

2025-2026 SIT/Schoolwide Plan – Gail E. Kirkham Northeast Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

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

2025-2026 Staff List



2025.2026
Northeast

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	937	194	196	199	183	165
Female	486	104	100	100	95	87
Male	451	90	96	99	88	78
*American Indian/Alaska Native	18	4	4	5	2	3
*Black	51	18	7	5	9	12
*Hispanic	832	164	175	175	170	148
*Asian/Pacific Islander	3	1	0	0	1	1
Asian	3	1	0	0	1	1
*White	30	6	10	13	0	1
*Multiracial	3	1	0	1	1	0
General Education Students	833	173	169	168	168	155
*Students with Disabilities	104	21	27	31	15	10
Former Students with Disabilities	11	3	3	1	2	2
Not English Language Learner	436	65	89	87	97	98
*English Language Learner	501	129	107	112	86	67
Formerly English Language Learner	141	10	28	27	35	41
*Economically Disadvantaged	893	184	188	189	174	158
Not Economically Disadvantaged	44	10	8	10	9	7
Not Migrant	937	194	196	199	183	165
Homeless	6	1	1	0	1	3
Not Homeless	931	193	195	199	182	162
In Foster Care	2	0	0	1	1	0
Not in Foster Care	935	194	196	198	182	165
Parent Not in Armed Forces	937	194	196	199	183	165

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

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

*Northeast Elementary School
Mission Statement*

The students at Northeast Elementary School will acquire a love of learning and intrinsic confidence in all academic areas.

Each student will be treated as an individual with his/her own academic goals utilizing a variety of strategies in reading, writing and mathematics in order to demonstrate measurable growth to the best of his/her ability.

Northeast strives to create an environment that is safe and comfortable, where students feel valued and are able to take risks and express their concerns. The students will support each other, accept each others differences and work cooperatively to become productive members of the Northeast community.

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 **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	6
Children in Foster Care	2
Migrant Students	0

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

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)	Jennifer Hernandez, PTA President
Members of the Community to be served	Carolina Sosa
Teachers-SWP Sub Committee	Gina Bardua, SIT Co-Chair Richard Cadena SIT Co-Chair Allison Betzold Mary Bricker Lisa Patrick Elizabeth Schwarz
Principals	Rosa Cortese, Principal Dwayne D'Avilar, Assistant Principal
Other School Leaders	Karla Torres, Social Worker
Teaching Assistants	Ursula Felton Mandira Faruque Laura Veneroni
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 *	Nicole Lisena, Reading Consultant Kelly Williams, Reading Consultant
Students (for a secondary school)	
Other individuals determined by the school	

* if appropriate

Comprehensive Needs Assessment

Needs Assessment Data

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

Frequency Distribution by Subgroup

Grade 3 English Language Arts April 2025		Brentwood UFSD Northeast Elementary School Sorted by: School				
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	43 25.90%	60 36.14%	58 34.94%	5 3.01%	166	37.95%
Female	21 26.58%	29 36.71%	26 32.91%	3 3.80%	79	36.71%
Male	22 25.29%	31 35.63%	32 36.78%	2 2.30%	87	39.08%
American Indian	1 70.00%	4 80.00%	0 0.00%	0 0.00%	5	0.00%

Black	1 25.00%	1 25.00%	2 50.00%	0 0.00%	4	50.00%
Hispanic	39 26.71%	51 34.93%	51 34.93%	5 3.42%	146	38.36%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	2 18.18%	4 36.36%	5 45.45%	0 0.00%	11	45.45%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	32 22.70%	51 36.17%	53 37.59%	5 3.55%	141	41.13%
SWD	11 45.83%	8 33.33%	5 20.83%	0 0.00%	24	20.83%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	36 38.71%	39 41.94%	18 19.35%	0 0.00%	93	19.35%
Former LEP	1 4.35%	4 17.39%	16 69.57%	2 8.70%	23	78.26%
Economically Disadvantaged	42 26.42%	58 36.48%	55 34.59%	4 2.52%	159	37.11%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2025

Brentwood UFSD
Northeast Elementary School
Sorted by School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	39 26.35%	51 34.46%	42 28.38%	16 10.81%	148	39.19%
Female	19 25.00%	29 38.16%	20 26.32%	8 10.53%	76	36.84%
Male	20 27.78%	22 30.56%	22 30.56%	8 11.11%	72	41.67%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 42.86%	3 42.86%	1 14.29%	0 0.00%	7	14.29%
Hispanic	36 25.90%	47 33.81%	40 28.78%	16 11.51%	139	40.29%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	34 25.19%	48 35.56%	38 28.15%	15 11.11%	135	39.26%
SWD	5 45.45%	3 27.27%	2 18.18%	1 9.09%	11	27.27%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	31 39.74%	35 44.87%	11 14.10%	1 1.28%	78	15.38%
Former LEP	0 0.00%	5 18.52%	15 55.56%	7 25.93%	27	81.48%
Economically Disadvantaged	36 25.53%	49 34.75%	42 29.79%	14 9.93%	141	39.72%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2025

Brentwood UFSD
Northeast Elementary School
Sorted by School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	37 31.90%	27 23.28%	35 30.17%	17 14.66%	116	44.83%
Female	14 24.14%	14 24.14%	21 36.21%	9 15.52%	58	51.72%
Male	23 39.66%	13 22.41%	14 24.14%	8 13.79%	58	37.93%
American Indian	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
	1	1	3	0		

Black	20.00%	20.00%	60.00%	0.00%	5	60.00%
Hispanic	36 33.33%	25 23.15%	32 29.63%	15 13.89%	108	43.52%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	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	35 32.11%	25 22.94%	32 29.36%	17 15.60%	109	44.95%
SWD	2 40.00%	1 20.00%	2 40.00%	0 0.00%	5	40.00%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	34 55.74%	18 29.51%	9 14.75%	0 0.00%	61	14.75%
Former LEP	0 0.00%	0 0.00%	14 60.87%	9 39.13%	23	100.00%
Economically Disadvantaged	36 32.14%	26 23.21%	35 31.25%	15 13.39%	112	44.64%

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

iReady Reading Diagnostic: On Grade Level/One Grade Level Below Fall 2025

	ELL %	Non-ELL %	ELL Gap %
Grade 1	72% 78/109	94% 78/83	-22%
Grade 2	39% 44/112	80% 65/81	-41%
Grade 3	17% 16/95	78% 86/110	-61%
Grade 4	30% 25/84	86% 95/110	-56%
Grade 5	8% 5/64	60% 70/116	-52%
Schoolwide Average	36% 168/464	79% 394/500	-43%

*The data points above are percentages by subgroup per grade level for the I-Ready 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.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2025

Brentwood UFSD
Northeast Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	34 19.65%	79 45.66%	54 31.21%	6 3.47%	173	34.68%
Female	18 21.69%	41 49.40%	22 26.51%	2 2.41%	83	28.92%
Male	16 17.78%	38 42.22%	32 35.56%	4 4.44%	90	40.00%
American Indian	1 20.00%	4 80.00%	0 0.00%	0 0.00%	5	0.00%
Black	0 0.00%	2 50.00%	1 25.00%	1 25.00%	4	50.00%
Hispanic	32 20.78%	68 44.16%	49 31.82%	5 3.25%	154	35.06%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

White	1 10.00%	5 50.00%	4 40.00%	0 0.00%	10	40.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	28 19.05%	67 45.58%	48 32.65%	4 2.72%	147	55.37%
SWD	6 24.00%	12 48.00%	5 20.00%	2 8.00%	25	28.00%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	31 30.10%	53 51.46%	17 16.50%	2 1.94%	103	18.45%
Former LEP	0 0.00%	4 17.39%	16 69.57%	3 13.04%	23	82.61%
Economically Disadvantaged	34 20.48%	77 46.39%	50 30.12%	5 3.01%	166	33.13%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2025

Brentwood UFSD
Northeast 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 25.33%	62 41.33%	45 30.00%	5 3.33%	150	33.33%
Female	24 31.58%	32 42.11%	15 19.74%	5 6.58%	76	26.32%
Male	14 18.92%	30 40.54%	30 40.54%	0 0.00%	74	40.54%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	4 57.14%	2 28.57%	1 14.29%	0 0.00%	7	14.29%
Hispanic	34 24.11%	59 41.84%	43 30.50%	5 3.55%	141	34.04%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	35 25.55%	60 43.80%	37 27.01%	5 3.65%	137	30.66%
SWD	3 27.27%	2 18.18%	6 54.55%	0 0.00%	11	54.55%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	33 39.29%	44 52.38%	7 8.33%	0 0.00%	84	8.33%
Former LEP	1 3.70%	5 18.52%	19 70.37%	2 7.41%	27	77.78%
Economically Disadvantaged	34 24.64%	58 42.03%	41 29.71%	5 3.62%	138	33.33%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2025

Brentwood UFSD
Northeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	53 51.96%	22 21.57%	21 20.59%	6 5.88%	102	26.47%
Female	24 52.17%	11 23.91%	10 21.74%	1 2.17%	46	23.91%
Male	29 51.79%	11 19.64%	11 19.64%	5 8.93%	56	28.57%
American Indian	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
Black	2 50.00%	2 50.00%	0 0.00%	0 0.00%	4	0.00%

Hispanic	50 52.63%	20 21.05%	20 21.05%	5 5.26%	95	26.32%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
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	49 51.04%	20 20.83%	21 21.88%	6 6.25%	96	28.13%
SWD	3 60.00%	2 40.00%	0 0.00%	0 0.00%	5	0.00%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	44 77.19%	11 19.30%	2 3.51%	0 0.00%	57	3.51%
Former LEP	1 5.00%	6 30.00%	11 55.00%	2 10.00%	20	65.00%
Economically Disadvantaged	52 52.00%	22 22.00%	21 21.00%	5 5.00%	100	26.00%

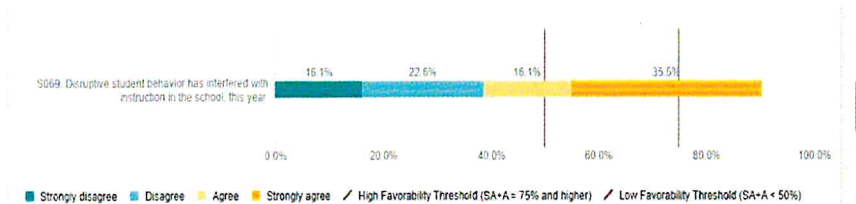
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM
iReady Math Diagnostic: On Grade Level/One Grade Level Below Fall 2025

	Bilingual %	ENL %	Non-ENL %	Bilingual Gap
Grade 1	69% 51/74	60% 21/35	93% 76/82	+9% ENL -24% Non-ENL
Grade 2	32% 21/66	33% 15/45	61% 47/80	-1% ENL -29% Non-ENL
Grade 3	41% 28/68	19% 5/27	67% 74/110	+22% ENL -26% Non-ENL
Grade 4	21% 12/58	24% 6/25	66% 73/111	-3% ENL -45% Non-ENL
Grade 5	33% 15/46	25% 5/20	70% 81/116	+8% ENL -37% Non-ENL
Schoolwide Average	41% 127/312	34% 52/152	71% 353/499	+7% ENL -30% Non-ENL

*The data points above are percentages by subgroup per grade for the I-Ready 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.

Surveys

Survey Data



The above Teacher Survey Data from the 2024-2025 school year shows that 51.6% of teachers (from a pool of 28 teachers) agree or strongly agree with the following statement: Disruptive student behavior has interfered with instruction in my class, this year. **We would like to see a decline in the overall percentage from 51.6% to 49% as measured/indicated by the end of year Teacher Survey of Spring 2026.**

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

After disaggregating and analyzing the 2024-2025 state ELA and math assessment results and the local assessment data (I-Ready Sept. 2025) 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 2025-2026 school wide plan will focus on closing achievement gaps in ELA, language acquisition, and math concepts/skills for ELL's in our school. Furthermore, after analyzing the 2024-2025 School Performance Scan (Data Triangle) Surveys, it was evident that 51.6% of teachers who responded agree and strongly agree with the following statement: Disruptive student behavior has interfered with instruction in my class, this year. Our 2025-2026 school wide plan will also focus on lowering this percentage to 49%.

School Strengths Identified

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

- Grade 3-5 Departmentalization
- Before/After School Programs
- High Dosage Tutoring
- MTSS Process
- Tier 3 Math & Reading Intervention
- Tier 3 Math & Reading Progress Monitoring
- PBIS
- IReady Math & Reading instructional minutes
- Classroom - Progress Monitoring Binders (Reading)
- Guided Reading Groups
- Dream Team
- Community Plaza

School Needs Identified, aligned to priority areas below

(Please provide a bulleted list below of your school's greatest needs in 2025-2026):

- 2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELL's	<u>ELA</u> : Language Acquisition Skills
2.	Bilingual	<u>Math</u> : Math Concepts and Skills
3.	All Students	<u>Survey</u> : Disruptive student behavior
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, English Language Learner students (ELL'S) at Northeast Elementary School will show an increase in proficiency (Level 3 & 4) from 15% indicated in the 2024-2025 ELA State Assessment to 18% proficiency (Level 3 & 4) indicated by the 2025-2026 ELA State Assessment administered in April 2026.**

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, English Language Learner students (ELL's) at Northeast Elementary School will equal or exceed 114% median progress toward annual typical growth as measured/indicated by the 2025-2026 i-Ready Diagnostic end-of-year assessment in June 2026.**

Mathematics Performance GoalsState-Level Math Goal

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

- **By June 2026, English Language Learner students (ELL'S) at Northeast Elementary School will show an increase in proficiency (Level 3 & 4) from 11% indicated in the 2024-2025 Math State Assessment to 15% proficiency (Level 3 & 4) indicated by the 2025-2026 Math State Assessment administered in May 2026.**

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, 52% of Bilingual students at Northeast Elementary School will meet or exceed their annual typical growth as measured/indicated by the 2025-2026 i-Ready Diagnostic end-of-year assessment in June 2026.**

Survey Goal

- **By June 2026, our school will show a decrease in the percentage of respondents who agree, & strongly agree with the following statement: Disruptive student behavior has interfered with instruction in my class, this year. We would like to see a decline in the overall percentage from 51.6% to 49% as measured/indicated by the end of year Teacher Survey. This goal will be measure on a continuous basis through office referrals and measured at the end of the school year with the Teacher Survey.**

Schoolwide StrategiesSchoolwide 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><u>Success Pathways</u></p> <ul style="list-style-type: none"> • BARS Analysis - This strategy aligns to our belief that each child's plus aligns to his/her strengths/areas in need of improvement 	<p><u>Growth Culture</u></p> <ul style="list-style-type: none"> • Bill Atwood Building Thinking Classrooms - This professional development aligns with our belief that all 'BUFSD stakeholders are lifelong learners.
<p><u>Meaningful and Relevant Instruction and Assessment</u></p> <ul style="list-style-type: none"> • MTSS Process – This system aligns with our belief in nurturing the whole child (physical, emotional, academic, social, & cultural) 	<p><u>Empowered Stakeholders</u></p> <ul style="list-style-type: none"> • PBIS – This aligns with our belief that attendance is vital to maximize student potential

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.**
 - Sunday: Let's Play Learn Training
 - Sunday 1 Training
 - Sunday 2 Training
 - Tier 2 Interventions & Progress Monitoring
 - Reading Consultants – Meetings with district coordinators
 - MTSS Tier 3 Presentation

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.**
 - HMM Virtual Into Math PD (5 Sessions)
 - HMM Into Math Building Leader Training
 - HMM Into Math Coachly Training
 - Bill Atwood PD (3 Cycles)
 - Moving With Math Training
 - HMM In-Person Math Training (5 Sessions)
 - Experience Science PD
 - Tier 2 Interventions & Progress Monitoring
 - Math Consultants – Meetings with district coordinators
 - MTSS Tier 3 Presentation

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

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

- Title I: Reading Book Club
- Title I: Basic Math Skills
- Article 26: Morning Tech Explorers
- Article 26: Northeast Volleyball Club
- Article 26: Girl's Lacrosse Team
- Article 26: Northeast Cheer Club
- Article 26: Dance Club
- Article 26: Kindness Club
- High Dosage Reading Tutoring (3 Separate Programs)
- High Dosage Math Tutoring (11 Separate Programs)
- High Dosage SONDAY Program (2 Separate Programs)

- o High Dosage Tutoring (5 Separate Programs)
- o NYSESLAT Prep (4 Separate Programs)
- o NYS ELA Test Prep
- o NYS Math Test Prep

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 2024-2025 Schoolwide/SIT plan.

Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment

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

- Meet the Teacher Night
- PTA Fall Festival
- Hispanic Heritage Night: Loteria Night
- Trunk-or-Treat
- Student of the Month Ceremonies
- PTA Paint Night
- Grade 4 & 5 Winter Concert
- Community Plaza Game Night
- Community Plaza Workshop: Cr-Part 154, & Accessing Report Cards
- Grade 4 & 5 Spring Concert
- PTA Build-A-Bear Event
- Evening Parent/Teacher Conferences
- 100% Student Attendance Breakfast Celebration
- PTA Kids Poetry
- Tag Sale
- Color Run
- Dream Team

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 - Northeast 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	\$80,536
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	\$56.00	\$12,727

	multiple elementary schools - 2,500 hours X \$56/hr = \$140,000 / 11 elementary schools = \$12,727.27/school (227 hrs per building).		
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	\$40,543
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:			\$170,685

2025-2026 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 the 2025-2026 school year.

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);
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:

1. Do homework every day and ask for help when needed;
2. Read alone or with someone for at least 30 minutes every day outside of school time;
3. Give all notices and information received from school to parents or guardian every day;
4. Put forth our best effort so that assessments accurately measure our understanding and growth;
5. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

Strategies for Assisting Preschool Children in the Transition from Early Childhood Education Programs to Local Elementary School Programs

To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below: **Please customize the bulleted list below for your school (Elementary Only)**

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet

these families as they arrive and depart. For the 2025-26 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 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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