

2023-2024 SIT/Schoolwide Plan - Hemlock Park

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	Hemlock Park Elementary School
Principal:	Dr. Christopher Dalley
Assistant Principal(s):	Farrah Padro
SIT Co-Chairs:	Eileen Imhoff and Stephanie Sullivan
Grades Served:	K-5

2023-2024 Staff List

Last Name	First Name	Staff Type
Albrecht	Jessica	Teacher
Ascencio	Karla	Teacher
Barbato	Justine	Nurse
Barry	Megan	Teacher
Batinsey	Karen	Teacher
Borsuk	Douglas	Teacher
Boucher	Cortney	Teacher
Bruno	Jody	Teacher
Canales	Cindy	Teacher
Dalley	Christopher	Principal
Daniel	Michele	Library Media Specialist
Deendial	Reshma	Teacher
Demooore	Leah	Teacher
Devries	Ileana	Teacher
Escobar-Hernandez	Evelyn	Teacher
Espinoza	Vanessa	Support Staff
Falcone	Marcela	Teacher
Flores	Gisela	Teacher
Flores	Jessica	Teacher
Flores	Lorena	Support Staff
Foster	Gregg	Teacher
Foundos	Christina	Teacher
Galizia	Laura	Teacher
Happ	Connie	Teacher
Hartman	Brad	Teacher
Hernandez	Maria	Teacher
Hopkins	Nancy	Teacher
Horvath	Diane	Teacher
Imhoff	Eileen	Teacher/Math Consultant
Kadian	Anna	Teacher
Keenan-Burke	Andrea	Teacher
Kelly	Roberta	Teacher
Lawrence	Victoria	Teacher
Lombardi	Rebecca	Teacher
Lorefice	Lindsey	Teacher
Luftig	Jennifer	Teacher
Mallimo	Robert	Teacher
McNamara	Jennifer	Teacher
Melo	Heather	Teacher
Nandalall	Wanita	Social Worker
O'Shea	Jennifer	Teacher

Padro	Farrah	Asst. Principal
Paniccia	Caryn	Teacher
Pedersen	Christine	Teacher
Phillips	Jennifer	School Psychologist
Pilosi-Rivera	Lisa	Teacher
Pollione	Nicole	Teacher
Pugliese	Andrea	Teacher
Ramirez	Laura	Teacher
Reilly	Margaret	Teacher
Romero	Nat	Support Staff
Sciortino-Borzoni	Kimberly	Teacher
Siegler	Nicolette	Teacher
Swift	Andrea	Teacher
Vasquez	Jessica	Teacher
Vogt	Mia	Teacher/Reading Consultant
Ward	Tiffany	Guidance Counselor

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Kinder- garten Full-day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Ungraded Elementary (UGE)
*All Students	617	71	97	114	83	111	140	1
Female	298	37	50	52	35	57	67	0
Male	319	34	47	62	48	54	73	1
*American Indian/Alaska Native	2	0	1	0	0	1	0	0
*Black	72	4	11	14	10	18	15	0
*Hispanic	475	56	75	89	61	83	110	1
*Asian/Pacific Islander	31	7	3	3	7	3	8	0
Asian	29	7	3	3	5	3	8	0
Native Hawaiian/Other Pacific Islander	2	0	0	0	2	0	0	0
*White	32	2	6	8	5	5	6	0
*Multiracial	5	2	1	0	0	1	1	0
General Education Students	488	69	93	80	64	87	95	0
*Students with Disabilities	129	2	4	34	19	24	45	1
Former Students with Disabilities	5	0	0	0	0	3	2	0
Not English Language Learner	330	25	42	57	45	64	97	0
*English Language Learner	287	46	55	57	38	47	43	1
Formerly English Language Learner	39	0	2	4	4	12	17	0
*Economically Disadvantaged	547	62	86	99	71	103	125	1
Not Economically Disadvantaged	70	9	11	15	12	8	15	0
Not Migrant	617	71	97	114	83	111	140	1

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 Hemlock Park, the McKinney- Vento liaison is Tiffany Ward.

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	0
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)	
Members of the Community to be served	
Teachers-SWP Sub Committee	
Principals	Christopher Dalley, Farrah Padro
Other School Leaders	
Teaching Assistants	
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	SIT Funds, Hispanic Heritage Night Plan, Evening Activities , SIT Team Members
October	Hispanic Heritage Night Recap, SIT Member Voting, Conference Day, Trunk and Treat, SIT Plan
November	Parent-Teacher Conferences, BINGO Night, Door Decorating, SIT Plan
December	SIT Plan Goals, Cookies and Milk With Santa, January Parent Workshop Date
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 Hemlock Park Elementary School	
Sorted by: School						
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	26 43.33%	13 21.67%	16 26.67%	5 8.33%	60	35.00%
Female	7 24.14%	6 20.69%	12 41.38%	4 13.79%	29	55.17%
Male	19 61.29%	7 22.58%	4 12.90%	1 3.23%	31	16.13%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 37.50%	2 25.00%	2 25.00%	1 12.50%	8	37.50%
Hispanic	23 47.92%	9 18.75%	12 25.00%	4 8.33%	48	33.33%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
	10	11	16	5	--	--

GenEd	23.81%	26.19%	38.10%	11.90%	42	50.00%
SWD	16 88.89%	2 11.11%	0 0.00%	0 0.00%	18	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	18 60.00%	6 20.00%	5 16.67%	1 3.33%	30	20.00%
Former LEP	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
Economically Disadvantaged	26 49.06%	12 22.64%	11 20.75%	4 7.55%	53	28.30%

Grade 4 English Language Arts April 2023**Brentwood UFSD**

Hemlock 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	27 38.03%	30 42.25%	13 18.31%	1 1.41%	71	19.72%
Female	12 36.36%	11 33.33%	10 30.30%	0 0.00%	33	30.30%
Male	15 39.47%	19 50.00%	3 7.89%	1 2.63%	38	10.53%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	4 33.33%	7 58.33%	1 8.33%	0 0.00%	12	8.33%
Hispanic	22 40.74%	20 37.04%	11 20.37%	1 1.85%	54	22.22%
Asian/Pacific Islander	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
White	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	8 18.18%	23 52.27%	12 27.27%	1 2.27%	44	29.55%
SWD	19 70.37%	7 25.93%	1 3.70%	0 0.00%	27	3.70%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	18 52.94%	12 35.29%	4 11.76%	0 0.00%	34	11.76%
Former LEP	1 14.29%	5 71.43%	1 14.29%	0 0.00%	7	14.29%
Economically Disadvantaged	23 36.51%	27 42.86%	12 19.05%	1 1.59%	63	20.63%

Grade 5 English Language Arts April 2023**Brentwood UFSD**

Hemlock 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	35 38.04%	33 35.87%	22 23.91%	2 2.17%	92	26.09%
Female	13 27.66%	20 42.55%	13 27.66%	1 2.13%	47	29.79%
Male	22 48.89%	13 28.89%	9 20.00%	1 2.22%	45	22.22%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 30.00%	4 40.00%	2 20.00%	1 10.00%	10	30.00%
Hispanic	30 41.10%	26 35.62%	16 21.92%	1 1.37%	73	23.29%
Asian/Pacific Islander	0 0.00%	3 50.00%	3 50.00%	0 0.00%	6	50.00%
White	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	14 21.88%	26 40.63%	22 34.38%	2 3.13%	64	37.50%
SWD	21 77.78%	6 22.22%	0 0.00%	0 0.00%	27	0.00%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	18 66.67%	9 33.33%	0 0.00%	0 0.00%	27	0.00%
Former LEP	2 13.33%	6 40.00%	6 40.00%	1 6.67%	15	46.67%
Economically Disadvantaged	33 40.24%	30 36.59%	17 20.73%	2 2.44%	82	23.17%

Local Assessment ELA Data- iReady Students with Disabilities.

Grade	Student Performance inclusive of the following domains.	Fall 2023 Diagnostic Percentage of students two or more grade levels below.	Mid-Year Diagnostic Percentage of students two or more grade levels below.	EOY Diagnostic Percentage of students two or more grade levels below.
1	Phonics	50%		
2	Phonics	84%		
3	Reading Comprehension	92%		
4	Reading Comprehension	93%		
5	Reading Comprehension	97%		

State Assessment Math Data, disaggregated by subgroup

Grade 3 Mathematics May 2023 **Brentwood UFSD**
Hemlock 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	22 33.33%	10 15.15%	26 39.39%	8 12.12%	66	51.52%
Female	8 28.57%	2 7.14%	15 53.57%	3 10.71%	28	64.29%
Male	14 36.84%	8 21.05%	11 28.95%	5 13.16%	38	42.11%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 20.00%	2 20.00%	5 50.00%	1 10.00%	10	60.00%
Hispanic	18 36.73%	8 16.33%	20 40.82%	3 6.12%	49	46.94%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	2 100.00%	2	100.00%
White	2 40.00%	0 0.00%	1 20.00%	2 40.00%	5	60.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	5 10.87%	8 17.39%	26 56.52%	7 15.22%	46	71.74%
SWD	17 85.00%	2 10.00%	0 0.00%	1 5.00%	20	5.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	13 37.14%	6 17.14%	13 37.14%	3 8.57%	35	45.71%
Former LEP	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
Economically Disadvantaged	22 36.67%	9 15.00%	23 38.33%	6 10.00%	60	48.33%

Grade 4 Mathematics May 2023 **Brentwood UFSD**
Hemlock 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	30 41.10%	22 30.14%	19 26.03%	2 2.74%	73	28.77%
Female	14 40.00%	12 34.29%	8 22.86%	1 2.86%	35	25.71%
Male	16 42.11%	10 26.32%	11 28.00%	1 2.63%	38	31.58%

	72.11%	20.22%	28.92%	2.00%		
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 22.22%	4 44.44%	3 33.33%	0 0.00%	9	33.33%
Hispanic	28 49.12%	16 28.07%	13 22.81%	0 0.00%	57	22.81%
Asian/Pacific Islander	0 0.00%	1 33.33%	1 33.33%	1 33.33%	3	66.67%
White	0 0.00%	0 0.00%	2 66.67%	1 33.33%	3	100.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	9 19.57%	18 39.13%	17 36.96%	2 4.35%	46	41.30%
SWD	21 80.77%	3 11.54%	2 7.69%	0 0.00%	26	7.69%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	21 55.26%	12 31.58%	5 13.16%	0 0.00%	38	13.16%
Former LEP	1 12.50%	3 37.50%	4 50.00%	0 0.00%	8	50.00%
Economically Disadvantaged	27 40.91%	20 30.30%	18 27.27%	1 1.52%	66	28.79%

Grade 5 Mathematics May 2023 **Brentwood UFSD**
Hemlock 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	28 40.58%	20 28.99%	18 26.09%	3 4.35%	69	30.43%
Female	15 46.88%	9 28.13%	8 25.00%	0 0.00%	32	25.00%
Male	13 35.14%	11 29.73%	10 27.03%	3 8.11%	37	35.14%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 30.00%	4 40.00%	2 20.00%	1 10.00%	10	30.00%
Hispanic	24 46.15%	15 28.85%	12 23.08%	1 1.92%	52	25.00%
Asian/Pacific Islander	1 16.67%	1 16.67%	3 50.00%	1 16.67%	6	66.67%
White	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	8 17.39%	17 36.96%	18 39.13%	3 6.52%	46	45.65%

	17.59%	30.90%	39.13%	0.22%		
SWD	20 86.96%	3 13.04%	0 0.00%	0 0.00%	23	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	15 75.00%	4 20.00%	1 5.00%	0 0.00%	20	5.00%
Former LEP	3 20.00%	5 33.33%	5 33.33%	2 13.33%	15	46.67%
Economically Disadvantaged	26 42.62%	17 27.87%	15 24.59%	3 4.92%	61	29.51%

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

Grade	Student Performance inclusive of the following domains.	Fall 2023 Diagnostic Percentage of students two or more grade levels below.	Mid-Year Diagnostic Percentage of students two or more grade levels below.	EOY Diagnostic Percentage of students two or more grade levels below.	Percentage point decrease.
1	Number and Operations	72%			
2	Number and Operations	79%			
3	Algebra and Algebraic Thinking	87%			
4	Algebra and Algebraic Thinking	96%			
5	Algebra and Algebraic Thinking	92%			

Survey Data

Include/Copy/Paste data that summarizes the need(s) identified in last school year's *School Performance Scan (Data Triangle)* surveys. It is not necessary or advisable to include all raw data. Only include data from other sources that illustrate student need.

*** All raw data from surveys should be maintained in the OneNote binder.**

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

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

*** All raw data from local assessments should be maintained in the OneNote binder.**

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!**

Example: *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 all students only somewhat agree with the statement, "My family helps at home with school work." 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 students who strongly agree with the statement, "My family helps at home with school work."

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

-

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

-

2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	Special Education	<u>ELA Example:</u> Language Acquisition Skills
2.	Special Education	Math Concepts and Skills
3.	All Students	<u>Survey Example:</u> Supporting families with helping their children at home with school work
4.		

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, Students with Disabilities in Grades 3-5 will show an increase in NYSED’s ELA Achievement Index from a baseline of 21.2 established in May, 2023 to 30.4 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 67.

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 1st grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in phonics from a baseline of 50% to 40% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2024, the 2nd grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in phonics from a baseline of 84% to 74% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2024, the 3rd grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 92% to 82% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2024, the 4th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 93% to 83% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2024, the 5th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 97% to 87% as measured/indicated by the IREADY diagnostic administered 3 times a year.

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

By June, 2024, Students with Disabilities in Grades 3-5 will show an increase in NYSED’s math Achievement Index from a baseline of 19.2 established in May, 2023 to 28.4 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 65.4.

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 1st grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Numbers and Operations from a baseline of 72% to 62% as measured/indicated by the IREADY diagnostic administered 3 times a year.

By June 2024, the 2nd grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Numbers and Operations from a baseline of 79% to 69% as measured/indicated by the IREADY diagnostic administered 3 times a year.

By June 2024, the 3rd grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Algebra and Algebraic Thinking from a baseline of 87% to 77% as measured/indicated by the IREADY diagnostic administered 3 times a year.

By June 2024, the 4th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Algebra and Algebraic Thinking within from a baseline of 96% to 86% as measured/indicated by the IREADY diagnostic administered 3 times a year.

By June 2024, the 5th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Algebra and Algebraic Thinking from a baseline of 92% to 2% as measured/indicated by the IREADY diagnostic administered 3 times a year.

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
- **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"> • Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens
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 • Supporting students with disabilities During Remote Teaching • Collins/SIOP writing model • Use of online reading programs such as I-Ready

	<ul style="list-style-type: none"> Ongoing assessment of students with disabilities' reading levels using the Fountas and Pinnell Benchmark System Leveraging electronic resources from the Go Math curriculum
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
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
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)]:

- **Copy/paste a bulleted list of PD that is aligned to support improved capacity to implement the strategies identified above. There should be a 1:1 correlation between the prioritized strategies above, and the PD listed below. SEE PLACEHOLDERS BELOW. PLEASE CUSTOMIZE FOR YOUR SCHOOL.**
 - Reinventing the Classroom Experience – Learning Anytime, Anywhere
 - Professional Learning Experiences (PLE)
 - Cultivating an equity lens

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:

- Include a bulleted list of before-/after-school activities designed to ensure both interim and ultimate goal attainment

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)(III). 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 - Hemlock Park Elementary School			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher’s On Special Assignment.	Varies	\$ 50,881
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	\$53.00	\$ 14,444

	hours X \$53/hr = \$132,500 + Fringe \$26,377 = \$158,877 / 11 elementary schools = \$14,444/school (227 hrs per building).		
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:	\$ 105,346
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.

- Include a bulleted list of parent/family engagement activities which, specifically, support SIT goal attainment

2023-2024 School-Parent-Student Compact

Hemlock 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

Hemlock 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: **Please customize the bulleted list below for your school (elementary only)**

- 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 will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. 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!

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.