2023-2024 SIT/Schoolwide Plan - North Elementary

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	North Elementary
Principal:	Patrick Morris
Assistant Principal(s):	Ana Briones
SIT Co-Chairs:	Lindsey Daly and Angelie Lima - LaPorta
Grades Served:	Grades 1-5

2023-2024 Staff List

Title	First Name	Last Name
Principal	PATRICK	MORRIS
AP	ANA	BRIONES
1st Gr. Teacher	JADE	TATULIS ALLOCCO
1st Gr. Teacher	ALYSSA	LIFRIERI
1st Gr. Teacher	IVONNE	BROWN
1st Gr. Teacher	ALEXANDRIA	GALVEZ
1st Gr. Teacher	KAYLA	RAMIREZ
1st Gr. Teacher	JENNIFER	ARNOLD
1st Gr. Teacher	JACKELYN	FLORES
1st Gr. Teacher	PERLA	CASTANEDA
1st Gr. Teacher	LINDSEY	DALY
2nd Gr. Teacher	EMILI	RESTREPO
2nd Gr. Teacher	NICOLE	CORTES
2nd Gr. Teacher	AMALIA	GREENSPAN
2nd Gr. Teacher	CAROLINA	HERNANDEZ
2nd Gr. Teacher	STEPHANY	RUBINO
2nd Gr. Teacher	DENISE	DZENAWAGER
2nd Gr. Teacher	CHRISTINE	BRUNI
3rd Gr. Teacher	STEPHANIE	MAIO
3rd Gr. Teacher	TATIANA	ARANGO
3rd Gr. Teacher	ALLISON	KOLLMER
3rd Gr. Teacher	STEPHANIE	THOMPSON
3rd Gr. Teacher	MAGGIE	SEGARRA
3rd Gr. Teacher	DANIELLE	MORRIS
3rd Gr. Teacher	SHANELL	OECKEL
4th Gr. Teacher	KYRSTINA	GRECO
4th Gr. Teacher	JENNA	GREENBERG
4th Gr. Teacher	MARIA	DIORIO
4th Gr. Teacher	VANESSA	APP
4th Gr. Teacher	MELISSA	MATHESEN
4th Gr. Teacher	DEANNA	LEPAGE
5th Gr. Teacher	MARY JO	SANZONE
5th Gr. Teacher	INGRID	SIEVERS (MELGAR)
5th Gr. Teacher	MELISSA	SACCENTE
5th Gr. Teacher	MELISSA	BARNYCH
5th Gr. Teacher	LYNDA	SZNURKOWSKI
5th Gr. Teacher	JENNIFER	TORRE
2nd Gr. Sp. Ed	EMILY	LIEBER
3rd Gr. Sp. Ed	CHRISTINA	HOLDERER
3rd Gr. Sp. Ed	DIANA	TEIXEIRA
4th Gr. Sp. Ed	MELINDA	PENA
4th Gr. Sp. Ed	NANCY	HERNANDEZ
5th Gr. Sp. Ed	JULIA	WRIGHT

5th Gr. Sp. Ed	TAYLOR	WALSH
Music	MARISA	NOLA
Music	BRANDI	SANCHEZ
Art	VASILIKI	SOURLIS
Art	BRADY	WILKINS
Art	MARIA	PONTILLO
Phys Ed.	PETE	SCHMITZ
Phys Ed.	KATHE	JAMES
Phys Ed.	MEGAN	PARISI
Phys Ed.	CHRISTINA	BELL
LRC	CHERYL	BUCHAN
LRC	JESSICA	FOSTER
Nurse	CONSUELO	CANNON
Psychologist	LINDSAY	DESTEFANO
Guidance	D'ANA	JOHNSON
SOC WRK	ALEXA	EYRING
Speech	KERRY	DONNELLY
Speech	KRISTY	JOHNSTON
OT	ALLANAH	BASILE
PT	MARIA	FAJARDO
Consultant	ANGELIE	LIMA-LAPORTA
Consultant	ERIN	MARZOVILLA
Consultant	ANTHONY	SCHIOTIS
Consultant	CHERYL	COBELO
LMS	DAWN	O'DONNELL
ENL	GINA	SKEVOFILAX
ENL	MIGDALIA	ROSADO-MUNOZ
ENL	GINA	LEONARD
ENL	LILLIAN	HASEMANN
ENL	JAIME	SPERA
Perm. Sub	DANIELLA	CASSINO
Perm. Sub	DANIEL	BORYSOWSKI

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**	**855**	**187**	**170**	**167**	**166**	**165**
Female	427	101	75	86	81	84
Male	428	86	95	81	85	81
*American Indian/Alaska Native	9	6	0	0	0	3
*Black	58	9	8	17	12	12
*Hispanic	759	167	157	143	146	146
*Asian/Pacific Islander	8	1	1	3	2	1
Asian	8	1	1	3	2	1
*White	14	3	4	0	5	2
*Multiracial	7	1	0	4	1	1
General Education Students	711	171	142	144	130	124
*Students with Disabilities	144	16	28	23	36	41
Former Students with Disabilities	10	2	3	1	2	2
Not English Language Learner	398	60	56	91	88	103
*English Language Learner	457	127	114	76	78	62
Formerly English Language Learner	92	6	11	23	32	20
*Economically Disadvantaged	784	175	153	154	150	152
Not Economically Disadvantaged	71	12	17	13	16	13
Not Migrant	855	187	170	167	166	165
Homeless	15	3	4	0	3	5

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 **North Elementary**, the McKinney-Vento liaison is **D'Ana Johnson**.

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	15
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)	Felica Diaz , Anabel Holguin
Members of the Community to be served	Evelyn Vega
Teachers-SWP Sub Committee	Lindsey Daly, Angelie Lima-LaPorta
Principals	Patrick Morris
Other School Leaders	Ana Briones
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

** 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 9/13/23	• SIT Goals • Spirit Days/Weeks • Bucketfilling • Events for the year • Attendance
October 10/4/23	• SIT Goals • Spirit Days/Weeks • Kindness Crew • Trunk or Treat • On a Roll Attendance
November 11/1/23	• Veteran's Day • On a Roll Attendance • Word of the Month • PTA events • Before and after school programs
December 12/6/23	• Spirit Week • Rock Your Socks • Attendance Breakfast • Kindness Week/Bucketfilling
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

North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	69 55.65%	31 25.00%	21 16.94%	3 2.42%	124	19.35%

Female	32 50.00%	18 28.13%	13 20.31%	1 1.56%	64	21.88%
Male	37 61.67%	13 21.67%	8 13.33%	2 3.33%	60	16.67%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	4 36.36%	4 36.36%	3 27.27%	0 0.00%	11	27.27%
Hispanic	65 59.63%	25 22.94%	17 15.60%	2 1.83%	109	17.43%
Asian/Pacific Islander	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	59 53.64%	28 25.45%	20 18.18%	3 2.73%	110	20.91%
SWD	10 76.92%	3 23.08%	0 0.00%	0 0.00%	13	0.00%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	51 78.46%	11 16.92%	3 4.62%	0 0.00%	65	4.62%
Former LEP	2 11.76%	8 47.06%	6 35.29%	1 5.88%	17	41.18%
Economically Disadvantaged	64 55.65%	30 26.09%	19 16.52%	2 1.74%	115	18.26%

Grade 4 English Language Arts April 2023

Brentwood UFSD

North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	38 38.38%	33 33.33%	21 21.21%	7 7.07%	99	28.28%
Female	17 36.17%	15 31.91%	12 25.53%	3 6.38%	47	31.91%
Male	21 40.38%	18 34.62%	9 17.31%	4 7.69%	52	25.00%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 42.86%	2 28.57%	1 14.29%	1 14.29%	7	28.57%
Hispanic	34 37.78%	31 34.44%	20 22.22%	5 5.56%	90	27.78%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%

Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	25 30.86%	29 35.80%	20 24.69%	7 8.64%	81	33.33%
SWD	12 75.00%	3 18.75%	1 6.25%	0 0.00%	16	6.25%
Former SWD	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
LEP	31 64.58%	15 31.25%	2 4.17%	0 0.00%	48	4.17%
Former LEP	1 4.55%	9 40.91%	10 45.45%	2 9.09%	22	54.55%
Economically Disadvantaged	35 38.89%	30 33.33%	18 20.00%	7 7.78%	90	27.78%

Grade 5 English Language Arts April 2023

Brentwood UFSD

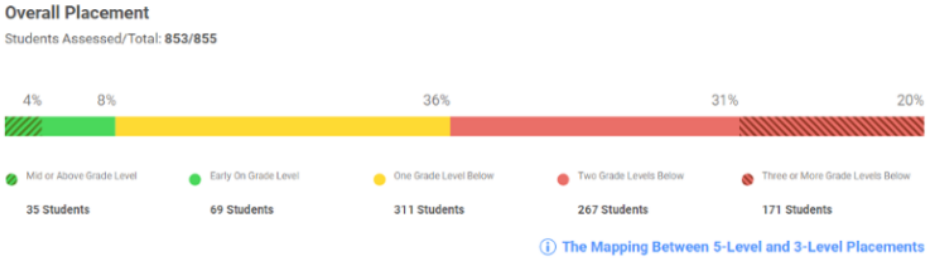
North Elementary School

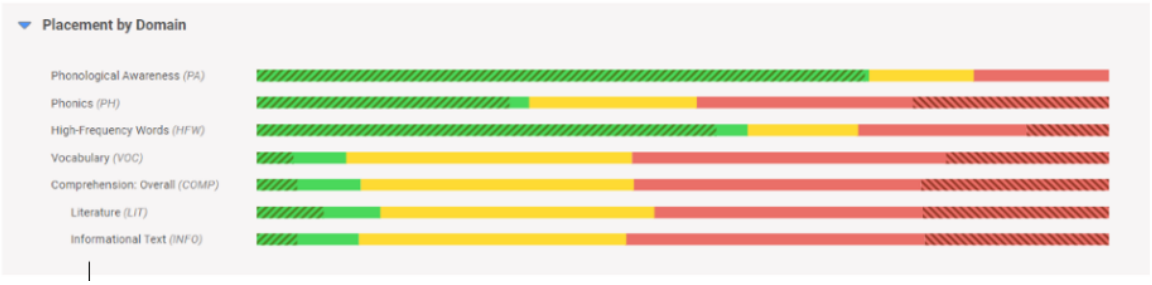
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	28 36.36%	28 36.36%	17 22.08%	4 5.19%	77	27.27%
Female	8 21.62%	16 43.24%	11 29.73%	2 5.41%	37	35.14%
Male	20 50.00%	12 30.00%	6 15.00%	2 5.00%	40	20.00%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	2 28.57%	5 71.43%	0 0.00%	0 0.00%	7	0.00%
Hispanic	25 39.06%	21 32.81%	15 23.44%	3 4.69%	64	28.13%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	16 27.59%	21 36.21%	17 29.31%	4 6.90%	58	36.21%
SWD	12 66.67%	6 33.33%	0 0.00%	0 0.00%	18	0.00%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	20 64.52%	9 29.03%	2 6.45%	0 0.00%	31	6.45%
Former LEP	0 0.00%	5 100.00%	0 0.00%	0 0.00%	5	0.00%
Economically Disadvantaged	26 37.14%	25 35.71%	15 21.43%	4 5.71%	70	27.14%

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

iReady Reading Diagnostic Test – Fall 2023





Female		4%	11%	39%	29%	17%	415/416
Male		4%	5%	34%	33%	23%	437/437
American Indian or Alaska Native		3%	11%	35%	32%	19%	298/298
Asian		20%	20%	50%	0%	10%	10/10
Black or African American		8%	8%	48%	17%	20%	66/66
Native Hawaiian or Other Pacific Islander		0%	15%	23%	31%	31%	13/13
Two or More Races		0%	0%	73%	20%	7%	15/15
White		4%	6%	35%	34%	21%	450/451
Yes - Special Education		0%	1%	15%	28%	56%	144/144
No - Special Education		5%	9%	41%	32%	13%	708/709
Yes - Economically Disadvantaged		3%	8%	37%	32%	19%	765/765
No - Economically Disadvantaged		11%	8%	33%	20%	28%	87/88
Yes - Migrant		0%	0%	0%	0%	100%	1/1
No - Migrant		4%	8%	37%	31%	20%	851/852

State Assessment Math Data, disaggregated by subgroup

Grade 3 Mathematics May 2023

Brentwood UFSD

North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	38 29.69%	58 45.31%	28 21.88%	4 3.13%	128	25.00%
Female	17 26.15%	31 47.69%	16 24.62%	1 1.54%	65	26.15%
Male	21 33.33%	27 42.86%	12 19.05%	3 4.76%	63	23.81%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	6 54.55%	5 45.45%	0 0.00%	0 0.00%	11	0.00%
Hispanic	32 28.32%	51 45.13%	27 23.89%	3 2.65%	113	26.55%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	31 26.96%	53 46.09%	27 23.48%	4 3.48%	115	26.96%
SWD	7 58.33%	4 33.33%	1 8.33%	0 0.00%	12	8.33%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	26 35.62%	37 50.68%	10 13.70%	0 0.00%	73	13.70%
Former LEP	0 0.00%	4 25.00%	11 68.75%	1 6.25%	16	75.00%
Economically Disadvantaged	34 28.81%	54 45.76%	28 23.73%	2 1.69%	118	25.42%

Grade 4 Mathematics May 2023

Brentwood UFSD

North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	28 28.28%	29 29.29%	36 36.36%	6 6.06%	99	42.42%
Female	15 34.88%	13 30.23%	12 27.91%	3 6.98%	43	34.88%
Male	13 23.21%	16 28.57%	24 42.86%	3 5.36%	56	48.21%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 50.00%	1 25.00%	0 0.00%	1 25.00%	4	25.00%
Hispanic	25	28	36	4	93	43.01%

Hispanic	26.88%	30.11%	38.71%	4.30%	93	45.01%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	14 17.50%	26 32.50%	34 42.50%	6 7.50%	80	50.00%
SWD	13 72.22%	3 16.67%	2 11.11%	0 0.00%	18	11.11%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	21 38.89%	17 31.48%	15 27.78%	1 1.85%	54	29.63%
Former LEP	2 10.00%	9 45.00%	9 45.00%	0 0.00%	20	45.00%
Economically Disadvantaged	26 29.21%	27 30.34%	31 34.83%	5 5.62%	89	40.45%

Grade 5 Mathematics May 2023

Brentwood UFSD

North Elementary School

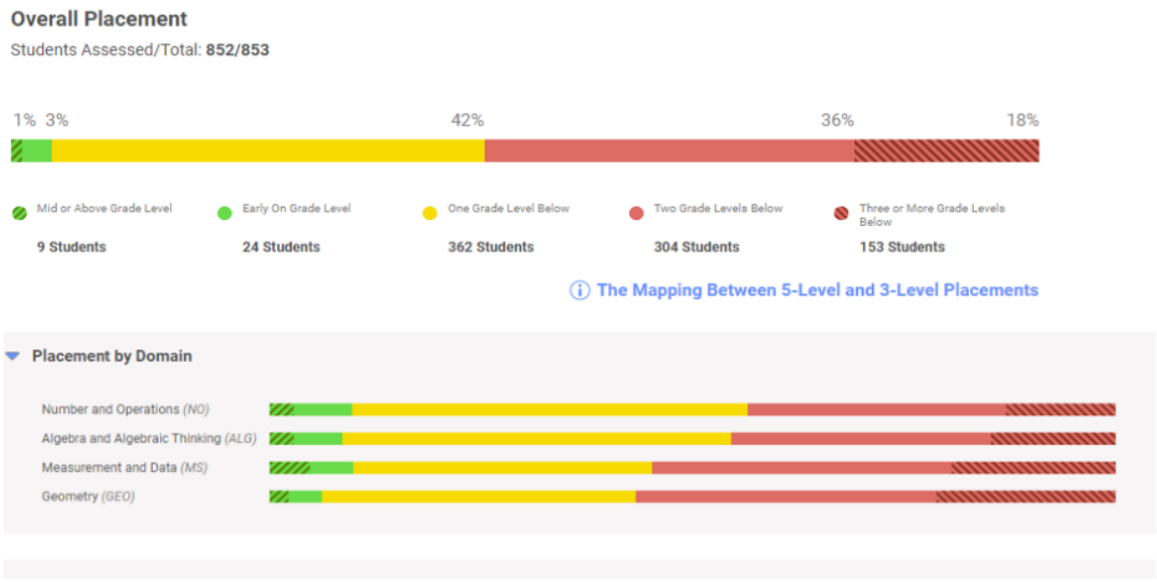
Sorted by: School

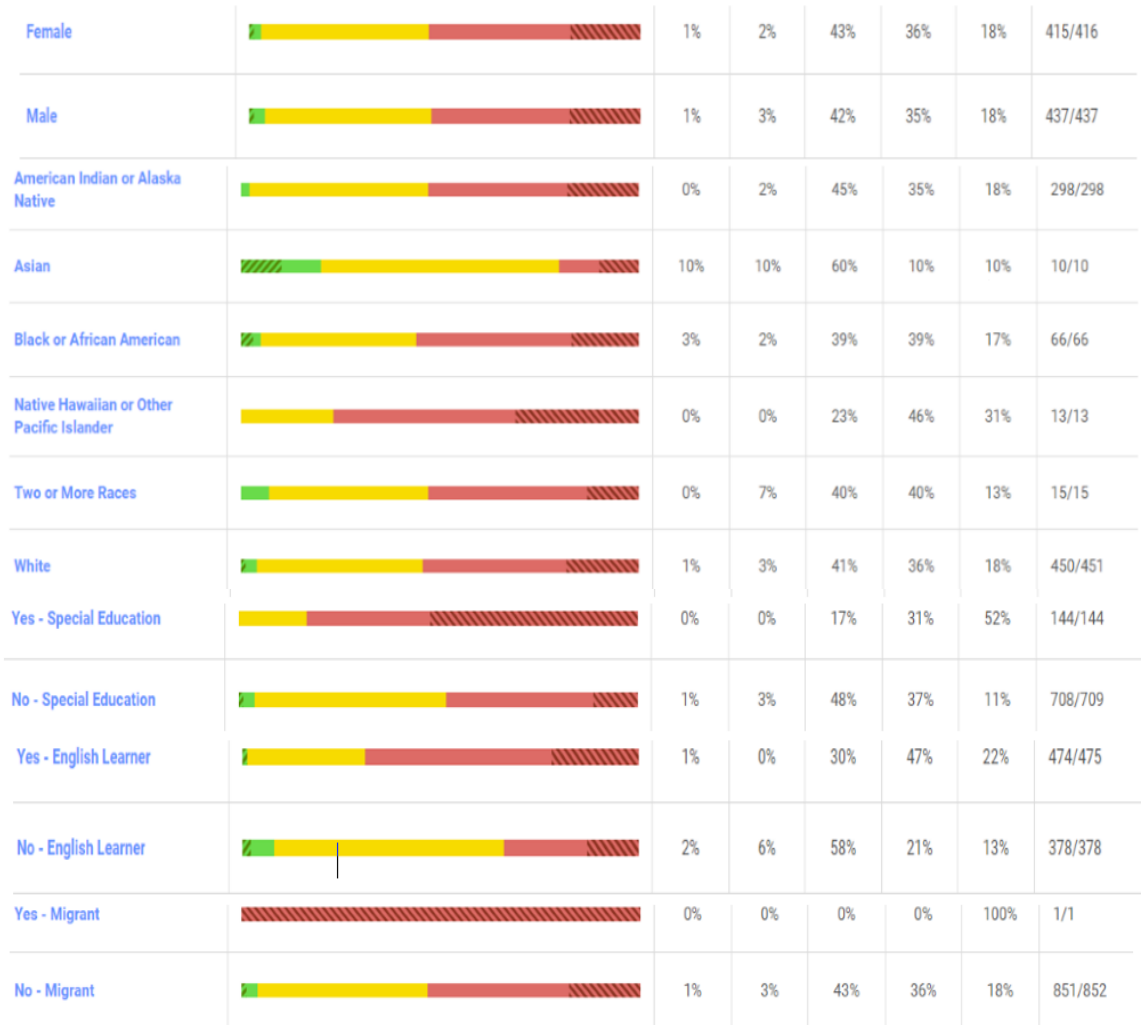
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	29 36.25%	21 26.25%	26 32.50%	4 5.00%	80	37.50%
Female	12 32.43%	12 32.43%	12 32.43%	1 2.70%	37	35.14%
Male	17 39.53%	9 20.93%	14 32.56%	3 6.98%	43	39.53%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 28.57%	3 42.86%	1 14.29%	1 14.29%	7	28.57%
Hispanic	27 39.13%	17 24.64%	23 33.33%	2 2.90%	69	36.23%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
White	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	12 20.00%	20 33.33%	24 40.00%	4 6.67%	60	46.67%
SWD	16 88.89%	1 5.56%	1 5.56%	0 0.00%	18	5.56%
Former SWD	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
	23	8	9	1		

LEP	56.10%	19.51%	21.95%	2.44%	41	24.39%
Former LEP	0 0.00%	3 75.00%	1 25.00%	0 0.00%	4	25.00%
Economically Disadvantaged	28 40.00%	19 27.14%	21 30.00%	2 2.86%	70	32.86%

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

iReady Math Diagnostic Test – Fall 2023





Survey Data

Student behavior does not interfere with instruction.	52.8%	27.8%	25.0%	33.3%	8.3%	5.6%	3.61	36

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

After disaggregating and analyzing the 2022-2023 State ELA and math assessments and local measurements, the data shows an achievement gap between All Students and English Language Learner (ELL) students. ELL students made significant improvements towards closing this gap in Math by increasing from 3% of students meeting proficiency levels in 2022 to 21.42% meeting proficiency levels in 2023. The gains made in ELA made by ELL students were not as high; however, they do show growth. ELL student performance in the proficiency range increased from 3% in 2022 to 4.86% in 2023. The slower growth in the ELA State assessments is reflective of the language deficits that compromise their ability to master the challenging language demands of the state academic standards. Additionally, the analysis of 2022-2023 School Performance Scan (Data Triangle) surveys showed that teachers see a correlation between behavior and learning. Most teachers disagree with the statement, "Student behavior does not interfere with instruction." The social-emotional wellbeing of the students directly affects their behavior and learning. Therefore, our 2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition, and math concepts/skills for ELLs in our school, along with a continued focus on the social-emotional wellbeing of our students.

School Strengths Identified:

- Students feel their teachers care about them
- Students state that teachers check to make sure the lesson is understood
- Students state that teachers make them feel they can learn and do well
- Our students make over a year's growth in both Eng. and Math which is closing the achievement gap
- Teachers utilize specific data for purposes of instructional planning and measuring student progress.
- The school uses key measurements, such as common assessments, to monitor student progress.

School Needs Identified, aligned to priority areas below:

- Increased focus on vocabulary instruction
- Development and use of success criteria to make learning clear and attainable
- Use of formative assessments to ensure students reached the desired learning outcome
- Continue support for new teachers
- Continue support with the implementation of the new reading program, *Into Reading*

2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	Example: ELLs	ELA Example: Language Acquisition Skills
2.	Example: ELLs	Math Example: Math Concepts and Skills

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 42 established in May, 2023 to 50.3 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 83.6.

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 February, 2024, English Language Learners at North Elementary School will equal or exceed 60% median progress toward typical growth in Reading as measured/indicated by the i-Ready Reading Diagnostic middle-of-year assessment in January, 2024. This goal will be monitored and measured using the iReady Reading Diagnostic.

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 70.1 established in May, 2023 to 77.3 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 106.1.

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 February, 2024, English Language Learners at North Elementary School will equal or exceed 60% median progress toward typical growth in Math as measured/indicated by the i-Ready Reading Diagnostic middle-of-year assessment in January, 2024. This goal will be monitored and measured using the iReady Math Diagnostic.

Survey Goal

By June 2024, our school will show decrease in the percentage of respondents who strongly disagree with the statement, " Student behavior does not interfere with instruction" *from 52% to 40% as measured by Performance Scan (Data Triangle) surveys. This goal will be measured once a year in June.*

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

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	• Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens • Provide Professional development for developing learning intentions and success criteria • Provide Profession development for the implementation of "Into Reading", the new reading series
Teachers:	• Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens • Use of online reading programs such as I-Ready • Ongoing assessment of ELL students reading levels using the Fountas and Pinnell Benchmark System • Increased focus on vocabulary instruction • Use of learning intentions and success criteria • Use of formative assessments to ensure learning outcomes
Teaching Assistants:	• Teaching Assistants will work with individual and small groups of students to ensure that ELL students reach desired learning outcomes • 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 students
Social Workers:	• 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:	• 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
Guidance Counselor:	• Provide monthly SEL lessons across all grade levels • Conduct social skills lessons with students at-risk • Coordinate programs to address school needs such as The Great Program, Internet safety, Too Good for Violence, Gang Prevention, and the McGruff Program

Professional Development

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

- Professional Learning Experiences (PLE)
- Cultivating an equity lens
- PBIS
- Learning Intentions and Success Criteria
- HMH Into Reading
- Guided reading provided by Literacy Quest
- Erick Herrmann – instructional practices

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:

- Math Club for 1st Grade
- High Dosage Tutoring for students at-risk
- Select Choir Club
- Art Club
- Newsletter 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:

Prepopulated by the OFP.

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 - North Elementary School

Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher's On Special Assignment.	Varies	$ 97,078
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
	Two Title I Elementary Summer Enrichment Liaisons/Supervisors -		

Title IA	20 days X $625/day = $12,500 X 3 Liasions = $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:	**$**	**54,465**
		Title I Total w/ Salaries:	**$**	**151,543**

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.

- Non-academic functions to strengthen home-school partnership – Fall Festival, concerts, retreats
- Targeted workshops for parents based on need – homework help, internet safety, online program presentation
- Parent-Teacher conferences

2023-2024 School-Parent-Student Compact

North Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2022-2023.

School Responsibilities

North Elementary 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 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!

Mid-Year SIT Meeting

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

Final SIT Meeting

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

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

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