

2025-2026 SIT/Schoolwide Plan – North Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	North Elementary School
Principal:	Patrick Morris
Assistant Principal(s):	Ana Briones
SIT Co-Chairs:	LINDSEY DALY & ANGELIE LAPORTA
Grades Served:	1-5

2025-2026 Staff List

Title	First Name	Last Name
Principal	PATRICK	MORRIS
Assistant Principal	ANA	BRIONES
1st Gr. Teacher	JADE	TATULIS ALLOCCO
1st Gr. Teacher	ALYSSA	LIFRIERI
1st Gr. Teacher	VICTORIA	MAYER
1st Gr. Teacher	KAYLA	RAMIREZ
1st Gr. Teacher	JENNIFER	ARNOLD
1st Gr. Teacher	PERLA	CASTANEDA
1st Gr. Teacher	LINDSEY	DALY
2nd Gr. Teacher	IVONNE	BROWN
2nd Gr. Teacher	AMALIA	GREENSPAN
2nd Gr. Teacher	CAROLINA	HERNANDEZ
2nd Gr. Teacher	STEPHANY	RUBINO
2nd Gr. Teacher	DENISE	DZENAWAGER
2nd Gr. Teacher	CHRISTINE	BRUNI
3rd Gr. Teacher	STEPHANIE	MAIO
3rd Gr. Teacher	ALEXANDRA	GALVEZ
3rd Gr. Teacher	ALLISON	KLEIN
3rd Gr. Teacher	MELISSA	BARNYCH
3rd Gr. Teacher	DANIELLE	MORRIS
3rd Gr. Teacher	SHANELL	OECKEL
4th Gr. Teacher	KYRSTINA	GRECO
4th Gr. Teacher	STEPHANIE	THOMPSON
4th Gr. Teacher	MARIA	DIORIO
4th Gr. Teacher	VANESSA	APP
4th Gr. Teacher	MELISSA	MATHESEN
4th Gr. Teacher	DEANNA	LEPAGE
4 th Gr. Teacher	TATIANA	ARANGO
5th Gr. Teacher	MARY JO	SANZONE
5th Gr. Teacher	INGRID	SIEVERS
5th Gr. Teacher	MELISSA	SACCENTE
5th Gr. Teacher	NICOLE	CORTES
5th Gr. Teacher	KIMBERLY	RUBIO
5th Gr. Teacher	JENNIFER	TORRE
2nd Gr. Sp. Ed	EMILY	LIEBER
3rd Gr. Sp. Ed	CHRISTINA	HOLDERER
3rd Gr. Sp. Ed	ARIANA	MORCK
4th Gr. Sp. Ed	KELLY	BRIDGWOOD
4th Gr. Sp. Ed	JACKELYN	BALDINO
4 th Gr.Sp.Ed ICT	DIANA	TEIXEIRA
5th Gr. Sp. Ed	JULIA	WRIGHT

5th Gr. Sp. Ed	TAYLOR	WALSH
Music	MARISA	NOLA
Music	JEREMIAH	MOYA
Art	ANNA	McMANUS
Art	MARIA	PONTILLO
Phys Ed.	PETE	SCHMITZ
Phys Ed.	DELANEY	KISSANE
Phys Ed.	MEGAN	PARISI
LRC	JESSICA	FOSTER
Nurse	CONSUELO	CANNON
Health Aide	NICOLE	LOPEZ PICHARDO
Psychologist	LINDSAY	DESTEFANO
Guidance	OLIVIA	BUONINCONTRI
SOC WRK	ALEXA	EYRING
Speech	KERRY	DONNELLY
Speech	KRISTY	JOHNSTON
Speech	JESSICA	CARINO
OT	ALLANAH	BASILE
OT	MELANY	SIMON
PT	MARIA	FAJARDO
Consultant	ANGELIE	LIMA-LAPORTA
Consultant	ERIN	MARZOVILLA
Consultant	ANTHONY	SCHIOTIS
Consultant	CHERYL	COBELO
LMS	LYNDA	SZURKOWSKI
LMS	KERRI	HERBST
ENL	GINA	SKEVOFILAX
ENL	SARA	SCHUSTER
ENL	GINA	LEONARD
ENL	LILLIAN	HASEMANN
ENL	JAIME	SPERA
Perm. Sub	ARYANA	MARKOWSKI
Perm. Sub	SOPHIA	BOCCADIFUOCO
Per Diem Sub	VICTORIA	BAGARELLA
Perm. Sub	JOE	PETRUCCI

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	881	153	159	190	192	187
Female	436	80	87	86	89	94
Male	445	73	72	104	103	93
*American Indian/Alaska Native	12	2	5	3	2	0
*Black	58	14	6	12	12	14
*Hispanic	276	132	141	169	172	162
*Asian/Pacific Islander	11	2	1	1	2	5
Asian	11	2	1	1	2	5
*White	19	3	6	4	4	2
*Multiracial	5	0	0	1	0	4
General Education Students	698	134	141	146	138	139
*Students with Disabilities	183	19	18	44	54	48
Former Students with Disabilities	7	3	1	1	1	1
Not English Language Learner	398	54	65	75	90	114
*English Language Learner	483	99	94	115	102	73

Formerly English Language Learner	<u>126</u>	<u>8</u>	<u>14</u>	<u>23</u>	<u>41</u>	<u>40</u>
*Economically Disadvantaged	<u>845</u>	<u>147</u>	<u>152</u>	<u>183</u>	<u>185</u>	<u>178</u>
Not Economically Disadvantaged	<u>36</u>	<u>6</u>	<u>7</u>	<u>7</u>	<u>7</u>	<u>9</u>
Not Migrant	<u>881</u>	<u>153</u>	<u>159</u>	<u>190</u>	<u>192</u>	<u>187</u>
Homeless	<u>11</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>	<u>2</u>
Not Homeless	<u>870</u>	<u>150</u>	<u>157</u>	<u>190</u>	<u>188</u>	<u>185</u>
In Foster Care	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Not in Foster Care	<u>879</u>	<u>152</u>	<u>158</u>	<u>190</u>	<u>192</u>	<u>187</u>
Parent Not in Armed Forces	<u>881</u>	<u>153</u>	<u>159</u>	<u>190</u>	<u>192</u>	<u>187</u>

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 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 North Elementary, the McKinney-Vento liaison is Alexa Eyring.

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	11
Children in Foster Care	2
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)	Felicia Diaz , Ana Ospina, Carolina Chaer
Members of the Community to be served	Evelyn Vega
Teachers-SWP Sub Committee	Angelie Lima-LaPorta, Lindsey Daly
Principals	Patrick Morris & Ana Briones
Teaching Assistants	Felicia Diaz, Anabel Holguin
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 *	Dr. Thomas DiNicola

* 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

Grade 3 English Language Arts April 2025						Brentwood UFSD North Elementary School <small>Sorted by: School</small>	
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4	
All Students	80 43.48%	59 32.07%	33 17.93%	12 6.52%	184	24.46%	
Female	29 32.58%	34 38.20%	18 20.22%	8 8.99%	89	29.21%	
Male	51 53.68%	25 26.32%	15 15.79%	4 4.21%	95	20.00%	
American Indian	1 25.00%	3 75.00%	0 0.00%	0 0.00%	4	0.00%	
Black	4 30.77%	5 38.46%	3 23.08%	1 7.69%	13	30.77%	
Hispanic	72 44.72%	50 31.06%	28 17.39%	11 6.83%	161	24.22%	
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%	
White	2 50.00%	1 25.00%	1 25.00%	0 0.00%	4	25.00%	
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%	
GenEd	47 33.57%	54 38.57%	29 20.71%	10 7.14%	140	27.86%	
SWD	33 76.74%	5 11.63%	4 9.30%	1 2.33%	43	11.63%	
Former SWD	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%	

	0.00%	33.33%	66.67%	100.00%		
LEP	67	36	10	0	113	8.85%
	59.29%	31.86%	8.85%	0.00%		
Former LEP	0	8	12	4	24	66.67%
	0.00%	33.33%	50.00%	16.67%		
Economically Disadvantaged	78	58	29	11	176	22.73%
	44.32%	32.95%	16.48%	6.25%		

Grade 4 English Language Arts April 2025

Brentwood UFSD
North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	62 34.25%	68 37.57%	38 20.99%	13 7.18%	181	28.18%
Female	20 24.39%	34 41.46%	24 29.27%	4 4.88%	82	34.15%
Male	42 42.42%	34 34.34%	14 14.14%	9 9.09%	99	23.23%
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	56 34.78%	63 39.13%	35 21.74%	7 4.35%	161	26.09%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	3 100.00%	3	100.00%
White	2 50.00%	0 0.00%	0 0.00%	2 50.00%	4	50.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	23 17.83%	58 44.96%	35 27.13%	13 10.08%	129	37.21%
SWD	39 76.47%	10 19.61%	2 3.92%	0 0.00%	51	3.92%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	51 52.58%	38 39.18%	7 7.22%	1 1.03%	97	8.25%
Former LEP	2 5.26%	13 34.21%	18 47.37%	5 13.16%	38	60.53%
Economically Disadvantaged	58 33.53%	66 38.15%	38 21.97%	11 6.36%	173	28.32%

Grade 5 English Language Arts April 2025

Brentwood UFSD
North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	61 37.89%	48 29.81%	46 28.57%	6 3.73%	161	32.30%
Female	27 32.93%	28 34.15%	25 30.49%	2 2.44%	82	32.93%
Male	34 43.04%	20 25.32%	21 26.58%	4 5.06%	79	31.65%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 25.00%	5 41.67%	3 25.00%	1 8.33%	12	33.33%
Hispanic	57 40.14%	41 28.87%	40 28.17%	4 2.82%	142	30.99%
Asian/Pacific Islander	1 25.00%	0 0.00%	2 50.00%	1 25.00%	4	75.00%
White	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Multiracial	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	28 23.33%	42 35.00%	45 37.50%	5 4.17%	120	41.67%
SWD	33 82.50%	5 12.50%	1 2.50%	1 2.50%	40	5.00%
	0	1	0	0		

Former SWD	0.00%	100.00%	0.00%	0.00%	1	0.00%
LEP	39 60.94%	18 28.13%	7 10.94%	0 0.00%	64	10.94%
Former LEP	3 8.11%	15 40.54%	18 48.65%	1 2.70%	37	51.35%
Economically Disadvantaged	57 36.77%	47 30.32%	46 29.68%	5 3.23%	155	32.90%

Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady
2024 – 2025 ELA i-Ready Final Diagnostic for ELL



2024 – 2025 ELA I-Ready Final Diagnostic for SWD



Grade	Category	Level 1	Level 2	Level 3	Level 4	Total	Percent At Level 3 & 4
Grade 3	Overall	127%	51%	59%	44%	50%	117/136
	Yes - Special Education	97%	50%	53%	12%	50%	42/45
Grade 4	No - Special Education	135%	64%	75%	26%	69%	137/147
	Overall	140%	66%	69%	30%	60%	184/189
	Yes - Special Education	107%	54%	48%	19%	63%	52/52
Grade 5	No - Special Education	155%	71%	79%	34%	59%	132/137
	Overall	110%	53%	50%	18%	54%	178/185
	Yes - Special Education	135%	64%	57%	15%	66%	47/47
	No - Special Education	96%	50%	43%	19%	50%	131/138

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2025

Brentwood UFSD
North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	60 31.91%	85 45.21%	41 21.81%	2 1.06%	188	22.87%
Female	28 30.77%	40 43.96%	22 24.18%	1 1.10%	91	25.27%
Male	32 32.99%	45 46.39%	19 19.59%	1 1.03%	97	20.62%
American Indian	1 25.00%	2 50.00%	1 25.00%	0 0.00%	4	25.00%
Black	6 46.15%	4 30.77%	3 23.08%	0 0.00%	13	23.08%
Hispanic	50 30.49%	76 46.34%	36 21.95%	2 1.22%	164	23.17%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	2 40.00%	3 60.00%	0 0.00%	0 0.00%	5	0.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	30 20.83%	77 53.47%	35 24.31%	2 1.39%	144	25.69%
SWD	30 69.77%	8 18.60%	5 11.63%	0 0.00%	43	11.63%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	42 35.59%	62 52.54%	14 11.86%	0 0.00%	118	11.86%
Former LEP	0 0.00%	9 37.50%	13 54.17%	2 8.33%	24	62.50%
Economically Disadvantaged	58 32.22%	82 45.56%	38 21.11%	2 1.11%	180	22.22%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2025

Brentwood UFSD
North Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	60 32.43%	57 30.81%	58 31.35%	10 5.41%	185	36.76%
Female	25 29.41%	27 31.76%	29 34.12%	4 4.71%	85	38.82%
Male	35 35.00%	30 30.00%	29 29.00%	6 6.00%	100	35.00%

American Indian	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Black	4 36.36%	4 36.36%	3 27.27%	0 0.00%	11	27.27%
Hispanic	55 33.13%	51 30.72%	53 31.93%	7 4.22%	166	36.14%
Asian Pacific Islander	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
White	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	21 15.91%	47 35.61%	54 40.91%	10 7.58%	132	48.48%
SWD	39 75.00%	10 19.23%	3 5.77%	0 0.00%	52	5.77%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	43 43.00%	38 38.00%	18 18.00%	1 1.00%	100	19.00%
Former LEP	1 2.63%	10 26.32%	21 55.26%	6 15.79%	38	71.05%
Economically Disadvantaged	58 32.77%	55 31.07%	56 31.64%	8 4.52%	177	36.16%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2025

Brentwood UFSD

North Elementary School

Sorted by School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	61 36.75%	42 25.30%	55 33.13%	8 4.82%	166	37.05%
Female	30 37.50%	24 30.00%	23 28.75%	3 3.75%	80	32.50%
Male	31 36.05%	18 20.91%	32 37.21%	5 5.81%	86	43.02%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 16.67%	7 58.33%	3 25.00%	0 0.00%	12	25.00%
Hispanic	57 39.04%	34 23.29%	48 32.88%	7 4.79%	146	37.67%
Asian Pacific Islander	1 25.00%	0 0.00%	2 50.00%	1 25.00%	4	75.00%
White	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Multiracial	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	28 22.58%	35 28.23%	53 42.74%	8 6.45%	124	49.19%
SWD	33 80.49%	6 14.63%	2 4.88%	0 0.00%	41	4.88%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	35 50.72%	18 26.09%	15 21.74%	1 1.45%	69	23.19%
Former LEP	6 16.67%	9 25.00%	19 52.78%	2 5.56%	36	58.33%
Economically Disadvantaged	59 37.11%	40 25.16%	54 33.96%	6 3.77%	159	37.74%

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

2024 – 2025 Math i-Ready Final Diagnostic for ELL



Grade	Category	Overall Progress	% Met	Annual Typical Growth	% Met	Annual Stretch Growth	% Met	% Students with Improved Placement	Students Answered/Total
Grade 1	Overall	114%	67%	89%	36%	57%	154/154		
	Yes - English Learner	114%	69%	88%	35%	54%	100/100		
	No - English Learner	114%	63%	89%	39%	63%	54/54		
Grade 2	Overall	87%	43%	56%	14%	56%	166/166		
	Yes - English Learner	90%	46%	54%	15%	54%	103/103		
	No - English Learner	85%	40%	58%	13%	59%	63/63		
Grade 3	Overall	112%	59%	73%	27%	71%	190/192		
	Yes - English Learner	112%	59%	71%	25%	67%	118/120		
	No - English Learner	110%	58%	74%	29%	78%	72/72		
Grade 4	Overall	113%	60%	68%	20%	77%	189/189		
	Yes - English Learner	104%	54%	60%	15%	75%	101/101		
	No - English Learner	117%	67%	71%	25%	80%	88/88		
Grade 5	Overall	117%	61%	63%	18%	75%	184/185		
	Yes - English Learner	100%	51%	52%	13%	65%	71/71		
	No - English Learner	128%	67%	71%	21%	81%	113/114		

2024 – 2025 Math i-Ready Final Diagnostic for SWD



Surveys

Survey Data

Core Strategic Plan – Students Results

Core Strategic Plan Item Response Percentages 3/4



Grade level meetings to review the data will help the teachers identify trends and areas of strength and areas of growth. The data also identifies students on the cusp of proficiency levels to help develop learning plans to deliver targeted instruction. We will continue to capitalize on our collective teacher efficacy to share best practices.

Students with learning disabilities struggled to meet State proficiency standards across testing grade levels. This data is congruent to the iReady End-of-Year Diagnostic Report. Students in this subgroup are not reading on grade level. Most classes have 100% of students reading 3 grade levels below. A deeper analysis of the iReady domains revealed a deficiency in phonics with 100% of students below grade level expectations. Therefore, the goal for 2025-2026 is to make a year's gain in reading to help students bridge the achievement gap. Spire, a phonics program, will be used to strengthen students' skills.

Their progress will be monitored by monitoring the progression with Spire, Qualitative Spelling Inventory, Fountas & Pinnell Reading Benchmarks, and iReady Diagnostic Reports. Small group instruction will be pivotal to address students' needs and accelerate learning. For example, while some students may struggle to decode, their comprehension skills continue to be developed by read aloud. Conversely, some students may be excellent decoders but need more support in making inferences with grade level texts.

Math Analysis

An analysis of grade level standards across 3rd through 5th grade showed some commonalities. For example, students had a difficult time converting units of measure and understanding fractions. An item analysis of the 3rd grade test showed students struggled with writing and finding equivalent fractions. These foundational skills are critical for future success and are concepts that are built upon in 4th and 5th grade. This year, our 3rd grade teachers will introduce fractions earlier in the year to help students gain a deeper understanding of this complex concept. Strengthening the core instruction will yield better results this year and in consequent grades.

The analysis of the constructive response questions across grade level helped us identify a teacher in each grade level that excelled in preparing students to demonstrate mastery on constructive response questions. For example, one general education third grade class outperformed the District in all constructed response questions and, in some questions, the class outperformed the region. Another general education 4th grade class outperformed the region in 7 out of the 9 constructive response questions! All the 5th grade general education classes were at or above the region. These teachers will share best practices with the rest of the grade to capitalize on our collective teacher efficacy.

The grade level analysis showed that the third grade cohort struggled to meet grade level standards. This includes all subgroups of general education, English Language Learners (ELL) and students with disabilities (SWD). We have previously identified this cohort as needing support and will continue to provide extra support this year. The 4th and 5th grade analysis identified SWD as the subgroup needing additional support to meet grade level standards. The iReady Beginning of the Year Diagnostic showed similar results as the State Assessments. Therefore, iReady will be used to monitor student progress.

To address these gaps, Bill Atwood, a District consultant, will provide professional development to the 3rd, 4th and 5th grade teachers on developing critical thinking skills, increasing student collaboration, utilizing mathematical vocabulary and how to gradually introduce complex concepts throughout the year to gain mastery. Additionally, we plan on strengthening our students' computer skills such as typing, using features like copy paste and typing extended response questions on their laptop. These practices will help close the learning gaps.

The overarching goal is to improve mathematical reasoning and communication skills, thereby increasing proficiency levels and performance for SWD and ELL students at North Elementary.

Survey Results Goal

As part of our District's core strategic plan of Graduation+, our collective goal is to create individual success pathways that align to students' strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives. The data from the School Performance Scan (Data Triangle) surveys showed an increased interest to explore, experience and celebrate different pathways for students. For example, the data from the teachers' open-ended responses showed interest in having students take interest surveys, offering a wider range of clubs, project-based learning among others to provide students with a wide range of experiences. The students and parents also shared ideas such as career day and were aligned with offering a wider range of clubs to explore various interests. North Elementary will focus on increasing opportunities for students to explore various pathways and explore students' interests.

School Strengths Identified

- Consistently achieving over 111% median year's growth on iReady end-of year assessments in ELA and Math
- Teachers utilize specific data for purposes of instructional planning and measuring student progress.
- Collective teacher efficacy - teacher leaders share best practices to improve student outcomes
- The school uses key measurements, such as common assessments, to monitor student progress.
- Students feel their teachers care about them
- Students state that teachers check to make sure the lesson is understood
- Students state that teachers make them feel they can learn and do well
- Strong community participation as evident by the number of parents who participated on the District Survey and attendance at school events.

School Needs Identified

- Continue support with the implementation of the new reading program, *Into Reading*, and math program, *Into Math*
- Support the implementation of Spire, a phonics program, in our self-contained classes
- monitoring of student progress using new reports such as Spire progression, iReady "Standard Mastery Report" and "Projected Proficiency"
- A shift in focus from looking at the iReady "Annual Growth Scores" to "Percent of Students Making a Year's Growth" to measure student progress.

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	Students with Disabilities	ELA: Reading Concepts – Decoding Math: Math Concepts and Skills
2.	ELLs	ELA: Reading Concepts – Multiple Meaning Words and Inferencing Math: Math Concepts and Skills – Vocabulary and Problem Solving Skills
3.	All Students	Increasing Opportunities to Explore Career Pathways

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 the ELL will show a 6% increase in ELA Performance Index from baseline level of performance of 52.37 in 2024-2025 to 58 level of performance in 2025-2026 as measured by the 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:

English Language Learner Goal

By June 2026, English Language Learners in North Elementary School will increase the percentage of students achieving a year's growth in ELA by 5% for each cohort as measured by the iReady Reading Diagnostic which is administered 3 times a year.

Grade Level	ELA Percent of Annual Typical Growth End-of-Year 2025	2026 Target Goal for ELA Annual Typical Growth
First Grade	24% (Percent Achieved in Kindergarten)	29%
Second Grade	54%	59%
Third Grade	41%	46%
Fourth Grade	59%	64%
Fifth Grade	65%	70%

SWD Goal for ELA

By June 2026, English Language Learners with learning disabilities in North Elementary School will achieve 75% of a year's growth as measured by the iReady Reading Diagnostic which is administered 3 times a year.

*Historical data for our SWD could not be gathered because the student population changes from year to year. Students' placement is reviewed annually and may change based on the student's needs.

Mathematics Performance Goals

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

By June 2026 the ELL will show a 5% increase in Math Performance Index from baseline level of performance of 74.43 in 2024-2025 to 79 level of performance in 2025-2026 as measured by the Math State Assessment, administered in May 2026.

Local Math Goal

English Language Learner Goal

By June 2026, English Language Learners in North Elementary School will increase the percentage of students achieving a year's growth in math by 5% for each cohort as measured by the iReady Reading Diagnostic which is administered 3 times a year.

Grade Level	Math Percent of Annual Typical Growth End-of-Year 2025	2026 Target Goal for Math Annual Typical Growth
First Grade	38% (Percent Achieved in Kindergarten)	43%
Second Grade	69%	74%
Third Grade	46%	51%
Fourth Grade	59%	64%
Fifth Grade	54%	59%

SWD Goal for Math

By June 2026, SWD in North Elementary School will achieve 50% of a year's growth in math as measured by the iReady Diagnostic which is administered 3 times a year.

**Historical data for our SWD could not be gathered because the student population changes from year to year. Students' placement is reviewed annually and may change based on the student's needs.*

Survey Goal

By June 2026, the number of events, activities and or clubs to explore different career pathways will increase from 6 in 2024-2025 to 10 for the 2025-2026 school year.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

Our school will utilize the strategies identified below to upgrade the entire educational program to improve the achievement of the lowest achieving students [ESSA Section 1114(b)(7)(A)(i-iii)]. The strategies are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

MTSS is an instructional model that aims at prevention and early intervention through a tiered system that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of students. The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our school's overall MTSS strategy, including identifying individual students that need targeted support in various skill areas.

Schoolwide Improvement Strategies

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)]. Improvement strategies/activities should be purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure 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)

The Four Tenets of Graduation PLUS +

<p><u>Success Pathways</u></p> <ul style="list-style-type: none"> • Participated in Career Week and Young Authors in which students explored different career opportunities <ul style="list-style-type: none"> ○ We believe in leveraging our student's strengths, preferences and interests to revitalize the Brentwood community. • BARS Analysis <ul style="list-style-type: none"> ○ This strategy is aligned to our belief that each child's plus is reflective of his/her strengths/areas in need of improvement • 4 High School Students are participating in Teacher Assistance <i>pre-apprentices</i> 	<p><u>Growth Culture</u></p> <ul style="list-style-type: none"> • High Dosage Tutoring <ul style="list-style-type: none"> ○ We believe that having high expectations for ALL students is the key to unlocking their full potential. • NYSESLAT Enrichment Program • Utilizing assessment to help guide instruction <ul style="list-style-type: none"> ○ We believe in curating an academic program with acceleration and enrichment as core design elements from inception.
<p><u>Meaningful and Relevant Instruction and Assessment</u></p> <ul style="list-style-type: none"> • Offering clubs such as Art, Soccer, Recorder, and Walking Clubs <ul style="list-style-type: none"> ○ We believe in nurturing the whole child (physical, emotional, academic, social, cultural). • STEM Academy Morning Program <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. 	<p><u>Partes interesadas empoderadas</u></p> <ul style="list-style-type: none"> • Internet Safety Night <ul style="list-style-type: none"> • We believe that student success is proportional to the extent and quality of stakeholder engagement. • CR Part 154 Workshop for Parents • NYSESLAT Information Night • Character Education Awards <ul style="list-style-type: none"> ○ We believe that stakeholder collaboration and partnership have exponential value. • Attendance Awards <ul style="list-style-type: none"> ○ We believe 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)]:

- o Continual grade level meetings to review data from State and local assessments
- o Expert teachers share best practices to capitalize on collective teacher efficacy
- o HMH Into Reading training for new teachers
- o Backwards design of HMH Into Reading weekly and unit assessments to focus on identified areas of need
- o Fountas and Pinnell Benchmarking
- o Grade level meeting to discuss mid-year assessment data and development of individualized learning plans

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)]:

- o Bill Atwood Math Training
- o Continual grade level meetings to review data from State and local assessments
- o Expert teachers share best practices to capitalize on collective teacher efficacy
- o HMH Into Math Training
- o Backwards design of HMH Into Reading weekly and unit assessments to focus on identified areas of need
- o Grade level meetings to discuss mid-year assessment data and development of individualized learning plans

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.

- o Art Clubs
- o Recorder Club
- o Science STEM Academy
- o Soccer Club
- o Speaking Club
- o Walking Club
- o SEL Club
- o Milk and Bookies Club
- o Multiple High Dosage Tutoring opportunities
- o NYSESLAT Enrichment Program

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)(iii)). 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.

- o Battle of the Schools Family Event
- o Internet Safety Night
- o Fall Festival
- o NYSESLAT Information Night
- o CR Part 154
- o Milk and Cookies – State and Local Assessments Explained
- o VIP Tea
- o 5th Grade Retreat

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 - North Elementary School			
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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	\$76,381
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	\$38,028
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:			\$164,015
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2025-2026 School-Parent-Student Compact

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

School Responsibilities

North 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:

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

(ELEMENTARY SCHOOLS ONLY AND CAN BE DELETED BY SECONDARY SCHOOLS)

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 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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