

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

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2023-2024

Name of School:	Northeast Elementary School
Principal:	Rosamaria Cortese
Assistant Principal(s):	Dwayne D'Avilar
SIT Co-Chairs:	Gina Bardua & Richard Cadena
Grades Served:	1-5

## 2023-2024 Staff List

2023-24  
NE Faculty

**NORTHEAST FACULTY LIST**  
**2023/2024**

**ROSA CORTESE, PRINCIPAL**  
**DWAYNE D'AVILAR, ASSISTANT PRINCIPAL**

**GRADE 1**

	<b><u>RM. #</u></b>
Manrique, Mariel	1A (Bilingual)
Tapen, Carolyn	2A
Bloom, Daisy	3A ENL
Morocho, Linda	4A (Bilingual)
Giancaspro, Jan	5A
Caramante, Kaitlyn	6A ENL
Betzold, Allison	8A
Salcedo, Jhosselyn	9A (Bilingual)
Kunzer, Shanise	10A ENL
Duque, Kimberly	12A (Bilingual)

**GRADE 2**

	<b><u>RM. #</u></b>
McCarthy, Julia	7A
Cuccurullo, Larisa	27
Jerez, Yesennia	28 (Bilingual)
Trachtulec-Sicilia, Jen	29 ENL
Clarke, Camille	30
Doersam, Kristen	31 ENL
Ulloa, Ingrid	32 (Bilingual)
Opacke, Rochelle	33 ENL
Martin, Lisa	39 (Bilingual)
Rosado, Cynthia	40 (Bilingual)

**GRADE 3**

	<b><u>RM. #</u></b>
Escobar, Katherine	3 (Bilingual)
Gomez, Adrianna	5 (Bilingual)
Barahona-Chavez, Olga	6 (Bilingual)
Kosta, Kristine	34
DiMassi, Danielle	35
Rodriguez, Michelle	36 ENL
Christoforou, George	37 ENL
Galasso, Jaclyn	38

**GRADE 4**

	<b><u>RM. #</u></b>
Schwarz, Liz	15
Murfitt, Frank	16
Lettieri, Timothy	17
Bricker-Lyden, Mary	18 ENL
Dale, Jackie	19 ENL
Ober, Kaylee	20
Hernandez, Karla	22 (Bilingual)
Leiva, Ivette	24 (Bilingual)

**GRADE 5**

	<b><u>RM. #</u></b>
Patrick, Lisa	21
Nolan, Dyan	23
DeVitto, Pasquale	25
Asencio, Haicher	26 BIL
Leonard, Steven	410
Bagarella, Susan	412 ENL
Tibrey-Anderson, Josefina	414 BIL

**ENL**

	<b><u>RM. #</u></b>
Stetsenko, Tetyana	39B
Flores, Londy	39B
Margulies, Diane	39B
Yaqoob, Mahwish	39B
Guerrera, Melissa	39B

**RESOURCE ROOM**

	<b><u>RM. #</u></b>
Hart, Jodi	21A
Vanessa DuRuscel	414A

**SPEECH**

	<b><u>RM. #</u></b>
Harris, Melissa	Conference Rm1A
Monge, Maria	Conference Rm1A

**MUSIC**

	<b><u>RM. #</u></b>
Boerum, Sharon	416
Johnson, Paul	Cart
Migliano, Melissa	Cart

**PHYS. ED.**

	<b><u>RM. #</u></b>
Wetter, Joanne	Gym
Wallner, Maureen	Gym
Soza-Lopez, Enrique	Gym

**ART**

	<b><u>RM. #</u></b>
Ballato, Marissa	4
Clark, Stephanie	cart
Wilkins, Brady	cart

**READING & MATH LAB**

	<b><u>RM.</u></b>
Cadena, Richard Primary/Math	1
Bardua, Gina Intermediate/Math	1
Williams, Kelly Primary/Read	2
Lisena, Nicole Intermediate/Read	2

GUIDANCE COUNSELOR RM#

Angela Behr

Guidance Room

**LIBRARY MEDIA SPECIALIST** Susanne Kearns  
Doreen Coffey

**PSYCHOLOGIST** Stephanie Bellizzihanie Bellizzii  
**SOCIAL WORKER** Karla Torres

**NURSE**  
Vilorio, Saida

**MONITORS**  
Arocho, Annette  
Baumann, Elaine  
Cox, Angela  
Cruz, Maria  
Cruz-Nolasco, Giselle  
Cruz-Nolasco, Jessica  
Dean, Ingrid  
DeMeo, Helena  
Espinoza, Natalia  
Flores, Elizabeth  
Lopez, Mariela  
Ringle, Karen  
Rivera, Ursula  
Rodriguez, Ana  
Rosado, Carmela  
Sarwar, Noushaba  
Torrento, Ann  
Veygel, Donna  
Zavala, Jacqueline

**CUSTODIANS**  
Debatt, Michael  
Fabrizio, Vito  
Goyco, Marco  
Solis, Herman  
Tinling, Linval

**KITCHEN**  
Brown, Joanne  
Castillo, Maria  
Contreras, Ana  
Hernandez, Martha  
Martins, Bertha  
Martinez, Rina  
Rivas, Zonia  
Seelal, Lalmani

**TEACHER ASSISTANTS**

Alcaraz-Mugarza, Jacqueline  
Castillo-Bautista, Jeymy  
Decembre, Jah-Christo  
Decembre, Martine  
Faruque, Mandira  
Felton, Ursula  
Gebhard, Theresa  
George, Trinolda  
Haggerty, Eileen  
Islam, Jahanara  
Veneroni, Laura  
Santiago-Ramos, Jaime  
Wall, Stacy

ENL

ENL

Special Ed

**SECRETARIES**

Figueroa, Lydia Sr. Clerk/Front Office  
Bono, Tina Front Office/A.P. Secretary  
Velazquez, Maria Front Office/Attendance  
Bakunas, Susan Library Clerk  
Marin, Michelle Front Office/Attendance

**SCHOOL COMMUNICATIONS AIDE**

Borrero, Kristen

11/13/2023 10:42 AM

**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
<b>*All Students</b>	<b>942</b>	<b>207</b>	<b>177</b>	<b>183</b>	<b>188</b>	<b>187</b>
Female	491	96	89	97	105	104
Male	451	111	88	86	83	83
*American Indian/Alaska Native	10	2	2	4	1	1
*Black	52	6	10	11	15	10
*Hispanic	852	185	162	164	169	172
*Asian/Pacific Islander	6	1	1	1	2	1
Asian	5	1	1	1	2	0
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	1
*White	19	11	2	2	1	3
*Multiracial	3	2	0	1	0	0
General Education Students	861	188	158	169	172	174
*Students with Disabilities	81	19	19	14	16	13
Former Students with Disabilities	10	1	1	6	2	0
Not English Language Learner	461	84	69	83	103	122
*English Language Learner	481	123	108	100	85	65
Formerly English Language Learner	121	11	14	21	48	27
*Economically Disadvantaged	869	187	166	169	170	177
Not Economically Disadvantaged	73	20	11	14	18	10

Not Migrant	<a href="#">942</a>	<a href="#">207</a>	<a href="#">177</a>	<a href="#">183</a>	<a href="#">188</a>	<a href="#">187</a>
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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 **Northeast Elementary School**, the McKinney- Vento liaison is **Karla Torres**.

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	4
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)	Arianna Rizzuto D’Arce
Members of the Community to be served	
Teachers-SWP Sub Committee	Richard Cadena (Co-Chair) Gina Bardua (Co-Chair) Mary Bricker

	Lisa Patrick
Principals	Rosamaria Cortese, Principal Dwayne D'Avilar, Assistant Principal
Other School Leaders	Karla Torres
Teaching Assistants	Ursula Felton Mandira Faruque
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 *	Kristen Borrero
Other School Staff *	Kelly Williams and Nicole Lisena (Reading Consultants)
Students (for a secondary school)	
Other individuals determined by the school	

\* if appropriate

**Annual Program Evaluation:**

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

SIT Meeting Dates:	Topic(s) <sup>[1]</sup>
September	09/15/2023 - Began our SIT Meeting by discussing the purpose of a Title I School Improvement Team. Provided an overview and began to plan this year's events and committees. Conference Day was discussed and ideas for professional development were generated. The PBIS Team talked about the student handbook and school wide behavioral posters. Future SIT meetings were scheduled. During the open forum, possible SIT goals were touched upon and door prizes were handed out.
October	10/26/2023 - Began our SIT Meeting by presenting various data points for the Fall I-Ready Reading & Math diagnostics. Additionally presented data points for the Fountas & Pinnell Fall Benchmarking. Reviewed all Fall data (I-Ready, F&P) and discussed gap analysis between Bilingual vs ENL vs Non-ELL's. Discussed historical data and last year's reading and math goals. Solidified our professional development for Conference Day. Provided dates and times for upcoming community events. Lastly confirmed Sit Meetings for November and December.
November	11/17/2023 - Started our SIT Meeting by presenting our SIT Reading & Math Goals. Data points from our previous meeting were used to determine goals and focus group. Shared our SIT budget with the team. Ideas were shared on how our budget can be best allocated. SIT Co-Chairs suggested a SIT Sub-Committee should be formed to have a better representation of the school when goals and solutions are being drafted. The PBIS Team talked about student handbooks, the behavior matrix, and behavior referrals. Lastly, information on community events were shared and future SIT meetings were confirmed.
December	
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**  
 Northeast 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 &amp; 4</u>
All Students	63 47.73%	37 28.03%	27 20.45%	5 3.79%	132	24.24%
Female	30 42.25%	21 29.58%	19 26.76%	1 1.41%	71	28.17%
Male	33 54.10%	16 26.23%	8 13.11%	4 6.56%	61	19.67%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	3 27.27%	4 36.36%	3 27.27%	1 9.09%	11	36.36%
Hispanic	58 50.00%	32 27.59%	22 18.97%	4 3.45%	116	22.41%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	55 46.61%	34 28.81%	24 20.34%	5 4.24%	118	24.58%
SWD	6 75.00%	2 25.00%	0 0.00%	0 0.00%	8	0.00%
Former SWD	2 33.33%	1 16.67%	3 50.00%	0 0.00%	6	50.00%
LEP	48 62.34%	19 24.68%	9 11.69%	1 1.30%	77	12.99%
Former LEP	3 15.79%	7 36.84%	8 42.11%	1 5.26%	19	47.37%
Economically Disadvantaged	59 47.97%	35 28.46%	24 19.51%	5 4.07%	123	23.58%

**Grade 4 English Language Arts April 2023**

**Brentwood UFSD**  
 Northeast 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 &amp; 4</u>
All Students	47 38.84%	49 40.50%	20 16.53%	5 4.13%	121	20.66%
Female	26 41.94%	26 41.94%	8 12.90%	2 3.23%	62	16.13%

Male	21 35.59%	23 38.98%	12 20.34%	3 5.08%	59	25.42%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	1 14.29%	3 42.86%	1 14.29%	2 28.57%	7	42.86%
Hispanic	45 40.91%	44 40.00%	18 16.36%	3 2.73%	110	19.09%
Asian/Pacific Islander	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
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	43 37.72%	46 40.35%	20 17.54%	5 4.39%	114	21.93%
SWD	4 66.67%	2 33.33%	0 0.00%	0 0.00%	6	0.00%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	43 60.56%	26 36.62%	2 2.82%	0 0.00%	71	2.82%
Former LEP	2 8.00%	10 40.00%	12 48.00%	1 4.00%	25	52.00%
Economically Disadvantaged	43 39.09%	45 40.91%	19 17.27%	3 2.73%	110	20.00%

**Grade 5 English Language Arts April 2023**

**Brentwood UFSD**  
Northeast 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 &amp; 4</u>
All Students	19 19.79%	35 36.46%	27 28.13%	15 15.63%	96	43.75%
Female	7 14.00%	18 36.00%	15 30.00%	10 20.00%	50	50.00%
Male	12 26.09%	17 36.96%	12 26.09%	5 10.87%	46	36.96%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	0 0.00%	4 100.00%	0 0.00%	0 0.00%	4	0.00%
Hispanic	18 20.22%	31 34.83%	26 29.21%	14 15.73%	89	44.94%
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%	1 50.00%	1 50.00%	2	100.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

GenEd	17 18.68%	32 35.16%	27 29.67%	15 16.48%	91	46.15%
SWD	2 40.00%	3 60.00%	0 0.00%	0 0.00%	5	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	16 42.11%	18 47.37%	3 7.89%	1 2.63%	38	10.53%
Former LEP	0 0.00%	2 18.18%	7 63.64%	2 18.18%	11	81.82%
Economically Disadvantaged	18 19.78%	33 36.26%	26 28.57%	14 15.38%	91	43.96%

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

**iReady Reading Diagnostic: On Grade Level/One Grade Level Below (Fall 2023)**

	ELL %	Non-ELL %	ELL Gap %
Grade 1	70%	90%	-20%
Grade 2	35%	78%	-43%
Grade 3	23%	76%	-53%
Grade 4	27%	82%	-55%
Grade 5	5%	59%	-54%
<b>Schoolwide Average</b>	<b>32%</b>	<b>77%</b>	<b>-45%</b>

- \*The data points above are percentages by subgroup per grade for the iReady Fall Reading Diagnostic @ Northeast Elementary. The table represents the percentage of English Language Learners and Non-English Language Learners that are on grade level/one grade level below. The last column shows the gap between English Language Learners vs Non-English Language Learners.

State Assessment Math Data, disaggregated by subgroup

<b>Grade 3 Mathematics May 2023</b>					<b>Brentwood UFSD</b>	
					<b>Northeast Elementary School</b>	
					Sorted by: <b>School</b>	
<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 &amp; 4</u>
All Students	30 20.13%	72 48.32%	39 26.17%	8 5.37%	149	31.54%
Female	15 19.23%	40 51.28%	21 26.92%	2 2.56%	78	29.49%
Male	15 21.13%	32 45.07%	18 25.35%	6 8.45%	71	33.80%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	0 0.00%	6 60.00%	3 30.00%	1 10.00%	10	40.00%
Hispanic	28 20.90%	65 48.51%	34 25.37%	7 5.22%	134	30.60%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%

Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	26 19.26%	68 50.37%	34 25.19%	7 5.19%	135	30.37%
SWD	4 50.00%	4 50.00%	0 0.00%	0 0.00%	8	0.00%
Former SWD	0 0.00%	0 0.00%	5 83.33%	1 16.67%	6	100.00%
LEP	27 29.35%	46 50.00%	16 17.39%	3 3.26%	92	20.65%
Former LEP	1 5.00%	9 45.00%	9 45.00%	1 5.00%	20	50.00%
Economically Disadvantaged	26 19.70%	65 49.24%	35 26.52%	6 4.55%	132	31.06%

**Grade 4 Mathematics May 2023** **Brentwood UFSD**  
Northeast 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 &amp; 4</u>
All Students	44 36.97%	42 35.29%	26 21.85%	7 5.88%	119	27.73%
Female	29 46.03%	20 31.75%	9 14.29%	5 7.94%	63	22.22%
Male	15 26.79%	22 39.29%	17 30.36%	2 3.57%	56	33.93%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	0 0.00%	3 50.00%	1 16.67%	2 33.33%	6	50.00%
Hispanic	43 39.45%	37 33.94%	25 22.94%	4 3.67%	109	26.61%
Asian/Pacific Islander	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	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	38 33.63%	42 37.17%	26 23.01%	7 6.19%	113	29.20%
SWD	6 100.00%	0 0.00%	0 0.00%	0 0.00%	6	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	37 56.06%	19 28.79%	10 15.15%	0 0.00%	66	15.15%
Former LEP	3 11.54%	13 50.00%	8 30.77%	2 7.69%	26	38.46%
Economically Disadvantaged	37 28.07%	37 28.07%	24 18.18%	5 3.77%	103	28.16%



22.7270 22.7270 22.2070 1.0270

## Grade 5 Mathematics May 2023

Brentwood UFSD

Northeast 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 &amp; 4</u>
All Students	37 40.22%	21 22.83%	26 28.26%	8 8.70%	92	36.96%
Female	19 42.22%	14 31.11%	8 17.78%	4 8.89%	45	26.67%
Male	18 38.30%	7 14.89%	18 38.30%	4 8.51%	47	46.81%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 50.00%	1 25.00%	1 25.00%	0 0.00%	4	25.00%
Hispanic	34 40.00%	19 22.35%	25 29.41%	7 8.24%	85	37.65%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	35 40.23%	19 21.84%	25 28.74%	8 9.20%	87	37.93%
SWD	2 40.00%	2 40.00%	1 20.00%	0 0.00%	5	20.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	27 72.97%	7 18.92%	3 8.11%	0 0.00%	37	8.11%
Former LEP	1 10.00%	1 10.00%	8 80.00%	0 0.00%	10	80.00%
Economically Disadvantaged	35 40.70%	19 22.09%	25 29.07%	7 8.14%	86	37.21%

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

**iReady Math Diagnostic: On Grade Level/One Grade Level Below - Fall 2023**

	<b>Bilingual %</b>	<b>ENL %</b>	<b>Non-ELL %</b>	<b>Bilingual Gap %</b>
Grade 1	64%	60%	81%	+4% ENL -17% Non-ELL
Grade 2	33%	27%	70%	+6% ENL -37% Non-ELL
Grade 3	29%	46%	57%	-17% ENL -28% Non-ELL

Grade 4	21%	36%	68%	-15% ENL -47% Non-ELL
Grade 5	22%	32%	70%	-10% ENL -48% Non-ELL
<b>Schoolwide Average</b>	<b>34%</b>	<b>40%</b>	<b>69%</b>	<b>-6% ENL -35% Non-ELL</b>

- \*The data points above are percentages by subgroup per grade for the iReady Fall Math Diagnostic @ Northeast Elementary. The table represents the percentage of Bilingual Students, ENL Students, and Non-English Language Learners that are on grade level/one grade level below. The last column shows the gap between Bilingual Students vs ENL Students and Non-English Language Learners.

**Conclusions Drawn from the Comprehensive Needs Assessment: ELA & Mathematics**

After disaggregating and analyzing the 2022-2023 state ELA and math assessment results and the local assessment data (I-Ready) provided above, it was evident that there is an achievement gap when comparing the performance of English Language Learners (ELLs) to Non-English Language Learners 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. Based on the various data points above, we have decided to identify our English Language Learner population as our subgroup for ELA. Additionally, we have extracted our Bilingual population from our ELL's and have decided to identify our Bilingual Students as our subgroup for Math. Our 2023-2024 school wide plan will focus on closing achievement gaps in ELA, language acquisition, and math concepts/skills for ELL's in our school.

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

- MTSS Process
- Tier 3 Intervention
- PBIS
- IReady Math & Reading instructional minutes
- Progress Monitoring Binders
- Guided Reading Groups

**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.	ELL's	ELA
2.	Bilingual	Math

**2023-2024 SIT Goals**

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

The ultimate and interim goals 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 58.6 established in May, 2023 to 66.3 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 96.9.*

**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, English Language Learner students (ELL’s) at Northeast Elementary School will equal or exceed 110% median progress toward annual typical growth as measured/indicated by the 2023-2024 i-Ready Diagnostic end-of-year assessment in May 2024.**

**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 67.3 established in May, 2023 to 74.6 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 103.8.*

**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, 50% of Bilingual students at Northeast Elementary School will meet or exceed their annual typical growth as measured/indicated by the 2023-2024 i-Ready Diagnostic end-of-year assessment in May 2024.**

**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
- **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.**

<b>Staff:</b>	<b>High-Leverage, Schoolwide Strategies to Ensure Goal Attainment</b>
Principals:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> <li>• Branching Minds</li> <li>• Project Based Learning</li> </ul>
Teachers:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> <li>• Language Acquisition Vs. Learning Disabilities</li> <li>• Supporting students with disabilities During Remote Teaching</li> <li>• Collins/SIOP writing model</li> <li>• Use of online reading programs such as I-Ready</li> <li>• Ongoing assessment of students with disabilities’ reading levels using the Fountas and Pinnell Benchmark System</li> <li>• Leveraging electronic resources from the Go Math curriculum</li> </ul>
Teaching Assistants:	<ul style="list-style-type: none"> <li>• Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals</li> <li>• Teaching Assistants will work with groups of students under the direction of the classroom teacher. This will allow the classroom teacher to work more intensely with AIS SWD students</li> </ul>
Social Workers:	<ul style="list-style-type: none"> <li>• Plays an active role as a member of the building team as well as the Crisis Intervention Team</li> </ul>

	<ul style="list-style-type: none"> <li>Provides counseling services to students in their assigned building</li> <li>Spends a considerable amount of time working with families, which may require visits to the homes to assess needs</li> </ul>
Psychologists:	<ul style="list-style-type: none"> <li>Attends scheduled CSE/CPSE meetings to present information</li> <li>Must maintain a counseling caseload as mandated by the CSE/CPSE</li> <li>Responsible for maintaining an active role as a member of the building and Crisis Intervention Team</li> <li>Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary</li> </ul>

**Professional Development**

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

- **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:

**Before/After School Programs To Increase Learning Time To Ensure Interim & Ultimate Goal Attainment**

- Title I: Basic Math Skills
- Title I: Alphabetical Principle
- Title I: Lit League
- Title I: Colorful Word Work/Sight Words
- Title I: Northeast Sunday Program
- Title I: ELA All Stars
- Title I: Math Magicians Grades 1-2
- Title I: Literary Leaders
- Title: III: NYSESLAT Preparation (3 Sessions)
- Title IV: Yoga Club
- Title IV: Art Club
- Title IV: Northeast All Star Movers
- Title IV: Growth Mindset
- Title IV: Girls Lacrosse Club
- Emergency Fund: Reading High Dosage (3 Sessions)

**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 - Northeast Elementary School			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher's On Special Assignment.	Varies	\$ 113,508
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 I Elementary Summer Reading Books - Reading Library - \$10,000		

<b>Title IA</b>	Title I Elementary Summer Reading Books – Lending Library. \$20,000 / 11 elementary schools = \$909/school.	varies	\$	909
<b>Title IA</b>	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$364/school.	Varies	\$	364
<b>Title IA</b>	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,408/school.	Varies	\$	1,408
<b>Title IA</b>	Salary for Title I Homeless Liason. \$141,403 + fringe \$66,629 = \$208,032 / 17 schools = \$12,238 /school.	Varies	\$	12,238
<b>Title IA</b>	Homeless Liason for Summer Enrichment Programs - Stipend. \$25,000 + fringe \$4,977 = \$29,977 / 17 schools = \$1,764/school.	Varies	\$	1,764
<b>Title IA</b>	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
<b>Title IA</b>	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
<b>Title IA</b>	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
<b>Title IA</b>	Principal Clerk Confidential. \$60,000 + fringe \$41,315 = \$101,315 / 17 schools = \$5,960/school.	Varies	\$	5,960
<b>Title IA</b>	Indirect Cost	Varies		
			<b>Title I Sub-total:</b>	<b>\$ 54,465</b>
			<b>Title I Total w/ Salaries:</b>	<b>\$ 167,973</b>
<b>Homeless Supplies, District-wide: \$13,500</b>				

**Strategies to Increase Parent and Family Engagement**

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

**Community Events to Increase Parent and Family Engagement Which Support SIT Goal Attainment**

- Hispanic Heritage Night Cultural Presentation
- Trunk-or-Treat
- Community Plaza Workshop on Parent Square, Cr-Part 154, & Computer Based Programs
- Grade 5 Winter Concert and Tree Lighting
- Breakfast with Frosty
- Evening Parent/Teacher Conferences
- Story Night
- Black History Month Activities
- Color Run
- Dream Team
- Tag Sale
- Wellness Fair
- Community Plaza Game Night
- Harlem Wizards Game Night: Northeast vs The Harlem Wizards
- Grade 5 Spring Concert
- Student of the Month Ceremonies

**2023-2024 School-Parent-Student Compact**

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

**School Responsibilities**

**Northeast Elementary School** 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 2024);
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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