	64	28.13%
Male	13 23.64%	26 47.27%	16 29.09%	0 0.00%	55	29.09%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	1 14.29%	3 42.86%	3 42.86%	0 0.00%	7	42.86%
Hispanic	36 33.03%	44 40.37%	28 25.69%	1 0.92%	109	26.61%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	32 29.91%	43 40.19%	31 28.97%	1 0.93%	107	29.91%
SWD	4 40.00%	5 50.00%	1 10.00%	0 0.00%	10	10.00%
Former SWD	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
LEP	26 42.62%	28 45.90%	7 11.48%	0 0.00%	61	11.48%
Former LEP	6 21.43%	6 21.43%	15 53.57%	1 3.57%	28	57.14%
Economically Disadvantaged	34 30.36%	46 41.07%	31 27.68%	1 0.89%	112	28.57%

Grade 5 Mathematics May 2023 **Brentwood UFSD**
Loretta Park Elementary School
Sorted by: School

<u>Group</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Total Valid Scores</u>	<u>Percent At Level 3 & 4</u>
All Students	33 27.27%	47 38.84%	34 28.10%	7 5.79%	121	33.88%
Female	17 29.82%	24 42.11%	14 24.56%	2 3.51%	57	28.07%
Male	16 25.00%	23 35.94%	20 31.25%	5 7.81%	64	39.06%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 28.57%	3 42.86%	1 14.29%	1 14.29%	7	28.57%
Hispanic	30 30.00%	42 42.00%	31 31.00%	6 6.00%	110	33.64%

Hispanic	27.52%	38.53%	28.44%	5.50%	107	33.7470
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	32 28.32%	42 37.17%	32 28.32%	7 6.19%	113	34.51%
SWD	1 20.00%	3 60.00%	1 20.00%	0 0.00%	5	20.00%
Former SWD	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
LEP	22 46.81%	20 42.55%	5 10.64%	0 0.00%	47	10.64%
Former LEP	0 0.00%	1 16.67%	4 66.67%	1 16.67%	6	83.33%
Economically Disadvantaged	33 29.20%	42 37.17%	32 28.32%	6 5.31%	113	33.63%

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

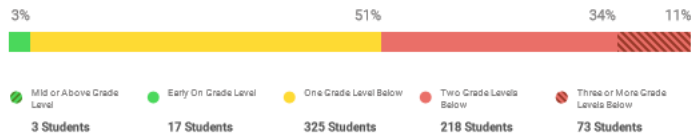
Diagnostic Results



School: LORETTA PARK
 Subject: Math
 Academic Year: 2023 - 2024
 Diagnostic: 1, Fall 23
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 636/653



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

English Learner

Showing 2 of 2

All	Overall Grade-Level Placement	Mild or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		0%	0%	33%	47%	19%	290/302
No - English Learner		1%	5%	66%	23%	5%	346/351



Curriculum Associates

© Curriculum Associates, LLC, All Rights Reserved. | [i-Ready.com](https://www.i-ready.com)

11/20/23 | Page: 1/1

Survey Data

Our survey goal for the 2023 - 2024 school year is to increase participation of the PLC district wide survey with all stakeholders.

Survey Type	Count of Completion
School Performance Scan	23
District Select Student Voice Elementary	181
Family Engagement Survey	6

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

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

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, we determined that our number of participants needs to increase to validate the data. Our 2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all stakeholders completing the survey.

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

- 73% of all students scored mid or above grade level in phonological awareness as demonstrated on the 2023 Fall iReady Reading Diagnostic
- 61% of all students scored mid or above grade level in high frequency word identification and utilization as demonstrated on the 2023 Fall iReady Reading Diagnostic
- 11% of all students scored above grade level in measurement and data as demonstrated on the 2023 Fall iReady Math Diagnostic

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

- 47% of all students scored two or more grade levels below in the comprehension of informational text as demonstrated on the 2023 Fall i-Ready Reading Diagnostic
- 46% of all students scored two or more grade levels below in vocabulary as demonstrated on the 2023 Fall i-Ready Reading Diagnostic
- 56% of all students scored 2 or more grade levels below in geometry as demonstrated on the 2023 Fall iReady Math Diagnostic

2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELLs	Language Acquisition Skills
2.	ELLs	Math Concepts and Skills
3.	All Students	Increase participation in the district wide PLC survey

2023-2024 SIT Goals

All BUFSD SIT plans include both ultimate and interim goals^[2]. 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 in Grades 3-5 will show an increase in NYSED's ELA Achievement Index from a baseline of 79.7 established in May, 2023 to 86.5 as measured by the New York State Education Department ELA assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 113.8.

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 ELL subgroup will equal or exceed 100% median progress, towards typical growth as measured/indicated by the 2023 – 2024 iReady Reading Diagnostic end of year assessment data.

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

By June, 2024, English Language Learners in Grades 3-5 will show an increase in NYSED's math Achievement Index from a baseline of 95.8 established in May, 2023 to 102 as measured by the New York State Education Department Math assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 132.8.

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 2024, the ELL subgroup will equal or exceed 100% median progress, towards typical growth as measured/indicated by the 2023 – 2024 iReady Math Diagnostic end of year assessment data.

Survey Goal

By (insert date or timeframe) our school will show an increase in the percentage of respondents who strongly agree with the statement, (insert survey statement) from (baseline percentage) to (desired percentage) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per 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

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	<ul style="list-style-type: none"> • Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens • PBIS professional development • PBL professional development
Teachers:	<ul style="list-style-type: none"> • Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens • Language Acquisition Vs. Learning Disabilities • Use of online reading programs such as I-Ready • Ongoing assessment of students with disabilities' reading levels using the Fountas and Pinnell Benchmark System • Leveraging electronic resources from the Go Math curriculum • Implementation of the HMH Into Reading curriculum program • Professional learning circles surrounding the implementation of HMH Into Readings • Professional learning regarding the new CBT state assessments. • Professional development surrounding the new New York State science lab investigations • Jennifer Serravallo The Reading Strategies professional development for all staff • Sondag informational workshop • Delta Math informational workshop • Strategies to help educate SIFE students • Audrey Cohen ELL workshop • Andrea Honigsfeld co-teaching workshop • LLI training for bilingual teachers
Teaching Assistants:	<ul style="list-style-type: none"> • Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals • 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 • Phonics strategy workshop
Social Workers:	<ul style="list-style-type: none"> • Plays an active role as a member of the building team as well as the Crisis Intervention Team • Provides counseling services to students in their assigned building • Spends a considerable amount of time working with families, which may require visits to the homes to assess needs • Wellness Wednesday briefing • Island Harvest • Social and emotional wellness lessons
Psychologists:	<ul style="list-style-type: none"> • Attends scheduled CSE/CPSE meetings to present information • Must maintain a counseling caseload as mandated by the CSE/CPSE • Responsible for maintaining an active role as a member of the building and Crisis Intervention Team • Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary

Professional Development

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

- Reinventing the Classroom Experience – Learning Anytime, Anywhere
- Professional Learning Experiences (PLE)
- Cultivating an equity lens
- PBIS
- PBL
- Jennifer Serravallo The Reading Strategies
- HMH Into Reading
- Co-teaching with Ms. Honigsfeld
- LLI
- Audrey Cohan

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:

- Reading enrichment-second grade

- Reading enrichment-third grade
- Math enrichment-fourth grade
- Reading enrichment-grade 4
- Myself-grades 4 and 5
- Walking club
- PE club
- Recorder Club
- Spanish Club
- Coding Club
- Computer Club
- Game Club

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 - Loretta Park Elementary School			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher's On Special Assignment.	Varies	\$ 62,865
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 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	
Title I Sub-total:			\$ 54,465
Title I Total w/ Salaries:			\$ 117,330
Homeless Supplies, District-wide: \$13,500			

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.

- Meet the Teacher Night
- Safe Trick or Treat
- Family Craft Night
- Math Night
- Readers Theater
- PTA Meetings - Student of the Month Awards

2023-2024 School-Parent-Student Compact

Loretta Park, 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 2022-2023.

School Responsibilities

Loretta Park will:

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:

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. 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 students will then be invited into their first-grade classroom to meet the teacher.
- 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.**

[2] ©Learner Centered Initiatives, Ltd. 2017 [rev 2019] All Rights Reserved. Utilized with permission.

