

2025-2026 SIT/Schoolwide Plan – Oak Park Elementary

School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	Oak Park Elementary School
Principal:	Lisa Catandella
Assistant Principal(s):	Robert Peterson
SIT Co-Chairs:	Bridget Nemeth and David Brenner
Grades Served:	1-5

2025-2026 Staff List



Staff List (1)

8/28/2025

OAK PARK ELEMENTARY 2025/2026
 Lisa Catandella, Principal Robert Peterson, Assistant Principal
 Patricia Calbo (SR), Yahoiz Restrepo (Attend.), Adele Fuschetto, (Lib.), Eileen Dubecky (FO)

1ST GRADE		Rm.#
Tracey Brennan	ENL/Welch	2
Samantha Morales	BIL	3
Nelly Brenner	BIL	4
Kathleen Morris	ENL/Welch	5
Lori Martiny	Gen Ed	6
Teresa Pinner	Gen Ed	7
2ND GRADE		Rm.#
Soraya Bravo	BIL	8
Lauren Owens	ENL/Tolsdorf	9
Sarah Seiler	Gen Ed	10
Marilyn Portillo	BIL	12
Melissa Mazzola	ENL/Tolsdorf	15
3RD GRADE		Rm.#
Aneesha Vargas	ENL/Manganietto	16
Jennifer Rosa	BIL	18
Tecta Medrano	BIL	20
Eleanor Ryan	Gen Ed	21
Mary Amodeo	ENL/Manganietto	23
4TH GRADE		Rm.#
William Abair	Gen Ed	22
Maria Carballude	BIL	24
Sasha Rosado	BIL	25
Lisa Mead (L3, 4th)	ENL/Nunez	26
Abby Slippen	ENL/Seebach	27
Christine Bouchard	Gen Ed	28
Allan Melgar	ENL/Seebach	29
5th GRADE		Rm.#
Katelyn Nix. (L3, 5th)	ENL/Seebach	60
Kelly Intartaglia (ICT, SpEd)	ENL/Seebach	61
Jessica Mondo (ICT, GenEd)	ENL/Seebach	61
Denise Lorefice	ENL/Welch	66
Roxanna Melendez	BIL	67
Robin Holdorf	Gen Ed	68
Dana Scacco	Gen Ed	69
SPECIAL ED		Rm.#
Kaitlyn Slavin (UG, LE, 2-3)	ENL/Tolsdorf	52
Samantha McIntyre (UG, LE, 1-2)	ENL/Tolsdorf	53
Megan Klein (LE, 2-3)	ENL/Nunez	54
Patricia Erment (UG, LE, K)	ENL/Manganietto	55
Lynda Brophy. (UG L1, Primary)	ENL/Welch	56
Kimberly Swedborg (LE, Int.)	ENL/Manganietto	57
Samantha Miller (L1, Int.)	ENL/Manganietto	58

SPECIAL AREA TEACHERS		Rm.#
Katelyn Freel, ART		1
Anne McManus, Art (OP/ North)	T (pm) / W (pm)	
Marie Sanfratello, MUSIC		14
Paul Johnson, MUSIC		
Michael Castellano, MUSIC		
Keenan Beach, PE		Gym
Danielle Carleton, PE		Gym
Jon Urbom, PE (OP/TP)		M/T
Daniel Meo, DML		Library
Melissa Nachamkin, DML		Library
ENL		Rm.#
Ariana Nunez, ENL SWD	OP (em) / HP (pm)	
Valerie Manganietto, ENL		30
Christine Seebach, ENL		30
Karen Tolsdorf, ENL		30
Dawn Welch, ENL		30
CONSULTANTS/INTERVENTIONISTS		Rm.#
Michael Coan, Interventionist		11
Nicole Crowe, Reading Consultant		11
Jessica Curry, Interventionist		31B
David Brenner, Math Consultant		13
Bridget Nemeth, Guidance Counselor		Guidance
SPECIAL EDUCATION SUPPORT		Rm.#
Karen Gomez, Social Worker		31A
Emilysia Almonacy, Psychologist	FO next to nurse	
Lisbeth Torres, Psychologist		65
Amy Bosshard, (BCBA)		64
Leora McIness, Speech Pathologist		32
Sara Dookram, Speech Pathologist		32
Ann Fici, Speech Pathologist		62B
Dana Buonavita, Speech Pathologist		62A
Unda Walter, LRC (CSE's Th)		11
Deborah Magnien, PT		Stage
Kristi Geyer, OT		59
Dadelie Volmar, Nurse		Nurse

PERM SUBSTITUTES	
Gabrielle Agro	
Olivia Cinquemani	
Lauren Hanrahan	
Victoria Bogarella (T/Th)	
Jason Trisciuzzi	
Giselle Henandez Ramos	

TEACHER ASSISTANTS
 Nahed Akhter (ENL)
 Susan Aziz (Lab)
 Salma Begum (Rm. 16)
 Odalie Cardoza
 Purmeet Jassal (ENL)
 Karla Johnathan
 Ardeela Kouser (Lab)
 Almas Parvez (Lab)
 Susa Nobles Romero (ENL)
 Linda Torres
 Angy Vuzcarra

MONITORS
 Anna Chavez
 Arminda Cruz
 Laura O'Abbruccio
 Ariana Honeycutt
 Connie Groth
 Beth O'Brien
 Nicolette Orapallo
 Thomas Pasqualone
 Lori Sweeney
 Alexus Tallarico

HEALTH MONITORS
 Heriberto Penate Nurse's Office

IT
 Robert Willmont (IT)
 Masulha Thyparambath (Comm. Aide)

CUSTODIANS
 Christopher Jean-Pierre, Jr.
 Henry Chavez
 David Rodriguez
 Ivan Rodriguez

SpEd TA's
 Susan Zeffler (26)
 Saba Ijaz (52)
 Marilyn Darmanic (54)
 Israt Sharmin (54)
 Emily Martinez (55)
 Mirella Dowan (56)
 Cynthia Newkirk (57)
 Joseph Stroth (57)
 Muhammad Niazi (58)
 Dawn Dearce Ramos (58)
 Taylor Augier (60)

SpEd AIDES (9:15-9:45)
 Wladimir Ricon (LAB)
 Sarah Deegan (52)
 Shanea Morrow (52)
 Teresa Ceron (53)
 Susan Delligati (53)
 Karen Rios (53)
 Virginia Padro (54)
 Wendy Cabrera Molina (55)
 Kelly Tiste (55)
 Elaine Taister (56)
 Yendi Escobar (57)

KITCHEN STAFF
 Joanne Coppering (6:30-2:30)
 Gladis Maldonado
 Rosa Maldonado
 Maria Pena-Portillo
 Jeannmarie Joseph
 Afshan Malik Tahir
 Nidia Gonzalez

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Kinder- garten Full-day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Ungrade d Element ary (UGE)
*All Students	678	8	121	136	139	120	141	13
Female	327	3	55	65	70	66	64	4
Male	351	5	66	71	69	54	77	9
*American Indian/Alaska	17	0	2	7	2	4	2	0

Native								
*Black	40	1	4	8	4	12	10	1
*Hispanic	574	6	99	113	122	98	124	12
*Asian/Pacific Islander	28	1	7	5	8	4	3	0
Asian	27	1	7	5	8	3	3	0
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	1	0	0
*White	17	0	8	3	3	2	1	0
*Multiracial	2	0	1	0	0	0	1	0
General Education Students	508	0	93	107	109	88	111	0
*Students with Disabilities	170	8	28	29	30	32	30	13
Former Students with Disabilities	4	0	1	1	1	1	0	0
Not English Language Learner	357	8	61	53	76	67	84	8
*English Language Learner	321	0	60	83	63	53	57	5
Formerly English Language Learner	97	0	12	17	23	16	29	0
*Economically Disadvantaged	648	7	117	133	130	118	130	13
Not Economically Disadvantaged	30	1	4	3	9	2	11	0
Not Migrant	678	8	121	136	139	120	141	13
Homeless	13	0	3	3	3	2	2	0
Not Homeless	665	8	118	133	136	118	139	13
In Foster Care	1	1	0	0	0	0	0	0
Not in Foster Care	677	7	121	136	139	120	141	13
Parent Not in Armed Forces	678	8	121	136	139	120	141	13

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 (if applicable)

Oak Park Elementary School takes great pride in being an inclusive and diverse learning community focused on the ever-evolving development of the whole child. At Oak Park it is our goal to provide students with a language-rich educational environment that will allow students to flourish across all interpersonal and academic domains. Through targeted vocabulary instruction in general education, English as a New Language, and bilingual education settings it is our highest priority to help students not only meet, but exceed, New York State educational expectations. It is our belief that all children at Oak Park are capable of success, no exceptions!

In addition to academic goals, Oak Park Elementary School also strives to cultivate a community of well-rounded students. Inspired by a district wide implementation of Positive Behavior Intervention Supports, Oak Park has made it a goal to ensure that students have a positive experience at school. Pillars of character education at Oak Park include Respect, Responsibility, Kindness, and Empathy. These four traits are not only taught but authentically demonstrated by staff and students daily. Fostering the development of role models and the future leaders of our community has and always will be at the heart of the people who are a part of the Oak Park Elementary School community. Like a mighty oak we are ALWAYS growing stronger!

2024-2025 School McKinney-Vento Plan:

Our 2023-2024 SIT plan takes into account the needs of migratory children as defined in section 1309(2) (ESSA Section 1114(b)(1)). The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with Michele Stylianos, the McKinney-Vento District-Level Liaison. The family is

notified of the liaison’s role in assisting them with their needs. At Oak Park elementary school, the McKinney- Vento liaison is Bridget Nemeth, school counselor.

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	13
Children in Foster Care	1
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)	Jeny Thomas-Rahman Zahir Rahman Heidy Ramirez
Members of the Community to be served	Collaboration with Alexandra Velez, Flutterflies
Teachers-SWP Sub Committee	Lisa Catandella Robert Peterson David Brenner Bridget Nemeth
Principals	Lisa Catandella, principal
Other School Leaders	Robert Peterson, assistant principal
Teaching Assistants	Susan Aziz
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 *	Daniel Meo and Melissa Nachamkin
Other School Staff *	Emilysia Almonacy Karen Gomez Amy Bosshard

	Lisbeth Torres Aneesha Vargas Jennifer Rosa Mary Amodemo Kelly Morris Teresa Pinner Nicole Crowe Michael Coan Jessica Curry Christine Seebach Lauren Owens Soraya Bravo Patricia Ermert Christine Bouchard Allan Melgar Roxanna Melendez Denise Lorefice Lynda Brophy Dana Scacco
Students (for a secondary school)	N/A
Other individuals determined by the school	Chris Jean-Pierre Jr-Custodial Joanne Coppinger-Kitchen Connie Groth-Monitor Ryan Odom-Security

* if appropriate

Comprehensive Needs Assessment

Needs Assessment Data

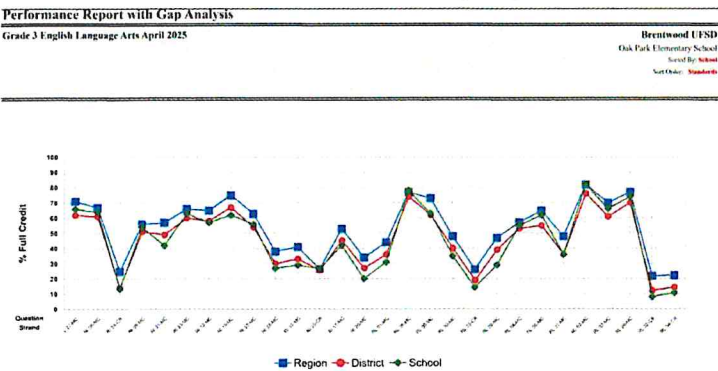
Our 2025-2026 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging 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

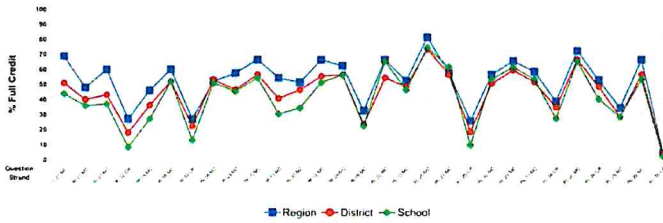
- All Students Subgroup Averages

Grade 3 ELA Results – All Students Subgroup



Grade 4 ELA Results – All Students Subgroup



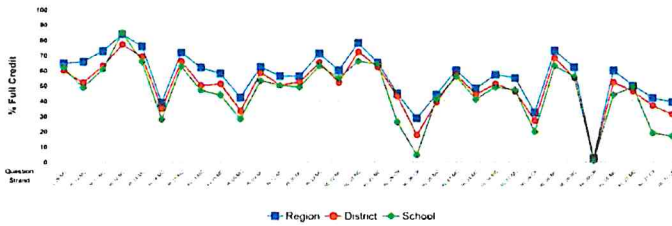


Grade 5 ELA Results – All Students Subgroup

Performance Report with Gap Analysis

Grade 5 English Language Arts April 2025

Brentwood UFSD
Oak Park Elementary School
Sorted By: School
View Only: **Students**



Grade 3 ELA Frequency Distribution by Subgroup

Frequency Distribution by Subgroup

Grade 3 English Language Arts April 2025

Brentwood UFSD
Oak Park Elementary School
Sorted By: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	33 29.46%	44 39.29%	31 27.68%	4 3.57%	112	31.25%
Female	17 29.82%	23 40.33%	15 26.32%	2 3.51%	57	29.82%
Male	16 29.09%	21 38.18%	16 29.09%	2 3.64%	55	32.73%
American Indian	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
Black	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
Hispanic	30 50.0%	17 37.76%	27 27.45%	4 4.08%	98	31.63%
Asian/Pacific Islander	2 28.57%	4 57.14%	1 14.29%	0 0.00%	7	14.29%
White	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Multicultural	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Gender	24 25.26%	38 40.00%	29 30.53%	4 4.21%	95	34.74%
SWD	9 46.23%	5 31.25%	2 12.50%	0 0.00%	16	12.50%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	21 41.18%	24 47.06%	6 11.76%	0 0.00%	51	11.76%
Former LEP	1 4.45%	5 22.73%	13 59.09%	3 13.64%	22	72.73%
Economically Disadvantaged	32 39.48%	40 38.10%	29 27.62%	4 3.81%	105	31.43%

Grade 4 ELA Frequency Distribution by Subgroup

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2025

Brentwood UFSD
Oak Park 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 34.26%	38 35.19%	25 23.15%	8 7.41%	108	30.56%
Female	21 35.00%	18 30.00%	15 25.00%	6 10.00%	60	35.00%
Male	16 33.33%	20 41.67%	10 20.83%	2 4.17%	48	25.00%
American Indian	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Black	1 11.11%	3 33.33%	3 33.33%	2 22.22%	9	55.56%
Hispanic	34 36.96%	35 38.04%	17 18.48%	6 6.52%	92	25.00%
Asian/Pacific Islander	1 25.00%	0 0.00%	3 75.00%	0 0.00%	4	75.00%
	0	0	1	0		

White	0.00%	0.00%	100.00%	0.00%	1	100.00%
Multiracial	0.00%	0.00%	0.00%	0.00%	0	0.00%
GenEd	19	34	23	8	84	36.90%
SWD	18	4	2	0	24	8.33%
Former SWD	0	0	0	0	0	0.00%
LEP	55.55%	29.63%	11.11%	3.70%	54	14.81%
Former LEP	1	8	6	2	17	47.06%
Economically Disadvantaged	37	38	24	7	106	29.25%

Grade 5 ELA Frequency Distribution by Subgroup

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2025

Brentwood UFSD

Oak Park Elementary School

Shared by: Admin

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent at Level 3 & 4
All Students	48 43.24%	31 27.93%	26 23.42%	6 5.41%	111	28.83%
Female	20 39.22%	14 27.45%	15 29.41%	2 3.92%	51	33.33%
Male	28 46.77%	17 28.31%	11 18.33%	4 6.67%	60	25.00%
American Indian	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
Black	6 66.67%	1 11.11%	2 22.22%	0 0.00%	9	22.22%
Hispanic	41 43.16%	28 29.47%	22 23.16%	4 4.21%	95	27.37%
Asian Pacific Islander	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
White	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	30 33.71%	27 30.34%	26 29.21%	6 6.74%	89	35.90%
SWD	18 81.82%	4 18.18%	0 0.00%	0 0.00%	22	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	31 68.89%	7 15.56%	7 15.56%	0 0.00%	45	15.56%
Former LEP	3 14.29%	10 47.62%	6 28.57%	2 9.52%	21	38.10%
Economically Disadvantaged	47 46.08%	30 29.41%	22 21.57%	3 2.94%	102	24.51%

• **Subgroup Gaps:**

- 3rd Grade: -4% full credit percentage compared to the district on constructed response questions
- 4th Grade: -7.6% full credit percentage compared to the district on constructed response questions
- 5th Grade: -11.6% full credit percentage compared to the district on constructed response questions

• **Subgroup Trends:**

The overall trend of the data in the all students subgroup reflects a gradual increase in the negative gap to district percentages in both multiple choice and constructed response questions. However, the negative gaps to district are greatest in 5th grade constructed responses with around 3.5% increases each year starting in 3rd grade. This trend is also evident in both the ELL and SWD subgroups and is an area of focus across the entire building.

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

Analysis of the Fall 2024 iReady ELA Diagnostic data shows a series of academic achievement gaps among both English Language Learners and Special Education subgroups in relation to their Whole School/All Students peers.

Fall 2024 iReady Diagnostic Data

First grade ELL students performed at a lower rate compared to the Whole School/All Students subgroup. Achievement gaps are evident in Overall Grade Placement with the ELL student population having -5% of students at Mid or Above Grade Level compared to the Whole School/All Students, -3% of students Early On Grade Level compared to the Whole School/All Students, -6% of students One Grade Level below compared to the Whole School/All Students, and +13% of students Two Grade Levels below compared to the Whole School/All Students. Second grade ELL students performed at a lower rate compared to the Whole School/All Students subgroup. Achievement gaps are evident in Overall Grade Placement with the ELL student population having -16% of students at Mid or Above Grade Level compared to the Whole School/All Students, -26% of students Early On Grade Level compared to the Whole School/All Students, +6% of students One Grade Level below compared to the Whole School/All Students, and +36% of students Two Grade Levels below compared to the Whole School/All Students. 3rd grade ELL students performed at a lower rate compared to the Whole School/All Students subgroup. Achievement gaps are evident in Overall Grade Placement with the ELL student population having -4% of students at Mid or Above Grade Level compared to the Whole School/All Students, -33% of students Early On Grade Level compared to the Whole School/All

Students, -2% of students One Grade Level below compared to the Whole School/All Students, +11% of students Two Grade Levels below compared to the Whole School/All Students, and +27% of students Three or More Grade Levels Below compared to the Whole School/All Students. 4th Grade ELL students performed at a lower rate compared to the Whole School/All Students subgroup. Achievement gaps are evident in Overall Grade Placement with the ELL student population having -4% of students at Mid or Above Grade Level compared to the Whole School/All Students, -11% of students Early On Grade Level compared to the Whole School/All Students, -17% of students One Grade Level below compared to the Whole School/All Students, and +5% of students Two Grade Levels below compared to the Whole School/All Students and +27% of students Three or More Grade Levels Below compared to the Whole School/All Students. 5th Grade ELL students performed at a lower rate compared to the Whole School/All Students subgroup. Achievement gaps are evident in Overall Grade Placement with the ELL student population having -8% of students at Mid or Above Grade Level compared to the Whole School/All Students, -12% of students Early On Grade Level compared to the Whole School/All Students, -27% of students One Grade Level below compared to the Whole School/All Students, and +20% of students Two Grade Levels below compared to the Whole School/All Students and +28% of students Three or More Grade Levels Below compared to the Whole School/All Students.

Additionally, first grade Special Education students performed at a lower rate compared with the Whole School/All Students subgroup as well. Achievement gaps are evident in Overall Grade Placement with the Special Education population having -2% of students Mid or Above Grade Level, -1% of students Early On Grade Level, +10% of students One Grade Level below, +7% of students Two Grade Levels below. Second grade Special Education students performed at a lower rate compared with the Whole School/All Students subgroup as well. Achievement gaps are evident in Overall Grade Placement with the Special Education population having -11% of students Mid or Above Grade Level, -23% of students Early On Grade Level, +4% of students One Grade Level below, +31% of students Two Grade Levels below. Third grade Special Education students performed at a lower rate compared with the Whole School/All Students subgroup as well. Achievement gaps are evident in Overall Grade Placement with the Special Education population having -2% of students Mid or Above Grade Level, -12% of students Early On Grade Level, -28% of students One Grade Level below, +11% of students Two Grade Levels below, and +33% of students Three or More Grade Levels Below compared to the Whole School/All Students. Fourth grade Special Education students performed at a lower rate compared with the Whole School/All Students subgroup as well. Achievement gaps are evident in Overall Grade Placement with the Special Education population having -3% of students Mid or Above Grade Level, -8% of students Early On Grade Level, -27% of students One Grade Level below, -11% of students Two Grade Levels below, and +50% of students Three or More Grade Levels Below compared to the Whole School/All Students. Lastly, fifth grade Special Education students performed at a lower rate compared with the Whole School/All Students subgroup as well. Achievement gaps are evident in Overall Grade Placement with the Special Education population having -6% of students Mid or Above Grade Level, -10% of students Early On Grade Level, -26% of students One Grade Level below, -24% of students Two Grade Levels below, and +66% of students Three or More Grade Levels Below compared to the Whole School/All Students

These achievement gaps in the subject area of ELA for both our English Language Learner and Special Education student populations are areas of concern for our school. In order to address these gaps in achievement academic programs such as high dosage tutoring, Response to Intervention Services, and specifically designed curriculum through HMH Into Reading, Heggerty, Sonday, and SPIRE are all being implemented with these student populations.

* All data that includes students' Personally Identifiable Information (PII) should be maintained in the Binder SIT-SWP Data tab.

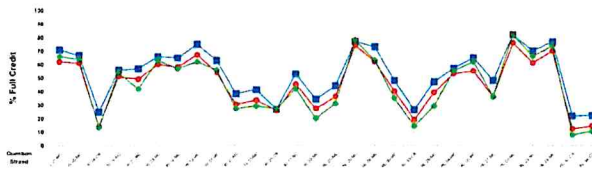
Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

• All Students Subgroup averages:

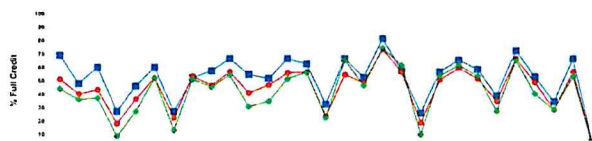
Performance Report with Gap Analysis
Grade 3 English Language Arts April 2025

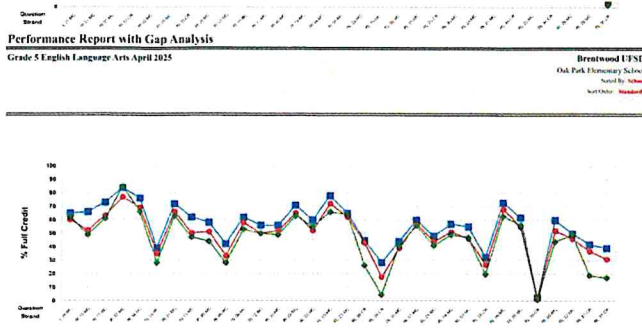
Brentwood UFSD
Oak Park Elementary School
Created by: Vincent Todisco
Last Update: 10/24/2025



Performance Report with Gap Analysis
Grade 4 English Language Arts April 2025

Brentwood UFSD
Oak Park Elementary School
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Grade 3 Math Frequency Distribution by Subgroup
Frequency Distribution by Subgroup

Grade 3 Mathematics April 2025 Brentwood UFSD
Oak Park Elementary School
Sorted By: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	21 18.42%	46 40.35%	40 35.00%	7 6.14%	114	41.23%
Female	13 22.41%	22 38.60%	20 35.09%	2 3.51%	57	38.60%
Male	8 14.91%	24 42.11%	20 35.09%	5 8.72%	57	45.96%
American Indian	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
Black	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Hispanic	19 19.00%	42 42.00%	33 33.00%	6 6.00%	100	39.00%
Asian Pacific Islander	0 0.00%	2 28.57%	5 71.43%	0 0.00%	7	71.43%
White	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Gifted	15 15.45%	43 44.33%	35 36.08%	4 4.12%	97	40.21%
SWD	6 37.50%	1 18.75%	5 31.25%	2 12.50%	16	43.75%
Former SWD	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
LEP	8 15.96%	26 49.06%	18 33.96%	1 1.89%	53	35.87%
Former LEP	2 9.09%	5 22.73%	11 50.00%	4 18.18%	22	68.18%
Economically Disadvantaged	26 18.52%	42 38.98%	39 36.11%	7 6.40%	108	42.59%

Grade 4 Math Frequency Distribution by Subgroup
Frequency Distribution by Subgroup

Grade 4 Mathematics April 2025 Brentwood UFSD
Oak Park Elementary School
Sorted By: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	28 25.45%	39 35.45%	37 33.64%	6 5.45%	110	39.09%
Female	11 18.03%	29 47.54%	19 31.15%	2 3.26%	61	34.43%
Male	17 34.69%	10 20.41%	18 36.73%	4 8.16%	49	44.90%
American Indian	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
Black	1 10.00%	4 40.00%	4 40.00%	1 10.00%	10	50.00%
Hispanic	24 26.09%	34 36.96%	30 32.61%	4 4.33%	92	36.96%
Asian Pacific Islander	1 25.00%	0 0.00%	2 50.00%	1 25.00%	4	75.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Gifted	12 13.95%	33 38.17%	35 40.70%	6 6.98%	86	47.67%
SWD	16 66.67%	6 25.00%	2 8.33%	0 0.00%	24	8.33%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	21 37.50%	22 39.29%	11 19.64%	2 3.57%	56	23.21%
Former LEP	2 11.76%	5 29.41%	6 35.29%	4 23.53%	17	58.82%
Economically Disadvantaged	28 25.93%	39 36.11%	35 32.41%	6 5.56%	108	37.96%

Grade 5 Math Frequency Distribution by Subgroup
Frequency Distribution by Subgroup

Grade 5 Mathematics April 2025 Brentwood UFSD
Oak Park Elementary School
Sorted By: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	54 46.96%	34 29.57%	25 21.74%	7 6.14%	115	23.48%
Female	29 58.00%	14 28.00%	7 14.00%	0 0.00%	50	14.00%
Male	25 38.46%	20 30.77%	18 27.69%	2 3.08%	65	30.77%
American Indian	0 0.00%	1 100.00%	0 0.00%	1 100.00%	2	50.00%

	2022-23	2023-24	2024-25	2025-26		
Black	5 15.50%	4 14.44%	0 0.00%	0 0.00%	9	0.00%
Hispanic	47 17.47%	29 29.29%	22 22.22%	1 1.01%	99	23.23%
Asian/Pacific Islander	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
White	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Gen Ed	17 16.95%	12 13.68%	24 25.26%	2 2.81%	55	27.37%
SAD	17 85.00%	2 10.00%	1 5.00%	0 0.00%	20	5.00%
Former SAD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	14 69.39%	11 22.44%	4 8.16%	0 0.00%	29	8.16%
Former LEP	1 4.76%	10 47.62%	5 22.92%	1 4.29%	21	47.62%
Economically Disadvantaged	13 54.00%	12 50.00%	20 84.00%	1 4.00%	46	19.91%

• All Student Subgroup Gaps to District:

3rd Grade: -7% full credit percentage compared to the district on constructed response questions

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n=114							District n=1,252							ESB n=8,192			Region n=12,436					
			5	4	3	2	1	0	No Response	5	4	3	2	1	0	% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region					
Constructed Response																									
Domain: Operations and Algebraic Thinking																									
Represent and solve problems involving multiplication and division.																									
NY-3.OA.2 Reason with shapes and their attributes.																									
31.4.R	14%	12%						6	13	6								14%	48%	42%	50%	1%	11%	1%	
Domain: Measurement and Data																									
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.																									
NY-3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.																									
31.4.M	17%	8%						2	14	9								8%	18%	18%	1%	13%	1%	14%	10%
Domain: Operations and Algebraic Thinking																									
Use place value understanding and properties of operations to perform multi-digit arithmetic.																									
NY-4.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.																									
35.4.M	40%	40%						46	60	0								40%	44%	11%	44%	4%	44%	4%	
Domain: Operations and Algebraic Thinking																									
Use place value understanding and properties of operations to perform multi-digit arithmetic.																									
NY-4.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic.																									
35.4.R	22%	10%						11	29	14	0							10%	25%	25%	1%	10%	1%	10%	10%
Domain: Operations and Algebraic Thinking																									
Develop understanding of fractions as numbers.																									
NY-3.NF.1 Develop understanding of fractions as numbers.																									
36.4.R	18%	28%						12	46	16	0							28%	90%	52%	24%	24%	1%	25%	8%

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n=114							District n=1,252							ESB n=8,192			Region n=12,436					
			5	4	3	2	1	0	No Response	5	4	3	2	1	0	% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region					
Constructed Response																									
Domain: Operations and Algebraic Thinking																									
Represent and solve problems involving multiplication and division.																									
NY-3.OA.1 Represent and solve problems involving multiplication and division.																									
34.4.R	26%	8%						9	27	7	0							8%	24%	66%	10%	15%	7%	17%	10%
Domain: Operations and Algebraic Thinking																									
Represent and solve problems involving multiplication and division.																									
NY-3.OA.2 Represent and solve problems involving multiplication and division.																									
38.4.R	14%	14%						7	6	17	14	0						14%	11%	19%	22%	11%	1%	11%	16%
Domain: Operations and Algebraic Thinking																									
Understand properties of multiplication and the relationship between multiplication and division.																									
NY-3.OA.3 Understand properties of multiplication and the relationship between multiplication and division.																									
32.4.R	46%	45%						1	16	0								46%	44%	35%	34%	2%	52%	16%	

4th Grade: -2.6% full credit percentage compared to the district on constructed response questions

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n=110							District n=1,218							ESB n=7,047			Region n=11,449					
			5	4	3	2	1	0	No Response	5	4	3	2	1	0	% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region					
Constructed Response																									
Domain: Geometry																									
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.																									
NY-4.G.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.																									
36.4.R	47%	47%						12	58	0								47%	53%	47%	54%	11%	69%	13%	
Domain: Geometry																									
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.																									
NY-4.G.3 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.																									
41.4.R	16%	23%						23	14	13	1							23%	31%	42%	26%	26%	1%	24%	1%
Domain: Measurement and Data																									
Geometric measurement; understand concepts of angle and measure angles.																									
NY-4.MD.5 Geometric measurement; understand concepts of angle and measure angles.																									
36.4.M	37%	17%						41	69	9								37%	61%	13%	44%	7%	40%	10%	
Domain: Measurement and Data																									
Geometric measurement; understand concepts of angle and measure angles.																									
NY-4.MD.7 Geometric measurement; understand concepts of angle and measure angles.																									
43.4.R	20%	8%						4	25	16	0							8%	23%	69%	18%	19%	11%	21%	13%
Domain: Number and Operations in Base Ten																									
Generate place value understanding for multi-digit whole numbers.																									
NY-4.NBT.2 Generate place value understanding for multi-digit whole numbers.																									
46.4.R	26%	15%						14	19	11	1							15%	29%	49%	18%	22%	1%	21%	11%

Question Number	% Points Earned	% Full Credit	Distribution of Points Earned: School n=113							District n=1,218							ESB n=7,047			Region n=11,449						
			5	4	3	2	1	0	No Response	5	4	3	2	1	0	% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region						
Constructed Response																										
Domain: Operations and Algebraic Thinking																										
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.																										
NY-4.NF.4 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.																										
44.4.R	25%	9%						10	4	42	43	0						9%	4%	16%	40%	14%	17%	8%	14%	9%
Domain: Operations and Algebraic Thinking																										
Extend understanding of fraction equivalence and ordering.																										
NY-4.NF.2 Extend understanding of fraction equivalence and ordering.																										
39.4.R	26%	3%						3	32	55	0							3%	47%	50%	5%	6%	3%	6%	13%	
Domain: Operations and Algebraic Thinking																										
Generate and analyze patterns.																										
NY-4.OA.3 Generate and analyze patterns.																										
42.4.R	11%	20%						22	14	54	0							20%	11%	69%	21%	26%	4%	27%	17%	
Domain: Operations and Algebraic Thinking																										
Use the four operations with whole numbers to solve problems.																										
NY-4.OA.1 Use the four operations with whole numbers to solve problems.																										
37.4.R	57%	52%						1	14	85	0							57%	11%	54%	62%	8%	65%	16%		

5th Grade: -8.4% full credit percentage compared to the district on constructed response questions

Distribution of Points Earned: School n = 115											District n = 1,115	ESB n = 7,207	Region n = 10,893									
Question Number	% Points Earned	% Full Credit	#					%					% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region					
			5	4	3	2	1	0	5	4	3	2						1	0			
Constructed Response																						
Standard: Measurement and Data																						
Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.																						
NY-5-MD-5: Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.																						
36-4-IR	30%	30%	-	-	-	-	15	39	0	-	-	-	30%	39%	47%	-17%	50%	-20%				
41-4-IR	7%	1%	-	-	-	-	1	99	0	-	-	-	1%	13%	86%	13%	16%	-15%	19%	-18%		
Represent and interpret data.																						
NY-5-MD-2: Represent and interpret data.																						
43-4-IR	17%	10%	-	-	-	-	12	14	89	0	-	-	10%	12%	77%	12%	16%	46%	20%	-19%		
Standard: Number and Operations in Base Ten																						
Perform operations with multi-digit whole numbers and with decimals to hundredths.																						
NY-5-NB-7: Perform operations with multi-digit whole numbers and with decimals to hundredths.																						
44-4-IR	21%	4%	-	-	-	-	5	6	44	60	0	-	-	4%	5%	34%	52%	3%	13%	-9%	15%	-11%
Understand the place value system.																						
NY-5-NB-1a: Understand place value system.																						
46-4-IR	30%	14%	-	-	-	-	16	38	61	0	-	-	18%	13%	59%	20%	25%	13%	27%	-13%		

Distribution of Points Earned: School n = 115											District n = 1,115	ESB n = 7,207	Region n = 10,893							
Question Number	% Points Earned	% Full Credit	#					%					% Full Credit	% Full Credit	Gap to BOCES	% Full Credit	Gap to Region			
			5	4	3	2	1	0	5	4	3	2						1	0	
Constructed Response																				
Standard: Number and Operations in Base Ten																				
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.																				
NY-5-NF-6: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.																				
39-4-IR	17%	4%	-	-	-	-	5	21	41	1	-	-	4%	24%	71%	14%	19%	-15%	21%	-17%
42-4-IR	16%	20%	-	-	-	-	23	36	36	0	-	-	20%	31%	49%	38%	44%	-24%	47%	-27%
37-4-IR	2%	2%	-	-	-	-	2	113	0	-	-	-	2%	98%	7%	12%	16%	14%	-12%	
38-4-IR	21%	21%	-	-	-	-	26	88	1	-	-	-	23%	77%	35%	42%	-19%	46%	-23%	

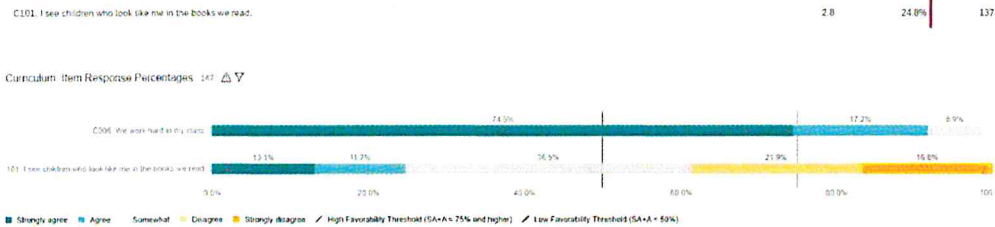
- Subgroup trends:

The overall trend of the data in the all students subgroup reflects a gradual increase in the negative gap to district percentages in both multiple choice and constructed response questions. However, the negative gaps to district are greatest in 5th grade constructed responses with an average of a -8.4% off of the district average. There is an average of 6% increase each year starting in 3rd grade for the negative gap to district percentage. This trend is also evident in both the ELL and SWD subgroups and is an area of focus across the entire building.

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

Surveys

Survey Data



Student survey data reflects a very low cumulative percentage of the amount of students who Strongly Agree/Agree (24.8%) to question #101 of the Student Voice Survey. This question states that "I see children who look like me in the books we read". In order to address these concerns students will be provided with the opportunity to create their own books this year in their classrooms about themselves. These books will be given a specific place in the library for student authors. Furthermore the librarian will be working with students and staff to add to our fiction section with books that are more representative of our student population. Currently the nonfiction sections of the library are where these cultural books are being held. Students will be requested to also explore the library more often so that they can see these types of texts versus only visiting certain sections of the library that may not be as culturally diverse.

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

Provide a description of the outcomes/conclusions of the school's comprehensive needs assessment, as well as a brief description of all data sources used in the process. Findings should include an examination of student, teacher, school and community strengths and needs; and a summary of priorities in the context of student subgroups identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Language Learners).

After disaggregating and analyzing 2024-2025 State ELA and Math assessment results as well as the local assessment data (iReady/School Performance Scan Survey) provided above, it was evident that there is an achievement gap between the performance of the All Students at Oak Park versus both the district and the region specifically in the area of responding to constructed response questions. Additionally, local data from iReady show that there is also an achievement gap between the All Students subgroup and the English Language Learners (ELL)/ Special Education subgroups in our school.

In the area of ELA, NYS testing data reflects gaps in achievement due to deficits that exist for the all students subgroup specifically related to foundational skills in writing, spelling, and effectively formulating extended responses. It is hypothesized by the SIT team that these achievement gaps for this subgroup compared to the district are due to a lack of exposure to standardized grade level extended responses. Additionally, student writing has been greatly impacted due to the lack of spelling fluency building wide. Last year's SIT goal was tied to identifying and targeting phonics needs specifically through reading. This year, we would like to continue to leverage this growth in phonics/fluency and push into the area of writing. It is our school teams belief that once we get students into a structured routine of daily dictation, targeted small group spelling instruction through the use of the QSI, as well as consistently having students respond to HMH End of Module Short response questions our writing achievement gaps will be reduced. Building wide initiatives as well as writing based SIT goals in both ELA and Math are focused on improving these areas of need. Continued strengthening of our buildings MTSS practices at both a Tier 1 and Tier 2 level should provide higher quality instruction and provide our students with what they need academically.

Local QSI, Writing Samples, and iReady Diagnostic Data from Fall 2025, further expresses the need for continued strengthening of Tier 1 and Tier 2 instructional practices. When students have difficulty decoding words fluently reading comprehension suffers and will negatively impact student performance on assessments across all subject areas. Furthermore, when children have difficulty reading, written expression becomes even more challenging for students to produce and edit. These are *areas of tremendous need* for our students. Our school wide local goal for ELA this year will focus on *improving outcomes for all students related to writing through leveraging one of our schools greatest strengths, our MTSS processes*. Through the use of local universal spelling screener data such as HMH QSI every student will be assessed three times a year to see how those students are progressing in the retention of specific on or off grade level spelling patterns throughout the year. It is our hope that if our students become more proficient spellers that they will feel more confident when approaching challenging writing tasks. Students will be monitored throughout the year and adjustments to professional development, planning, and MTSS practices will be made to fit the changing needs of our students. QSI, iReady, Writing Samples, CAM short responses, and building level anecdotal data from daily dictation routines/ short responses will all be other sources of data for our plan throughout the year as well.

In the area of mathematics a review of 2024-2025 NYS Math assessment data showed *noticeable achievement gaps in the domain of Numbers and Operations-Fractions for the All Students subgroups in grades 3-5, specifically on constructed response questions*. These gaps were determined using gap analysis comparing Oak Park to both the District and the Region. In the context of mathematics, the domain of numbers and operations refers to the set of all possible numbers and operations that can be used within a specific mathematical context or function. In order to address these areas of need grade specific constructed response item analysis will be done with NYS exams as well as CAM. Miscue analysis and spiral review questions focused on these areas of weakness will be provided to the teachers and presented to the teachers a grade level meetings throughout the year. Lastly, *math intervention focused on grades 3-5 as well as professional development in math provided by Bill Atwood in grades 3-5 will be focused on trying to reduce the gap to district on constructed response questions in the area assessing knowledge on fractions*. CAM and iReady will continue to be analyzed throughout the year to ensure that achievement gaps are being reduced.

Analysis of the Fall 2025 iReady Math Diagnostic data shows a series of academic achievement gaps among both English Language Learners and Special Education subgroups in relation to their Whole School/All Students peers.

ELL students performed at a lower rate compared to the Whole School/All Students subgroup. Achievement gaps for first grade are evident in Overall Grade Placement with the ELL student population having 0% of students Mid or Above Grade Level, 0% of students Early On Grade Level, -13% of students One Grade Level below. Achievement gaps for second grade are evident in Overall Grade Placement with the ELL student population having -1% of students Mid or Above Grade Level, -3% of students Early On Grade Level, -22% of students One Grade Level below, and -26% of students Two Grade Levels below compared with the Non-ELL students. Achievement gaps for third grade ELL students are evident in Overall Grade Placement with the ELL student population having -15% of students One Grade Level below, and -14% Three or More Grade Levels below compared with the Non-ELL students. Achievement gaps for fourth grade ELL students are evident in Overall Grade Placement with the ELL student population having -6% of students Early On Grade Level, -7% of students One Grade Level below, -14% of students Two Grade Levels below, and -2% Three or More Grade Levels below compared with the Non-ELL students. Lastly, achievement gaps for fifth grade ELL students are evident in Overall Grade Placement with the ELL student population having -2% of students Mid or Above Grade Level, -12% of students Early On Grade Level, -14% of students One Grade Level below, -5% of students Two Grade Levels below and -22% Three or More Grade Levels below compared with the Non-ELL students.

Additionally, Special Education students performed at a lower rate compared with the Whole School/All Students subgroup as well. Achievement gaps in are evident in Overall Grade Placement with the Special Education population having , -1% of students Mid or Above Grade Level, -1% Early On Grade Level, -17% of students One Grade Level below, and -6% of students Two Grade Levels below, and -36% Three or More Grade Levels below.

These achievement gaps in the subject areas of Math for both our English Language Learner and Special Education student populations are areas of concern for our school. In order to address these gaps in achievement academic programs such as high dosage tutoring, Response to Intervention Services/MTSS, and specifically designed curriculum through iReady, First In Math, LLI, and the Into Math program, are all being implemented with these student populations.

Furthermore, after analyzing the 2024-2025 Student Voice Survey (Data Triangle) survey, it was evident that students feel that they are not culturally represented in the books across the school. In response to this information the school is working towards improving our library and also highlighting/utilizing texts in the classroom that are more representative of the who is in our building. In the library, a section will be dedicated specifically to books that are culturally relevant to our schools population. Additionally, more titles are being purchased across genres so that more students have the opportunity to read books that they enjoy. Typically, culturally relevant book were non-fiction and not the types of books that are popular selections by students in the library. Finally, as part of the districts annual Young Author's night will be given the chance to publish their own texts that are representative of them. A section in the library for student authors will be established and will continue to be added to in the years moving forward. This practice will not only tie to our buildings writing initiative, but also provide students with the chance to see their writing skills develop while also culturally representing as well. This analysis will be done throughout the year focused on PBIS implementation as well as monitoring suspension data.

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

- Collegiality
- "Bee kind" staff sportsmanship
- Warm environment
- Daily "I am somebody statement" or "Oak Park Song"
- Strong SEL infrastructure
- PBIS Implementation
- An inclusive Special Education Program
- School culture is one of willingness to go above and beyond for students
- Technology
- HMH Literacy Program
- HMH Math program
- SPIRE
- Soliday System
- Safety Team
- Unity Day performance
- Outdoor Back to school/Meet the teacher night
- Articulated vocabulary between grade levels (grammar wall)
- Parent Engagement
- MTSS best practices for academics and behavior
- Success criteria for students and staff
- Outstanding professional development/learning calendar
- Quality Instruction Bi-Monthly Reading Group

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

- Improved Tier 1 and Tier 2 Instruction
- Standardized daily writing routines to build great writing capacity
- Quality MTSS processes
- Analysis of areas of weakness in both ELA and math based on NYS Testing Data
- Continued development of school wide PBIS initiatives

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All Students	ELA: Written expression
2.	All Students	Math: Math concepts and skills in the domain of fractions
3.	All Students	Survey: Creating a more culturally representative library

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 of 2026, the 3rd grade (all students subgroup) cohort will show an 7% increase in the amount of students who received full credit on constructed response questions as measured by the New York State English Language Arts assessment, administered once annually.

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 of 2026, the All Students subgroup in grade 1-5, will show an increase in the percentage of "On Level" students from the Fall 2025 to Spring of 2026 administration of the HMH Qualitative Spelling Inventory (QSI) administered three times annually (October/March/May).

Mathematics Performance Goals

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

By June 2026, the All Students subgroup in grades 3-5, will show an 5% increase in the percentage of students who received full credit on constructed response questions assessing the Numbers and Operations – Fractions domain as compared to the 2024-2025 NYS Math assessment data. This goal will be measured one time annually through the administration of the 3-5 NYS Mathematics assessment.

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 All Students subgroup in grades 3-5 will show an 3% increase in the number of receiving full credit on constructed response questions assessing the Numbers and Operations- Fractions standard from Fall 2025 according to local district CAM data three times annually.

Survey Goal

By June of 2026 Student Voice survey data will show an increase in the percentage of students who feel that Oak Park offers texts that are representative of their cultures. This goal will be measured by the 2026 Student Voice Survey as compared to the results of the 2025 Student Voice Survey where 24.8% of students Strongly Agreed / Agreed that they saw books that represented them in school.

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>Success Pathways</p> <ul style="list-style-type: none"> • BARS / DATAMATE/iReady/QSI Analysis <ul style="list-style-type: none"> ○ This strategy aligns to our belief that each child's plus aligns to his/her strengths/areas in need of improvement. By looking at this data as building we are able to identify the strengths and weaknesses of each student and provide them with the instructional pathway that fits their individualized academic needs. 	<p>Growth Culture</p> <ul style="list-style-type: none"> ○ High Quality Professional Development /Learning Opportunities <ul style="list-style-type: none"> ○ This strategy aligns to our belief that the concept of being lifelong learners is not only applicable for students but for all stakeholders as well. In order for students to be able to attain their plus they need to be instructed by staff that are current on best practices. Cultivating an intellectual school culture that is always striving to improve provides students with an environment suitable for facilitating the achievement of their plus.
<p>Meaningful and Relevant Instruction and Assessment</p> <p>BARS /DATAMATE/iReady/QSI Analysis</p> <ul style="list-style-type: none"> ○ This strategy aligns to our belief that the ability for each child to attain their plus lies within high quality and relevant instruction determined by a multitude of formative/summative assessments. It is this personalized instruction that will help students achieve their plus. 	<p>Empowered Stakeholders</p> <ul style="list-style-type: none"> • Community Events <ul style="list-style-type: none"> • This strategy aligns to our belief that every stake holder is an important part of our school community. To provide students with a safe, healthy, caring and culturally responsive environment is it imperative to make connections with the community. These events that are hosted throughout the year allow our school the opportunity maximize student potential by providing a multitude of experiences that can empower students to achieve their plus.

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.**
 - Sondag Training
 - SPIRE Training
 - Sound Sensible Training
 - SIPS Training
 - Noreen Miller writing PD for constructed response
 - PD through building Reading Consultants

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.**
 - Bill Atwood PD Grades 3-5
 - HMH Into Math PD

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**
 - Enrichment programs
 - Before/After school clubs
 - High dosage tutoring
 - NYSESLAT Prep classes
 - Night Events

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**
 - PAC involvement in SIT meetings
 - Meet the Teacher Family Fun Night
 - Childhood Cancer Awareness Walk
 - Hispanic Heritage Night
 - Trunk or Treat
 - Family Game and Support Night (featuring community closet)
 - College and Career Week
 - Parent/Teacher Conferences
 - Craft Night
 - Career Pathways Day
 - Family Literacy Night
 - Family STEAM Night
 - Winter Concert
 - Spring Concert
 - Field Days
 - Talent Show
 - 5th grade moving up ceremony
 - Spirit Weeks
 - P.S. I love you Day

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 - Oak Park			
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	\$50,208
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	
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	\$625 per day	\$3,409

	Liasons = \$37,500 / 11 elementary schools = \$3,409.09/school.		
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	\$26,826
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:			\$48,135
Title I Total w/ Salaries & Fringe:			\$125,169

2025-2026 School-Parent-Student Compact

Oak Park 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

Oak Park 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)

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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