

2025-2026 SIT/Schoolwide Plan – Loretta Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

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

2025-2026 Staff List



Faculty List
2025-2026

**LORETTA PARK ELEMENTARY SCHOOL
FACULTY LIST – 2025/2026
Ms. Rosa Nieves, PRINCIPAL
Mrs. Alyssa Berrini, ASSISTANT PRINCIPAL**

<u>First Grade</u>	<u>Room #</u>	<u>Consultant</u>	<u>Room #</u>
Ms. Angela Della Vedova- Sped	6	Ms. Jeanette Castillo	17
Ms. Kristen Barbante – BIL	8	Ms. Liliana Marino	17
Ms. Kimberly Dominick	9	Ms. Ketilin Carman	17
Ms. Molly Bruner– ENL	10		
Ms. Jessica Alvarado– BIL	11	<u>Speech</u>	
Ms. Judith Figueroa– ENL	12	Ms. Kelsey Carleo	17A
Ms. Flavia Passos- BIL	14	Ms Nadia Prince	17A
<u>Second Grade</u>		<u>ENL Teachers</u>	
Ms. Jael Robinson	1	Ms. Jaime Parkinson	13
Ms. Felicia Grunski – ENL	2	Ms. Danielle Cornell	13
Ms. Cristine Archie- ENL	3	Ms. Jennifer Moore	13
Mr. Sean McArdle Sped (1/2)	4	Ms. Melissa Rosa	13
Ms. Sara Sarti– BIL	5	Ms. Jillian Archer	13
Ms. Andrea Zuart – BIL	7		
Ms. Shannon Ticali– ENL	5A	<u>LRC Teacher</u>	
<u>Third Grade</u>		Ms. Lori Cestaro	17B
Ms. Evelyn Marquez- BIL	1A		
Ms. Simone Wichelns	2A	<u>Soc. W./Psych./Guid. C.</u>	
Mr. James Byrne- ENL	3A	Ms. Kelsie Scofield	Health Off.
Ms. Farrah Esposito- BIL	4A	Ms. Liliana Torres	Support Rm
Ms. Sharon Castillo- ENL	6A	Ms. Nigeria Young	Health Off.
<u>Fourth Grade</u>		<u>BCBA</u>	
Ms. Kathleen Petrucci – ENL	16	Mr. John Liotta	Support Rm
Ms. Ashling Feola	18	<u>OT</u>	
Ms. Karee Sorto– BIL	20	Emily Handley	
Ms. Diana Perez – BIL	26	<u>Art</u>	
Ms. Alexadra Tolentino- Sped (4/5)	27	Ms. Vasiliki Sourlis	Art Off.
Ms. MaryAnne Owen- ENL	28	<u>Music</u>	
<u>Fifth Grade</u>		Ms. Kathy Muckle	19
Mr. Colin Kavanagh	21	Mr. Jeremiah Moya	Art Off.
Ms. Christina Chiarelli & Ms. Mackenzie Burnette– ICT	22	<u>Physical Education</u>	
Ms. Lisa Martin- BIL	23	Mr. Fernando Martins	Gym
Ms. Vivian Solis- BIL	24	Ms. Andrea DiMaria	Gym
Mr. Codell Castillo	25	Ms. Delaney Kissane	Gym
Ms. Christine LaFleur- ENL	29	<u>Library Media Specialist</u>	
		Ms. GERALYN Tims	LIB
		Ms. Cecilia Chiarelli	LIB

**LORETTA PARK ELEMENTARY SCHOOL
FACULTY LIST – 2025/2026
Ms. Rosa Nieves , PRINCIPAL
Mrs. Alyssa Berrini, ASSISTANT PRINCIPAL**

Nurse

Ms. Susan Simpson

Health Off.

Health Aide

Ms. Blanca Rodriguez
Ms. Antonia Jolon

Health Off.
1:1*

Clerical Staff

Ms. Yvette Rosa – Senior Office Asst
Mr. Jovani Lorenzo– Office Asst
Ms. Melissa Ortiz- Library Office Asst

Perm Substitutes

Joelle Tomossone
Jeannie Reyes
Samantha McFadden
Amybelle Cesse

Teacher Assistants

ENL

Ms. Alisha Baptiste
Ms. Rebecca Rusch
Vacant

Kitchen Staff

Ms. Jenene Leon
Ms. Carolina Torres
Ms. Julia Adames
Ms. Barbarann Boylan
Ms. Esmerelda Cortez
Ms. Veridiana Argueta

Reading Lab

Ms. Christine Casey
Ms. Altagracia Sanchez Marte(Sife)
Ms. Brea Solis
Ms. Aysha Siddique
Ms. Latifa Islam
Vacant

Custodians

Mr. Frank VandePlanck
Ms. Justina Dimassimo
Mr. James Pevy
Mr. River McMillan
Mr. Christian Quinlan

Ms. Pamela Alcantara

Math Lab

Ms. Shamsa Hussain
Ms. Sarah Johns
Ms. Suzette Dobson

Security

Mr. Chris Perkins

Special Education

Ms. Lina Moreno

Monitors

Ms. Helene Buck
Ms. Tea Rodriguez
Ms. Cathy Roldan
Ms. Gina Sandi
Ms. Shirley Burgos
Vacant
Ms. Ana Castro Castillo

Communication Aide

Ms. Carolaindy Febrillet

Technology Support

Mr. Jeremy Lutsky

Student demographic information:

Student Subgroup	Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
(accountability subgroups are marked with an asterisk (*))	(PreK-12, UGE, UGS)					
*All Students	639	142	125	129	107	136
Female	318	71	71	65	55	56
Male	321	71	54	64	52	80
*American Indian/Alaska Native	7	2	2	2	1	0
*Black	45	7	17	7	9	5
*Hispanic	558	125	100	114	95	124

*Asian/Pacific Islander	4	2	0	0	1	1
Asian	3	1	0	0	1	1
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0
*White	21	4	6	5	1	5
*Multiracial	4	2	0	1	0	1
General Education Students	581	121	117	119	101	123
*Students with Disabilities	58	21	8	10	6	13
Former Students with Disabilities	11	2	2	2	4	1
Not English Language Learner	332	55	64	64	60	89
*English Language Learner	307	87	61	65	47	47
Formerly English Language Learner	117	11	25	21	21	39
*Economically Disadvantaged	618	138	120	125	102	133
Not Economically Disadvantaged	21	4	5	4	5	3
Not Migrant	639	142	125	129	107	136
Homeless	7	0	3	2	1	1
Not Homeless	632	142	122	127	106	135
Not in Foster Care	639	142	125	129	107	136
Parent Not in Armed Forces	639	142	125	129	107	136

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

2025-2026 District Vision Statement

Graduation PLUS +

Upon Graduation, BUFSD students will be empowered to enter the workforce with the appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students' strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.

2025-2026 School Vision Statement

Loretta Park Mission Statement

Loretta Park staff, in conjunction with its' stakeholders (families, community, and central administration), will strive to prepare and motivate our students to become responsible citizens in a rapidly changing world. Students will acquire critical thinking skills and a respect for core values of honesty, loyalty, perseverance, and compassion in order to have success today and be prepared for tomorrow.

Loretta Park Vision Statement

Through an inspiring and challenging learning environment, which is reflective and responsive, students' academic and social needs will be met through diversified experiences in a safe and caring environment so they may achieve their full potential.

2025-2026 School McKinney-Vento Plan:

Our 2025-2026 SIT plan takes into account the needs of migratory children as defined in section 1309(2) (ESSA Section 1114(b)(1)). The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with **Michele Stylianos**, the McKinney-Vento District-Level Liaison. The family is notified of the liaison's role in assisting them with their needs. At **Loretta Park**, the McKinney-Vento liaisons are Rosa Nieves and Alyssa Berrini.

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;

- o 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;
- o 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;
- o Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
 - o Make sure parents feel welcome and set the tone for further parental involvement;
 - o 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	7
Children in Foster Care	0
Migrant Students	0

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

SIT Plan Development – Consultation and Collaboration

Our 2025-2026 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 2025-2026 SIT members below:

Title:	Name:
Parents (More than 1)	Lyn Joseph
Members of the Community to be served	
Teachers-SWP Sub Committee	Liliana Marino, Math Consultant Shannon Ticali, Grade 2 Andrea Zuart, Grade 2 Flavia Passos, Grade 1 Cristine Archie-Bick, Grade 2 Evelyn Marquez, Grade 3 MaryAnne Owen, Grade 4 Kathleen Petrucci, Grade 4 Christina Chiarelli, Grade 5 Mackenzie Burnette, Grade 5 Jeanette Castillo, Reading Consultant Lori Cestaro, Resource Room Jillian Archer, ENL Melissa Rosa, ENL
Principals	Rosa Nieves, Principal Alyssa Berrini, Asst. Principal
Other School Leaders	
Teaching Assistants	Sarah Johns
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Kelsie Scofield, Guidance Counselor Kelsey Krumholz, Speech Liliana Torres, Psychologist John Liotta, BCBA
Students (for a secondary school)	
Other individuals determined by the school	

* if appropriate

Our 2025-2026 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)*.

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

NYS ELA Number and % of Students				
Grade Level	Level 1	Level 2	Level 3	Level 4
3	32 30.48%	37 35.24%	30 28.57%	6 5.71%
4	21 20.39%	43 41.75%	31 30.10%	8 7.77%
5	30 24.19%	40 32.26%	43 34.68%	11 8.87%

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



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Diagnostic Results

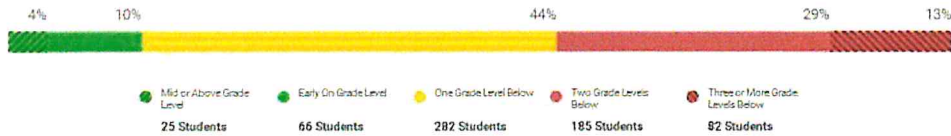


School: LORETTA PARK
 Subject: Reading
 Academic Year: 2025 - 2026
 Diagnostic: Fall 2025 - K
 Prior Diagnostic: None

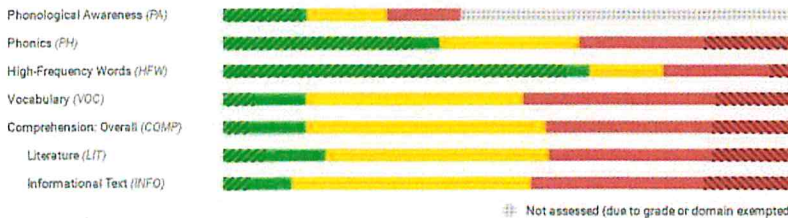
Criterion Referenced

Overall Placement

Students Assessed/Total: 640/641



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 5 of 5

Grade

Overall Grade-Level Placement



Students Assessed/Total

Grade	3%	8%	43%	45%	0%	Students Assessed/Total
Grade 1	3%	8%	43%	45%	0%	130/130
Grade 2	3%	8%	43%	45%	0%	130/131
Grade 3	3%	21%	26%	26%	22%	121/121
Grade 4	4%	9%	43%	18%	26%	129/129

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Diagnostic Results



School: LORETTA PARK
 Subject: Reading
 Academic Year: 2025 - 2026
 Diagnostic: Fall 2025 - K
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement	6%	7%	39%	30%	18%	Students Assessed/Total
Grade 5	Overall Grade-Level Placement	6%	7%	39%	30%	18%	124/124

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Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Grade Level	NYS Mathematics Number and % of Students			
	Level 1	Level 2	Level 3	Level 4
3	20 18.35%	63 57.80%	24 22.02%	2 1.83%
4	21 19.27%	38 34.86%	44 40.37%	6 5.50%
5	28 22.05%	48 37.80%	38 29.92%	13 10.24%

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



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Diagnostic Results

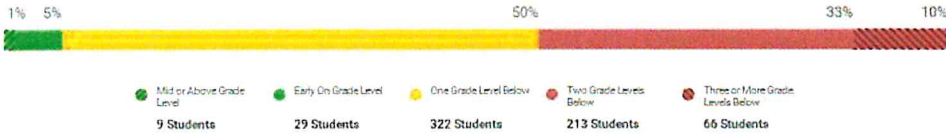


School: LORETTA PARK
 Subject: Math
 Academic Year: 2025 - 2026
 Diagnostic: Fall 2025 - K
 Prior Diagnostic: None

Criterion Referenced

Overall Placement

Students Assessed/Total: 639/641



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 5 of 5

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 1		2%	1%	62%	35%	0%	136/136
Grade 2		0%	4%	42%	54%	0%	130/131
Grade 3		0%	3%	53%	27%	17%	120/121
Grade 4		2%	4%	47%	29%	19%	129/129
Grade 5		2%	11%	48%	21%	18%	124/124

Surveys

Survey Data

<u>Survey Type</u>	<u>Count of Completion for Spring 2024</u>	<u>Count of Completion for Spring 2025</u>
School Performance Scan	28	33
District Select Student Voice Elementary	226	221
Family Engagement Survey	17	89

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

After disaggregating and analyzing 2024-2025 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 3rd grade class of 2024-2025 at Loretta Park and the 3rd grade population of the Brentwood School District. This gap is reflective of challenges that face our population such as a general language deficit that exists for the students, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing the 2024-2025 School Performance Scan (Data Triangle) surveys, it was evident that results show a low number of participants for the two stakeholder categories of our school staff and families. Our 2025-2026 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for the current 4th grade class in our school, in addition to increasing the percentage school staff and families who complete the School Performance Scan.

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

- 60% of all students scored mid or above grade level in high frequency word identification and utilization as demonstrated on the 2025 Fall iReady Reading Diagnostic
- 33% of all students scored mid or above grade level in phonics as demonstrated on the 2025 Fall iReady Reading Diagnostic
- 14% of all students scored early on or above grade level in number and operations as demonstrated on the 2025 Fall iReady Math Diagnostic

School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2025-2026):

- 48% of all students scored two or more grade levels below in vocabulary as demonstrated on the 2025 Fall i-Ready Reading Diagnostic
- 46% of all students scored two or more grade levels below in the comprehension of informational text as demonstrated on as demonstrated on the 2025 Fall i-Ready Reading Diagnostic
- 50% of all students scored 2 or more grade levels below in geometry as demonstrated on the 2025 Fall iReady Math Diagnostic

2025-2026 Schoolwide Plan Priorities

	<u>Subgroup:</u>	<u>Priority Area:</u>
1.	4th Graders	Vocabulary, Comprehension of Informational Text
2.	4th Graders	Geometry, Measurement and Data
3.	Staff and Family Survey Participants	Increase the amount of participants for both sets of stakeholders
4.		

2025-2026 SIT Goals

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals^[2]. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data (i.e.,

performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monitored throughout the year, have been developed to ensure that State-level goals are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group 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 State-level and local ELA and math goals, along with the survey goal, identified in this plan are informed by our school's 2025-2026 Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

English Language Arts (ELA) Performance Goals

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

By June 2026, students in Grade 4 will show a minimum increase of 2% in ELA from 34% to 36% proficiency as measured by the New York State Education Department English Language Arts Assessment in April, 2026 compared to their performance as third graders in April, 2025.

Local ELA Goal (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 2026, the 4th Grade class will equal or exceed 100% median progress, towards typical growth as measured/indicated by the 2025 – 2026 iReady Reading Diagnostic end of year assessment data.

Mathematics Performance Goals

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

By June 2026, students in Grade 4 will show a minimum increase of 2% in Mathematics from 24% to 26% proficiency as measured by the New York State Education Department Mathematics Assessment in April, 2026 compared to their performance as third graders in April, 2025.

Local Math Goal (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 2026, the 4th Grade class will equal or exceed 100% median progress, towards typical growth as measured/indicated by the 2025 – 2026 iReady Math Diagnostic end of year assessment data.

Survey Goal

Our survey goal for the 2025 - 2026 school year is to increase participation by 20% of the PLC district wide survey for the School Performance Scan and Family Engagement subgroups.

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 State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**
- **Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)**

The Four Tenets of Graduation PLUS +

<p style="text-align: center;"><u>Success Pathways</u></p> <ul style="list-style-type: none"> • Mathematical Thinking and Problem Solving + We believe that each child's PLUS will be reflective of his/her strengths, preferences and interest. 	<p style="text-align: center;"><u>Growth Culture</u></p> <ul style="list-style-type: none"> • Implicit Bias and Identity <ul style="list-style-type: none"> ○ + We believe that cultivating intellectual openness will allow students to improve their school, community and the world. • Grade Level Meetings <ul style="list-style-type: none"> ○ +We believe that allowing time for teachers to work together allows for cohesiveness and collaboration. It provides opportunities to learn from one another to best serve our students' needs.
<p style="text-align: center;"><u>Meaningful and Relevant Instruction and Assessment</u></p> <ul style="list-style-type: none"> • Project Based Learning <ul style="list-style-type: none"> ○ +We believe in cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real world application • Utilization of the Qualitative Spelling Inventory <ul style="list-style-type: none"> ○ +We believe in utilizing this targeted assessment to guide differentiated structured literacy instruction. • Ongoing training and implementation of Sonday by our ENL teachers <ul style="list-style-type: none"> ○ +We believe this targeted phonics intervention will effectively support students who need assistance with phonics and phonemic awareness. • Utilization of our structured literacy phonics progressions. <ul style="list-style-type: none"> ○ +We believe a structured phonics pathway will support effective instruction and enable better tracking of student progress. 	<p style="text-align: center;"><u>Empowered Stakeholders</u></p> <ul style="list-style-type: none"> • Math program training and implementation <ul style="list-style-type: none"> ○ + We believe that stakeholders collaboration and partnership have exponential value. • Into Reading Writing Units <ul style="list-style-type: none"> ○ +We believe in utilizing feedback from teachers on their implementation of the units of writing. • Analyzation of Assessments <ul style="list-style-type: none"> ○ +We believe sharing results from local and state assessments with all stakeholders (teachers, parents, and students) will further the growth of our students. ○ +We believe holding collaborative meetings with our students at all grade levels, to discuss their performance on assessments, will celebrate their successes and deepen their knowledge.

Planned ELA Professional Development for 2025-2026

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

- **Create a bulleted list of intended ELA PD that is aligned to support improved capacity to implement the ELA strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the ELA-focused PD listed below.**
 - Sonday training
 - QSI
 - Branching minds
 - Fountas and Pinnell Benchmark training
 - Spire training

- o Audrey Cohan-new teacher workshop
- o Co-teaching workshop

Planned Math Professional Development for 2025-2026

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

- **Create a bulleted list of intended math PD that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the math-focused PD listed below.**
 - o HMH Math training
 - o Bill Atwood grades 3-5
 - o Bill Atwood grades 1-2
 - o Pilot teacher turn key meetings
 - o Math PLC
 - o Savvas Experience Science Training

Plans to Increase Learning Time Beyond the Instructional Day in 2025-2026

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 State-level and local goal attainment.

- **Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment**
 - o Recorder Club
 - o Sports Club
 - o Coding Club
 - o Computer Club
 - o Art Club
 - o High Dosage Tutoring-second grade (Sarti)
 - o High Dosage Tutoring-second grade (Zuart)
 - o High Dosage Tutoring-fifth grade (Carman)
 - o High Dosage Tutoring-third grade (Parkinson)
 - o Structured Literacy
 - o Make Math Magical
 - o Book Club

Plans to Increase Parent and Family Engagement in 2025-2026

The Brentwood Union Free School District and the Board of Education believe 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 2025-2026 Schoolwide/SIT plan.

- o Meet the Teacher Night
- o Safe Trick or Treat
- o Family Craft Night
- o Math Night
- o Readers Theater
- o PTA Meetings - Star Student of the Month Awards
- o Summer Programs Informational Night
- o CBT informational meeting

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:

2025-2026 ESSA Title I Budget - Loretta Park Elementary School			
Code	Specific Expenditure	Rate of Pay	Project Salary

1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	\$46,675
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school	Contractual	\$8,809
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,471
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,976
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$329
1500 - Salaries	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 123.7 hrs per 11 elementary buildings = 1,361 hours @ \$56/hr = \$76,219 / 11 elementary schools = \$6,929/school. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$6,929
1500 - Salaries	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 \$56/hr = \$140,000 / 11 elementary schools = \$12,727.27/school (227 hrs per building).	\$56.00	\$12,727
1500 - Salaries	Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liaisons = \$37,500 / 11 elementary schools = \$3,409.09/school.	\$625 per day	\$3,409
Code 4000 - Purchased Services	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. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books - Lending library. \$10,000 / 11 elementary schools = \$909.09/school.	School Specific	\$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$363.63/school.	School Specific	\$364
Code 5000 - Supplies and Materials	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,407.63/school.	School Specific	\$1,408
Code 8000 - Benefits	Employee Benefits for non-contractual elementary Title I services (rows 5 through 11, above).	Contractual	\$5,233
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	\$23,787
Code 9000 - Indirect Cost	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598
Title I Sub-total:			\$49,606
Title I Total w/ Salaries & Fringe:			\$120,068

2025-2026 School-Parent-Student Compact

Loretta Park, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

Loretta Park will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
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 2025-26 school year, parents and students will be invited into their first-grade classroom to meet the teacher and drop off supplies.
- 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 2025-2026, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

[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 meeting agendas, minutes, and sign-in sheets must be maintained in the Binder SIT-SWP Meetings tab.**

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