

2025-2026 SIT/Schoolwide Plan – Twin Pines Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	Twin Pines Elementary School
Principal:	Dr. Gloria Jackson
Assistant Principal(s):	Mrs. Cindy Betancourt
SIT Co-Chairs:	Holly O'Keefe & Peggy Tarantino
Grades Served:	1-5

2025-2026 Staff List

Last	First	School	Grade	Position
Aguilar	Ingrid	Twin Pines		Kitchen
Almonte	Nelson	Twin Pines	2	Dual Language Substitute Teacher
Al Radaideh	Hilda	Twin Pines		Teaching Assistant
Amatulle	Caroline	Twin Pines		Physical Education
Antoine	Catherine	Twin Pines		Monitor
Aruta	Melissa	Twin Pines	5: ELA & SS	Classroom Teacher
Arevalo	Loly	Twin Pines		Kitchen
Betancourt	Cindy	Twin Pines		Assistant Principal
Boothe	Claire	Twin Pines	4	Classroom Teacher
Blore	Ann	Twin Pines		3-day Semi Perm Sub
Boss	Julie Ann	Twin Pines (Tues, W, F)		Teaching Assistant
Calabrese	Faith	Twin Pines		Perm Sub
Callahan Gee	Faith	Twin Pines	1	Classroom Teacher
Camacho	Javier	Twin Pines	2	Bilingual Teacher
Carias	Jailene	Twin Pines	4	Bilingual Teacher
Castellano	Michael	Twin Pines (M, Tues, W)		Music Teacher
Cavanaugh	Crystal	Twin Pines		Art Teacher
Cerone	Gina	Twin Pines	2	Classroom Teacher
Cepeda	Hector	Twin Pines		Perm Sub
Cheema	Qudsia	Twin Pines		Teacher Aid
Conti	Nicole	Twin Pines	3	Classroom Teacher
Croteau	Carly	Twin Pines	4	Classroom Teacher
Cruz Portillo	Gabriela	Twin Pines	3	Dual Lang Teacher
Diaz	Leslie	Twin Pines	2	Bilingual Teacher
Feldmann	Deanna	Twin Pines		Music Teacher
Ekren	Delal	Twin Pines		Kitchen
Ferrara	Donna	Twin Pines		Teaching Assistant
Flores	Daroli	Twin Pines		Clerical
Fuentes	Frances	Twin Pines		Monitor
Fuentes	Gessy	Twin Pines		Social Worker
Fusco	Alexa	Twin Pines	1	Special Education Teacher
Garcia	Rachel	Twin Pines		Monitor
Gul	Seema	Twin Pines		Monitor
Hanlon	Michelle	Twin Pines		LRC Teacher
Hayek	Veronique	Twin Pines		Psychologist
Ignarro	Liana	Twin Pines		ENL Teacher

Hossain	Jonaki	Twin Pines		Monitor
Jackson	Gloria	Twin Pines		Principal
Kahn	Nusrat	Twin Pines		Office Assistant IT
Konstantatos	Maria	Twin Pines		Head Cook
La Gatta	Bonnie	Twin Pines		Music Teacher
Letosky	Eileen	Twin Pines		Speech Teacher
Libreros	Viviana	Twin Pines	3	Bilingual Teacher
Lodestro	Rosinda	Twin Pines	4	Bilingual Teacher
Lopez	Cameron	Twin Pines		Phys Ed Teacher
Lopez Manchame	Kerlin	Twin Pines		Teacher Aide
Lopez Martinez	Melissa	Twin Pines	5: Math & Science	Bilingual Teacher
McNeill	Caroline	Twin Pines		Speech Teacher
Maldonado	Alma	Twin Pines	3	Bilingual Teacher
Malfa	Vanessa	Twin Pines	2	Dual Language Teacher
Manzo Torres	Jessica	Twin Pines		Guidance Counselor
Marandola	Helen	Twin Pines	5: ELA & SS	Classroom Teacher
Martinez	Mirna	Twin Pines		Kitchen
McManus	Anna	Twin Pines		Art Teacher
		(Th, F)		
Mehmedi	Bashkim	Twin Pines		Night Custodian
Mesbahuddin	Mahbuba	Twin Pines		Teaching Assistant/ENL
Molinari	Mary	Twin Pines		Library Media Specialist
Montalbano	Juanita	Twin Pines	1	Dual Language Teacher
Musa	James	Twin Pines		Day Custodian
Nachamkin	Melissa	Twin Pines (Tues, W, Th)		Library Media Specialist
Nadeem	Rehanna	Twin Pines		Teaching Assistant/ENL
O'Keefe	Holly	Twin Pines	1	Classroom Teacher
Ortiz	Evelyn	Twin Pines	5: ELA & SS	Bilingual Teacher
Ortiz	Maria	Twin Pines		Monitor
Pahuja	Namrata	Twin Pines		ENL Teacher
Pascalis	Caileen	Twin Pines		ENL Teacher
Pavone	Pamela	Twin Pines	Math	TOSA
Person	Samantha	Twin Pines		Teacher Aide
Peraza	Morena	Twin Pines		Kitchen
Pichardo	Waleska	Twin Pines	3	Classroom Teacher
Profeta	Kimberly	Twin Pines	2	Classroom Teacher
Quintana	Jeannie	Twin Pines		Perm Sub
Quintana	Tatiana	Twin Pines	1	Dual Lang Teacher
Rankin	Patricia	Twin Pines		Teaching Assistant
Reyes	Dulce	Twin Pines	3	Bilingual Teacher
Reyes	Rosa	Twin Pines		Kitchen Assistant
Rivera	Bethany	Twin Pines		ENL Teacher
Rivera	Jason	Twin Pines	5: Math & Science	Classroom Teacher
Rodriguez	Iris	Twin Pines		Monitor
Rodriguez	Maria	Twin Pines		Monitor
Rubino	James	Twin Pines	1	Classroom Teacher
Sacco	Christine	Twin Pines	2	Classroom Teacher
Saeed	Aamir	Twin Pines		Teacher Aide

Santos-Rentas	Jeannette	Twin Pines		Bilingual TOSA
Sasek	Patricia	Twin Pines		Senior Office Assistant
Schultz	Alexandra	Twin Pines	4	Teacher
Sica	Linette	Twin Pines		Office Assistant
Simonson	David	Twin Pines	3	Classroom Teacher
Solis	Karla	Twin Pines	4	Classroom Teacher
Tarantino	Peggy	Twin Pines		TOSA
Tassone	Shannon	Twin Pines		ENL Teacher
Torres	Caroline	Twin Pines	4	Bilingual Teacher
Torres	Elizabeth	Twin Pines	1	Bilingual Teacher
Tronolone	Katherine	Twin Pines		Office Assistant
Trugilo	Lanora	Twin Pines	3	Classroom Teacher
Umar	Rabia	Twin Pines		Teaching Assistant/ENL
Urbom	Jon	Twin Pines		Physical Education
Vallejo	Alexandra	Twin Pines		Teaching Assistant
Wong	Liseth	Twin Pines	2	Dual Language Teacher
Xefos	Darlene	Twin Pines		Teacher Aide
Yanes	Leydy	Twin Pines	2	Bilingual Teacher
Young	Joshua	Twin Pines		Head Custodian
Zembrzycki	Barbara	Twin Pines	5: Math & Science	Classroom Teacher

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	804	163	172	172	155	142
Female	429	91	89	93	85	71
Male	375	72	83	79	70	71
*American Indian/Alaska Native	11	2	3	3	2	1
*Black	45	11	11	11	8	4
*Hispanic	716	136	152	153	141	134
*Asian/Pacific Islander	9	5	1	1	0	2
Asian	7	4	1	1	0	1
Native Hawaiian/Other Pacific Islander	2	1	0	0	0	1
*White	18	8	3	2	4	1
*Multiracial	5	1	2	2	0	0
General Education Students	706	141	151	143	144	127
*Students with Disabilities	98	22	21	29	11	15
Former Students with Disabilities	10	4	2	1	2	1
Not English Language Learner	396	64	76	83	86	87
*English Language Learner	408	99	96	89	69	55
Formerly English Language Learner	112	6	12	22	34	38
*Economically Disadvantaged	742	148	152	160	142	135
Not Economically Disadvantaged	62	15	15	12	13	7
Migrant	1	0	0	0	0	1
Not Migrant	803	163	172	172	155	141
Homeless	10	7	2	0	0	1
Not Homeless	794	156	170	172	155	141
Not in Foster Care	804	163	172	172	155	142
Parent Not in Armed Forces	804	163	172	172	155	142

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)

Twin Pines Elementary Mission Statement

Twin Pines Elementary School exists to serve the unique **academic, physical, social, and emotional** needs of all students in a safe and nurturing environment that promotes self-discipline, core values, motivation, and **excellence in learning** so each and every student is **empowered** to become a lifelong learner who will **succeed and contribute** responsibly in a global community. **ALL IN. Every Child. Every Parent. Every Teacher. Every Administrator. Ever Staff Member. Every Community Member. Every Day. Whatever It Take**

Twin Pines Elementary Vision Statement

The vision at Twin Pines Elementary School is to create an environment where **learners set goals and work with integrity** to become leaders who **strive for excellence**.

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 Twin Pines Elementary, the McKinney- Vento liaison is Gessy Fuentes.

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	8
Children in Foster Care	0
Migrant Students	0

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

SIT Plan Development – Consultation and Collaboration

Our 2025-2026 SIT plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, district administrators; and, if the plan relates to a secondary school, students ESSA Section 1114(b)(2). Please find a list of 2025-2026 SIT members below:

Title:	Name:
Parent	Samuel Okyere
Members of the Community to be served	Twin Pines Elementary Teaching and Learning Community
Teachers-SWP Sub Committee	Dr. Gloria Jackson, Principal Mrs. Cindy Betancourt, Assistant Principal

	Carly Croteau, Fourth Grade Teacher Holly O'Keefe, First Grade Teacher Bethany Rivera, ENL Teacher Peggy Tarantino, TOSA
Principals	Dr. Gloria Jackson, Principal Mrs. Cindy Betancourt, Assistant Principal
Other School Leaders	Mrs. Ann Palmer, Assistant Superintendent Elementary Schools
Teaching Assistants	Taiden Tarantino, Teaching Assistant
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 *	Nusrat Khan, IT Communications Aide Jay Grillo, IT Tech
Other School Staff *	Dr. Jackson, Principal Mrs. Cindy Betancourt, Assistant Principal Holly O'Keefe, Co-chair Peggy Tarantino, Co-chair Faith Gee, First Grade Liseth Wong, Second Grade Christine Sacco, Second Grade Alma Maldonado, Third Grade Carly Croteau, Fourth Grade Barbara Zembrzycki, Fifth Grade Melissa L. Martinez, Fifth Grade Helen Marandola, Fifth Grade (BTA) Cailen Pascalis, ENL Bethany Rivera, ENL Crystal Cavanaugh, Art Jessica Torres, Guidance Counselor
Students (for a secondary school)	
Other individuals determined by the school	Lynette Sica, Office Assistant (Library)

* 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)*.

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

- **Following a thorough analysis of the 2024–2025 State ELA and Math assessment results and local performance data, Twin Pines Elementary School is proud to recognize several areas of academic strength and instructional growth.** Students in grades 2 and 4 demonstrated notable progress in reading fluency and foundational math skills, reflecting the impact of targeted interventions and small group instruction. Our educators have embraced evidence-based practices aligned with the Science of Reading and conceptual math development, contributing to a more engaging and effective learning environment.

Building on these successes, our data also highlighted opportunities for continued improvement—particularly in supporting our English Language Learner (ELL) students. A performance gap remains between the All Students group and ELLs, indicating a need for enhanced language acquisition supports to help these learners fully access grade-level content.

To build on our strengths and address these needs, our 2025–2026 schoolwide plan will prioritize:

1. **Accelerating language development and math proficiency for ELL students** through differentiated instruction, professional learning for staff, and expanded access to academic supports.

- 2. **Strengthening family engagement in student learning** by providing multilingual resources, hosting interactive academic workshops, and fostering inclusive communication strategies that empower families to support learning at home.

These priorities reflect our commitment to equity, excellence, and community partnership—ensuring every student at Twin Pines Elementary School is supported to thrive academically and socially.

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

School Strengths

- **Positive Gaps Identified in CDV p-Value Comparison Report:** Twin Pines shows statistically significant **positive gaps** in several key areas, indicating that targeted instructional strategies are having a measurable impact on student achievement.
- **Effective Targeted Interventions:** Gap analysis reveals **positive trends in closing achievement gaps across subgroups**, especially among English Language Learners (ELLs) and economically disadvantaged students. Interventions in reading domains—such as phonemic awareness and vocabulary development—are proving effective.
- **Math Performance Highlights:**
 - Students demonstrated **positive gaps** in mathematical reasoning and problem-solving.
 - Instructional shifts toward conceptual understanding and real-world application are beginning to yield results, particularly in grades 2 and 4.
 - **Instructional Capacity and Staff Growth:** The school has expanded its instructional team and continues to invest in professional development, leading to stronger implementation of evidence-based practices.
 - **Community and Cultural Engagement:** Events like the Winter Concert, Hispanic Heritage Month, and Unity Day assemblies reflect a vibrant school culture that supports student identity and belonging.

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

BOCES Assessment Reporting System (BARS)

CDV p-Value Comparison Report

ELA Gaps Identified by Grade Level

3rd Grade

- **Vocabulary Acquisition and Use:** Statistically significant gap at **0.03%**
- **Reading Literature – Key Ideas and Details:** **0.01%** (Questions 27, 31)
- **Craft and Structure:** Ranges from **0.02% to 0.09%** (Questions 6, 9, 21, 23, 26, 30)
- **Reading Informational Text – Integration of Knowledge and Ideas:** **0.05%** (Question 7)

4th Grade

- **Reading Informational Text – Key Ideas and Details:** **0.04%**
- **Reading Literature:** **0.06%**, especially in multiple choice (Questions 26, 29)

5th Grade

- **Most significant gaps district-wide**
- Needs supplemental support in:
 - **Reading Informational Text**
 - **Reading Literature (Key Ideas and Structure)**

Math Gaps Identified by Grade Level

3rd Grade

- Overall, very few gaps compared to ELA
- **Multiple Choice Question:** **0.02%**
- **Operations and Algebraic Thinking:**
 - **0.01%** (Question 1)
 - **0.04%** (Question 19)

4th Grade

- **Geometry:** **0.02%** (Question 15)
- **Number and Operations in Base Ten and Number and Operations—Fractions:**
 - Gaps ranged from **0.02% to 0.13%**

5th Grade

1. **Number and Operations—Fractions**
 - **Multiple Choice Question 14:** **0.04%** gap
 - Additional selected items (multiple choice and constructed response): Gaps ranged from **0.03% to 0.16%**
2. **Measurement and Data**
 - **Multiple Choice Question 1:** **0.05%** gap
 - **Multiple Choice Question 10:** **0.01%** gap
 - **Constructed Response Item:** **0.08%** gap
3. **Number and Operations in Base Ten**
 - Gaps across selected items ranged from **0.03% to 0.07%**

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area: All Students Who Are Two or More Grade Levels Below Expectation
1.	All Students	Supporting Teachers with Strengthening the Core Instruction (Administrative Team)

2.	All Students	HMH Embedded Professional Learning (TOSAs)
3.	All Students	HMH Math Embedded Professional Learning; The Science of Reading with HMH Representatives
4.	All Students	Language of Instruction, Vocabulary, & Comprehension
5.	All Students	Branching Minds MTSS: PBIS
6.	Dual Language	Erick Herrmann; Evidenced Based Practices to Support Literacy and Language Development within a Dual Language Classroom Setting
7.	All Students	Inter-classroom Visitation

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 All Students subgroup at Twin Pines Elementary School will demonstrate an increase in annual typical growth in English Language Arts (ELA) from 52% meeting growth targets in Spring 2025 to 62% meeting growth targets in Spring 2026, as measured by the New York State Grades 3–8 English Language Arts Assessment, administered 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 2026, all students will show an increase in reading performance from a baseline of 57% in grade 2, 67% in grade 3, 55% in grade 4, and 66% in grade 5 that met their Annual Typical Growth performance established in June 2024 to reflect a 2% increase in their Annual Typical Growth as measured by the iReady Reading Diagnostic with the frequency of 3x a year.

Mathematics Performance Goals

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

By June 2026, the All Students subgroup at Twin Pines Elementary School will demonstrate an increase in annual typical growth in Mathematics from 48% meeting growth targets in Spring 2025 to 65% meeting growth targets in Spring 2026, as measured by the New York State Grades 3–8 Mathematics Assessment, administered annually.

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, all students will show an increase in math performance from a baseline of 57% in grade 2, 47% in grade 3, 54% in grade 4, and 63% in grade 5 that met their Annual Typical Growth performance established in June 2025 to reflect a 2% increase in their Annual Typical Growth as measured by the iReady Math Diagnostic with the frequency of 3x a year.

Survey Goal

By June 2026, 68.66% of elementary students will agree that "I see children who look like me in the books we read". This is a tremendous increase from the baseline of 43.3% established in May 2024 to 66.1% of students who agreed on the 2024-2025 School Voice Survey. Therefore, the target has been adjusted due to exceeding our goal for Year 2. Next year's goal will be 75% which will complete our 5-year plan in just 4 years, if our goal is met.

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> <p><u>Student Success Pathway</u></p> <ul style="list-style-type: none"> • Tiered Support: Access to MTSS interventions based on data (i-Ready, BARS). • Literacy & Language Development: Instruction grounded in the Science of Reading and vocabulary-rich environments. • Engagement & Belonging: Culturally responsive teaching and PBIS strategies that promote motivation and inclusion. • Progress Monitoring: Regular assessments to track growth and adjust instruction. <p><u>Teacher Success Pathway</u></p> <ul style="list-style-type: none"> • Professional Learning: Ongoing PD (HMH, Erick Herrmann, MTSS, Bill Atwood) aligned with instructional needs. • Instructional Clarity: Tools and strategies to deliver meaningful, standards-aligned lessons. • Collaboration: PLCs and coaching cycles to reflect, refine, and grow practice. • Empowerment: <ul style="list-style-type: none"> • Confidence in using data to drive instruction and support all learners. • Confidence in implementing kinesthetic vocabulary learning, and previewing content before it is suggested on the curriculum map. <p><u>School Leadership Success Pathway</u></p> <ul style="list-style-type: none"> • Strategic Alignment: PD, curriculum, and assessment aligned with school improvement goals. • Data-Driven Decisions: Use of BARS and i-Ready to inform resource allocation and instructional focus. • Culture of Growth: Foster a safe, supportive environment where staff and students thrive. • Family & Community Engagement: Transparent communication and inclusive practices. <p><u>Family & Community Success Pathway</u></p> <ul style="list-style-type: none"> • Understanding Student Progress: Clear communication of assessment data and learning goals. • Partnership in Learning: Opportunities to support learning at home and participate in school initiatives. • Trust & Collaboration: Confidence in the school's commitment to equity and excellence. 	<p>Growth Culture</p> <p><u>Focus on Foundational Skills and Equity</u></p> <p>HMH Embedded Professional Learning & The Science of Reading</p> <ul style="list-style-type: none"> • Builds teacher expertise in evidence-based literacy practices. • Promotes a shared understanding of how students learn to read, ensuring consistency and equity in instruction. • Encourages a mindset of "all students can grow", especially those significantly below grade level. <p><u>Emphasis on Language, Vocabulary, and Comprehension</u></p> <p>Language of Instruction, Vocabulary, & Comprehension PD</p> <ul style="list-style-type: none"> • Supports deeper learning by helping students access and engage with complex texts. • Encourages teachers to scaffold instruction, promoting academic risk-taking and intellectual growth. <p><u>Data-Driven, Tiered Support Systems Branching Minds MTSS & PBIS</u></p> <ul style="list-style-type: none"> • Embeds a culture of early intervention and responsive teaching. • Uses data to identify needs and celebrate progress, reinforcing a belief in growth over time. • Promotes a positive behavioral culture, which is foundational for academic growth. <p><u>Culturally Responsive and Inclusive Practices Erick Herrmann's Evidence-Based Literacy & Language Development</u></p> <ul style="list-style-type: none"> • Equips teachers to meet the needs of diverse learners, including ELLs. • Encourages inclusive practices that validate students' backgrounds and promote belonging, a key driver of motivation and growth.
<p>Meaningful and Relevant Instruction and Assessment</p> <p><u>Instruction Grounded in Student Needs</u></p> <ul style="list-style-type: none"> • Teachers will use Tier 1 and Tier 2 interventions to support student needs. • Teachers will differentiate instruction, making learning more meaningful for students at varying levels, especially those significantly behind. <p><u>Language, Vocabulary, and Comprehension Focus</u></p>	<p>Empowered Stakeholders</p> <p><u>Empowering Students</u></p> <ul style="list-style-type: none"> • Access to High-Quality Instruction: Students benefit from more engaging, relevant, and responsive teaching. • Support for All Learners: MTSS and PBIS ensure that struggling students receive timely interventions,

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| <ul style="list-style-type: none"> Emphasizing academic language and vocabulary helps students access complex texts across content areas. Instruction becomes more relevant when students can connect language to real-world contexts and academic success. <ul style="list-style-type: none"> <u>Assessment-Driven Instruction</u> Branching Minds MTSS supports the use of formative assessments and progress monitoring to guide instruction. Teachers learn to use data to adjust instruction in real time, ensuring it remains relevant and responsive. <ul style="list-style-type: none"> <u>Culturally and Linguistically Responsive Practices</u> Erick Herrmann's PD helps teachers make instruction more inclusive and culturally relevant, which increases student engagement and ownership of learning. Students see themselves reflected in the curriculum, making learning more personally meaningful. | <ul style="list-style-type: none"> promoting equity. Voice and Agency: Culturally responsive practices help students see themselves in the curriculum, increasing motivation and ownership of learning. <ul style="list-style-type: none"> <u>Empowering Families</u> Transparency and Communication: Data-informed instruction and MTSS frameworks help families understand their child's progress and needs. Partnership in Learning: Families are more likely to engage when they see consistent, meaningful efforts to support their children. Trust in the System: When families see growth and support, it builds confidence in the school's mission and practices. <ul style="list-style-type: none"> <u>Empowering School Leaders</u> Strategic Alignment: Leaders can align PD, instruction, and assessment with school improvement goals. Data-Driven Decision Making: Tools like BARS and i-Ready provide actionable insights for resource allocation and instructional planning. Sustainable Growth Culture: Leaders foster a culture of continuous improvement by investing in people and systems. |
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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.
 - Professional Learning & Support with Erick Herrmann
 - Year 1 & Year 2 Inter-classroom Visitation: Building Student Agency; English Language Arts; Explicit and Direct Instruction; F&P Benchmarking Miscue Analysis; How to Cultivate Executive Functioning Skills; Instructional Grouping, Modifying for ELLs; Scaffolding; Student Data Chats; Writing
 - MTSS Reading Supports: Focus areas for workshops and learning sessions aligned with MTSS and *A Pathway to Proficiency*
 - Tiered Instructional Framework
 - Tier 1: High-quality, evidence-based core reading instruction for all students.
 - Tier 2: Targeted small-group interventions for students needing additional support.
 - Tier 3: Intensive, individualized interventions for students with significant reading challenges.
 - Science of Reading Integration
 - Emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - Instruction is explicit, systematic, and data-driven.
 - System-Level Planning
 - Shift from student-by-student analysis to evaluating intervention effectiveness at the system level.
 - Use of progress monitoring and data teams to guide decisions.

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.
 - HMH Professional Learning with HMH Representatives
 - Mathematics Professional Learning Grades 3 – 5 with Bill Atwood
 - Classroom visitations with lessons modeled by Bill Atwood.

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
 - High Dosage Tutoring Spreadsheet 2025-2026
 -

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.

- **Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment**
 - September:
 - First Grade Orientation
 - Meet the Teacher Night/Title 1 and Title III presentations
 - October: Hispanic Heritage Night & Trunk or Treat
 - November: Curriculum Carnival
 - December: Craft Night/Bilingual Community Plaza "Warm and Snuggly"
 - January: Winter Concert and Art Exhibition
 - February: Black History Month Historical Figures Wax Museum
 - March: Family Fitness Night
 - April: Literacy Night
 - May
 - Spring Concert and Art Exhibition
 - Saturday Academy Parent Workshops
 - June
 - Field Day
 - Fifth Grade Moving Up Ceremony

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 - Twin Pines Elementary School			
Code	Specific Expenditure	Rate of Pay	Project Salary
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	\$60,001
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 =	School Specific	\$1,222

	\$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.		
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	\$34,985
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:			\$144,592

2025-2026 School-Parent-Student Compact

Twin Pines Elementary, 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

Twin Pines Elementary 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 is complete, including independent reading each night and charging school issued devices;
6. Limit the amount of television, social media, and other screentime my child engages with;
7. Volunteer in my child's school;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

1. Do homework every day and ask for help when needed;
2. Read alone or with someone for at least 20 minutes every day outside of school time;
3. Give all notices and information received from school to parents or guardian every day;
4. Put forth our best effort so that assessments accurately measure our understanding and growth;
5. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;
6. Not bring a personal electronic device;
7. Charge our school issued devices and bring them to/from school daily.

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: **Please customize the bulleted list below for your school (Elementary Only)**

Transition to First Grade: Orientation and Readiness Plan

Objective:

To ensure a smooth, supportive, and developmentally appropriate transition from kindergarten to first grade by fostering familiarity, building relationships, and aligning expectations among students, families, and staff.

Strategic Priority Alignment

This initiative supports the district's strategic priorities in the following areas:

- Whole Child Development: Promoting emotional readiness and confidence in young learners.
- Family and Community Engagement: Strengthening partnerships through transparent communication and collaborative orientation activities.
- Instructional Excellence: Preparing students for increased academic rigor through early exposure to first-grade routines and expectations.
- Key Components of the Orientation Plan
 1. Meet the Teacher Sessions
 - Scheduled opportunities for students and families to meet their assigned first-grade teacher.
 - Teachers provide an overview of classroom routines, curriculum highlights, and communication protocols.
 2. Classroom Visits
 - Students tour their future classrooms to build familiarity with the learning environment.
 3. Family Information Session
 - School leadership presents an overview of the first-grade experience, including academic expectations, daily schedules, and support services.
 - Families receive a take-home packet with key resources.

Fifth Grade Transition to Middle School

Fifth Grade Departmentalization

Objective:

Departmentalization allows fifth-grade students to rotate between teachers who specialize in core subjects such as **Math, English Language Arts (ELA), Science, and Social Studies**. This model mirrors middle school scheduling and helps ease the transition for students moving into secondary education.

Benefits:

- **Focused Instruction:** Teachers concentrate on fewer subjects, allowing for deeper content knowledge and more effective teaching strategies.
- **Improved Student Engagement:** Students benefit from varied teaching styles and environments throughout the day.
- **Enhanced Academic Growth:** Research shows departmentalization can lead to gains in academic achievement, especially in reading and math, when teachers are matched to their strengths.
- **Preparation for Middle School:** Students develop independence and adaptability by transitioning between classrooms and managing multiple teachers.
- **Collaborative Teaching Teams:** Teachers work together to align instruction, monitor student progress, and support social-emotional learning across subjects.

Student-Centered Orientation Initiative

Objective:

To ensure a smooth and supportive transition from elementary to middle school by providing fifth-grade students with direct access to middle school staff, student ambassadors, and guidance resources in a familiar and welcoming environment.

Orientation Overview

As part of our commitment to student-centered transitions, North Middle School administrators, teachers, guidance counselors, and student representatives visit Twin Pines Elementary to lead a comprehensive orientation assembly for all fifth-grade students.

This event is designed to:

- Demystify the middle school experience
- Build excitement and reduce anxiety
- Foster early connections with future educators and peers

Key Components of the Orientation AssemblyWelcome from North Middle School Leadership

- Principal/ assistant principal introduce the middle school environment, expectations, and support systems.
- Student Panel & Q&A
- Middle school students share their experiences and answer questions from fifth graders, offering authentic peer perspectives.

Teacher & Counselor Introductions

- Core subject teachers and guidance counselors explain academic programs, schedules, and available supports.
- Interactive Presentation
- Visual tour of the middle school, overview of extracurricular opportunities, and tips for success.
- Open Q&A Session
- Fifth-grade students are encouraged to ask questions in a safe, supportive setting.

Expected Outcomes

- Increased student confidence and readiness for middle school routines and expectations.
- Reduced transition-related anxiety through early exposure and relationship-building.
- Strengthened collaboration between elementary and middle school teams to support continuity of care.

[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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