

# 2025-2026 SIT/Schoolwide Plan – East Elementary School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2025-2026

Name of School:	East Elementary School
Principal:	Minerva Feliciano
Assistant Principal(s):	N/A
SIT Co-Chairs:	Marjorie Zambrano and Jillian Ortiz
Grades Served:	K

### 2025-2026 Staff List

Please include the staff list from the school here.



25-26 Staff Roster

EAST ELEMENTARY SCHOOL – FACULTY LIST 2025–2026			
<b>PRINCIPAL</b>			
MINERVA FELICIANO			
<b>KINDERGARTEN CLERICAL STAFF</b>			
YARENIS SARMIENTO (SENIOR BILINGUAL OFFICE ASSISTANT)			
FATIMA YAÑEZ (BILINGUAL OFFICE ASSISTANT)			
MARIELA CRUZ (LIBRARY CLERICAL)			
CASSIDY HEISSER (SCHOOL COMMUNICATION AIDE)			
<b>SECURITY GUARD</b>			
JOHN MARIN			
<b>KINDERGARTEN TEACHERS</b>	<b>ROOM</b>	<b>ART TEACHER</b>	
Amoedo, Isabel	15	Deletrain, Francesca	17
Bocardo, Elba	13		
Breton, Melissa	47	<b>LIBRARY MEDIA SPECIALIST</b>	
Cardenas, Lizette	5	Ritter, Stephanie	Library
Drayton, Berzaida	8		
Fernandez, Johan	1	<b>MUSIC TEACHER</b>	
Galina, Stacy	4	Ryan, Jacqueline	28
Lardaro, Isabella	22		
Mathis, Shirley	42	<b>PHYSICAL EDUCATION TEACHER</b>	
Monteforte, Ana	2	Vlajov, Nicole	Gym
Moreno, Yicel	11	Welch, Amanda	Gym
Petrozzino, Samantha	7		
Piacenti, Jenna	34	<b>BEHAVIOR SPECIALIST</b>	
Portillo, Melissa	10	Doyle, Janet	30
Prego, Laura	40		
Russell, Melissa	31	<b>GUIDANCE COUNSELOR</b>	
Salazar, Carolina	44	Valdez, Melissa	30
Signor, Barbara	9		
Smith, Jill	12	<b>PSYCHOLOGIST</b>	
Stanco, Georgene	36	O’Keeffe, Julie	30
Torres, Kenia	20		
Ward, Jacqueline	3	<b>SOCIAL WORKER</b>	
Zambrano, Marjorie	6	Aviles-Velasco, Maria	30
Zelaya, Gabriela	46		
		<b>KINDERGARTEN SPEECH TEACHERS</b>	
<b>KINDERGARTEN SPECIAL ED TEACHERS</b>		Meyer, Ivy	18
Chan, Kate	1	O’Brien, Annie Rose	18
Reyes, Amanda	7		
		<b>SCHOOL NURSE</b>	
<b>UNIVERSAL PRE-K TEACHERS</b>		Delcid, Kenia	Nurses Office
Cardenas, Nancy	33		
Loubar, Kathy	35	<b>HEALTH AIDE</b>	
		Rodriguez, Lira	Nurses Office
<b>CONSULTANTS</b>			
Chanoine, Tanya	21	<b>I.T SPECIALIST</b>	
DeJesus, Dina	21	Rodriguez, Shirley	Library
Mendolia, Vanessa	21		
		<b>DISTRICT TESTER</b>	
<b>ENL KINDERGARTEN TEACHERS</b>	<b>ROOM</b>	Navarra, Lisa	30
Benavides, Crystal	26		
Cusack, Amelia	16	<b>KINDERGARTEN ENL T.A.’s</b>	
Ortiz, Jillian	14	Ahmed, Tabassum /Benavides/	26

Phelan, Dana	19	Benavides, Maria (Ortiz)	14
		Hernandez, Vasty (Cusack)	16
		Moya, Michelle (Phelan)	19
<b>KINDERGARTEN INSTRUCTIONAL TA'S</b>	<b>ROOM</b>	<b>KINDERGARTEN MONITORS</b>	<b>ROOM</b>
Barzola, Rossellini		Bravo-Feican, Monica	
Benitez, Jailene		Burgos, Nydia	
Choudhury, Suhana		Grammenos, Zabella	
D'Esposito, Christine		Guerrero, Candida	
Dennis, Paula		Lopez, Luisa	
Fahrenheit, Patricia		Ostorga, Lillian	
Joya, Blanca		Reichert, Donna	
Lopez De Ortiz, Martha		Turan-Cil, Nurgul	
Marino, Veronica		Vacancy	
Rivera, Annette			
Rodriguez, Christy		<b>KITCHEN STAFF</b>	
Rodriguez, Lillian		Cortes, Evelyn	
Singh, Kanak		Eseiza, Margarita	
Vacancy (2)		Fuentes, Marta	
		Moreno Benitez, Iris (Head Cook)	
<b>CUSTODIAL STAFF</b>		Rios, Rossy	
Forte, Korey (Head Custodian)		Saravia, Celia	
Canales, Jose			
Gadius, Mackenzie		<b>SPECIAL EDUCATION TA'S</b>	
Hudson, Demeck		Miller, Benjetta	7
Merced, Ruben		Prinzano, Kathleen	7
		Valentino, Deborah	1
<b>ASSISTANT COORDINATOR OF SPECIAL SERVICES/EIP</b>			
<b>ELIZABETH SHEEHAN</b>			
<b>EIP CLERICAL STAFF</b>			
<b>LORRAINE RIVERA (SENIOR OFFICE ASSISTANT)</b>			
<b>CPSE CLERICAL STAFF</b>			
<b>SUSANA MILHEISER (BILINGUAL SENIOR OFFICE ASSISTANT)</b>			
<b>JENNIFER RODRIGUEZ (BILINGUAL SENIOR OFFICE ASSISTANT)</b>			
<b>ANGEL VARNER (PRINCIPAL OFFICE ASSISTANT)</b>			
<b>EARLY INTERVENTION PRE-K TEACHERS</b>		<b>PRE-SCHOOL SPEECH TEACHERS</b>	
Bihn, Rachel	38	Aristonde, Karla	45
Bishop, Alexa	35	Carino, Jessica	45
Collaro, Rachel	33	Feliciano, Gisele	45
Crevoiserat, Kaitlyn	39	Hall, Morgan	45
Cuzman, Elisa	37	Novoth, Kelly	45
Kukral, Chelsea	43	Zito, Christina	45
Marinello, Stephanie	32		
Perrone, Coleen	41	<b>TEACHER AIDES</b>	
		Arevalo Iraheta, Magdalena	
<b>CPSE TOSA</b>		Disla, Rosanna	
Brock, Jessica	EIP Office	Gardner, Ramei	
Spagnuolo, Denise	EIP Office	Jimenez, Cindy	
Staudt, Rosemarie	EIP Office	Lemus, Carol	
Young, Stephanie	EIP Office	Magana de Jimenez, Linda	
		Mertz, Filiz	
<b>OCCUPATIONAL THERAPIST</b>		Zavala, Giselle	
Calabro, Mia	41A	<b>EIP PSYCHOLOGIST</b>	
		Garza, Heather	39A
<b>PHYSICAL THERAPIST</b>			
Byrne, Kate	41A	<b>EIP SOCIAL WORKER</b>	
		Celestrin, Michelle	39A
		Reinoso, Sully	39A

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Kinder- garten Full-day
<b>*All Students</b>	<b>430</b>
Female	237
Male	193
*American Indian/Alaska Native	8
*Black	29
*Hispanic	365
*Asian/Pacific Islander	8

Asian	<u>2</u>
Native Hawaiian/Other Pacific Islander	<u>1</u>
*White	<u>17</u>
*Multiracial	<u>3</u>
General Education Students	<u>384</u>
*Students with Disabilities	<u>46</u>
Former Students with Disabilities	<u>3</u>
Not English Language Learner	<u>102</u>
*English Language Learner	<u>328</u>
*Economically Disadvantaged	<u>401</u>
Not Economically Disadvantaged	<u>29</u>
Not Migrant	<u>430</u>
Homeless	<u>4</u>
Not Homeless	<u>426</u>
Not in Foster Care	<u>430</u>
Parent Not in Armed Forces	<u>430</u>

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

#### 2025-2026 District Vision Statement

##### **Graduation PLUS +**

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

#### 2025-2026 School Vision Statement (if applicable)

The mission of East Elementary School is to educate and facilitate students to reach their fullest potential through a curriculum that meets and exceeds the common core standards in order to fully prepare them as active participants in the global community. With the support of all stake holders (teachers/staff, administrators, parents, and the larger community), students will become equipped with the tools necessary for academic, personal, and social growth in the 21st century. East Elementary School strives to instill mutual respect for others in a safe and nurturing atmosphere while creating life-long learners who will be a positive force in society and the community.

#### 2025-2026 School McKinney-Vento Plan:

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

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;

- o Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - o Make sure parents feel welcome and set the tone for further parental involvement;
  - o Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	4
Children in Foster Care	0
Migrant Students	0

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

**SIT Plan Development – Consultation and Collaboration**

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

Title:	Name:
Parents (More than 1)	Madeline Moore Stephanie Garcia
Members of the Community to be served	Maria Rivera
Teachers-SWP Sub Committee	Jillian Ortiz Tanya Chanoine Marjorie Zambrano Dana Phelan Bridget Nieves Stephanie Ritter Melissa Brereton Ana Monteforte
Principals	Minerva Feliciano
Other School Leaders	
Teaching Assistants	Maria Benavides Christy Rodriguez Tabassum Ahmed Paula Dennis Judith Espinoza
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Yarenis Sarmiento – Office Staff
Students (for a secondary school)	
Other individuals determined by the school	

\* if appropriate

**Comprehensive Needs Assessment**

**Needs Assessment Data**

Our 2025-2026 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic

standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*. Multiple forms of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or interviews. Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.) to help identify students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*.

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

Include/Copy/Paste data from either the BOCES Assessment Reporting System (BARS) or [www.data.nysed.gov](http://www.data.nysed.gov) that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from State assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

Sub-Group	Fall 2024		Winter 2025		Question 24
	Question 24	Question 25	Question 24	Question 25	
	Percentage Correct	Percentage Correct	Percentage Correct	Percentage Correct	
Bilingual	0.05	0.05	6.80	7.20	
ENL	0	0	9	6.7	
General Education	0	0	2	6.3	

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

- Include/Copy/Paste data from either the BOCES Assessment Reporting System (BARS) or [www.data.nysed.gov](http://www.data.nysed.gov) that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from State assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

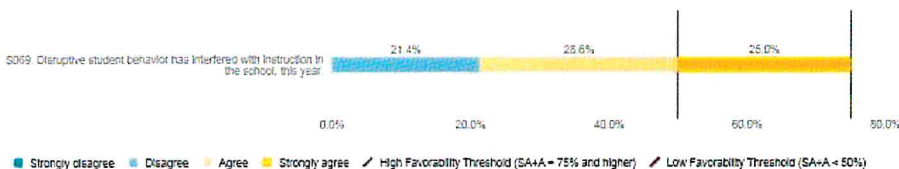
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

KCam Data, Pre Test 2024-25		
Bilingual Average Score	209	37.336
ENL Average Score	114	34.425
General Ed. Average Score	102	28.72

Surveys

Survey Data

Social Emotional Item Response Percentages 31



By June 2025 our school will show an increase in the percentage of respondents who strongly disagree with the statement, (Disruptive behavior interfered with my classroom instruction.) from (21.4) to (26.4) as measured/indicated by (District Data Triangle Survey) with the frequency 1 x's a year.

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

After disaggregating and analyzing 2024-2025 State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing the 2024-2025 School Performance Scan (Data Triangle) surveys, it was evident that a minority of staff disagree with the statement, ""Disruptive student behavior has interfered with my classroom instruction ."" Our 2025-2026 schoolwide plan will focus on improving positive behaviors in the classroom through Social Emotional Lessons focused around our PBIS acronym HEROES, in addition to increasing the percentage of all staff who strongly disagree with the statement, "Disruptive student behavior has interfered with my classroom instruction.

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

- We actively utilize a school-based plan with specific SMART goals to guide our work.
- Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress.
- Our school leaders actively support data-driven inquiry as a school-wide practice.
- Our school uses key measurements, such as common assessments, to monitor student progress.
- Teachers actively use data to differentiate instruction.
- Teachers are skilled in using formative assessments in their instruction.
- Teachers purposefully align daily instruction to explicit student learning targets/goals, content and language objectives ("I can...").
- Teachers consistently differentiate activities and materials to meet students' needs.
- Teachers construct classroom activities to ensure high student engagement.
- We have an effective MTSS program which provides targeted assistance for students in need.

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

- Social emotional support for students, teachers and families to ensure that classroom behavior does not interfere with instruction.
- Increasing parent involvement across the school.
- Use technology to support learning
- Support for teachers and staff to help them work together across grade levels and content areas in order to provide an integrated approach to student learning.

**2025-2026 Schoolwide Plan Priorities**

	Subgroup:	Priority Area:
1.	ELLs	Language Acquisition Skills. Spelling/Sentence Dictation
2.	ELLs	Math: Addition and Subtraction/Recognizing shapes
3.	All Students	Classroom behavior will not interfere with classroom instruction
4.		

**2025-2026 SIT Goals**

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals<sup>[2]</sup>. 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.):**

*Can be completed by the school or in collaboration with the OFP*

*By May 2026 our school will show an increase in the percentage of ELL students scoring at the Expanding level from 60.3% percent to 65.3% as measured by the NYSESLAT.*

**Local ELA Goal (i.e., iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored throughout the year:**

*By June 2026 the (Bilingual Students) will show an increase in (sentence dictation) from (46 %) to (51%) as measured/indicated by the Kindergarten Literacy Assessment, administered (3x per year, etc.).*

*By June 2026 the (ENL students) will show an increase in (sentence dictation) from (51%) to (56%) as measured/indicated by the Kindergarten Literacy Assessment, administered (3x per year, etc.).*

*By June 2026 the (General Education Students) will show an increase in (sentence dictation) from (54%) to (59%) as measured/indicated by the Kindergarten Literacy Assessment, administered (3x per year, etc.).*

### Mathematics Performance Goals

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

*Can be completed by the school or in collaboration with the OFP*

*By June 2026 the (student subgroup, i.e. All Students, SWD, ELL, ED, etc.) will show an increase in (performance metric to be achieved, i.e. proficiency, annual typical growth, etc.) from (baseline level of performance, criteria or standard in 2024-2025) to (desired level of performance, criteria or standard in 2025-2026) as measured/indicated by the (title of the assessment), administered (how often the assessment is given (i.e., annually, 3x per year, etc.).*

**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 (General Education Students) will show an increase in (addition and subtraction word problems within 10.) from (72%) to (77%) as measured/indicated by the (K CAM), administered (how often the assessment is given (i.e., annually, 2x per year, etc.).*

*By June 2026 the (General Education Students) will show an increase in (recognizing shapes regardless of orientation) from (83%) to (88%) as measured/indicated by the (K CAM), administered (how often the assessment is given (i.e., annually, 2x per year, etc.).*

*By June 2026 the (Bilingual Students) will show an increase in (addition and subtraction word problems within 10.) from (67%) to (72%) as measured/indicated by the (K CAM), administered (how often the assessment is given (i.e., annually, 2x per year, etc.).*

*By June 2026 the (Bilingual Students) will show an increase in (recognizing shapes regardless of orientation) from (54%) to (59%) as measured/indicated by the (K CAM), administered (how often the assessment is given (i.e., annually, 2x per year, etc.).*

*By June 2026 the (ENL Students) will show an increase in (addition and subtraction word problems within 10.) from (59%) to (64%) as measured/indicated by the (K CAM), administered (how often the assessment is given (i.e., annually, 2x per year, etc.).*

*By June 2026 the (ENL Students) will show an increase in (recognizing shapes regardless of orientation) from (67%) to (72%) as measured/indicated by the (K CAM), administered (how often the assessment is given (i.e., annually, 2x per year, etc.).*

### Survey Goal

- By June 2026 our school will show an increase in the percentage of respondents who agreed with the statement, (Disruptive behavior interfered with my classroom instruction.) from (35.7) to (30.7 %) as measured/indicated by (District Data Triangle Survey) with the frequency 1 x's a year.*

**NYSESLAT GOAL**

By May 2026 our school will show an increase in the percentage of ELL students scoring at the Expanding level from 60.3 percent to 62. 3% as measured by the NYSESLAT.

**Schoolwide Strategies**

**Schoolwide Strategies to Ensure Goal Attainment**

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

**Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)**

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

**Schoolwide Improvement Strategies**

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

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**
- **Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)**

**The Four Tenets of Graduation PLUS +**

<p style="text-align: center;"><b><u>Success Pathways</u></b></p> <p>BARS Analysis for NYSESLAT</p> <ul style="list-style-type: none"> <li>• This strategy aligns to the belief that each child's plus will be reflective of his/her strengths/areas of improvement</li> </ul> <p>Analysis of I Ready Scores</p> <ul style="list-style-type: none"> <li>• This strategy aligns to the belief that each child's plus will be reflective of his/her strengths/areas of improvement</li> </ul>	<p style="text-align: center;"><b><u>Growth Culture</u></b></p> <ul style="list-style-type: none"> <li>• <u>Students will use I-Ready and teachers will use I-ready diagnostics to create skill based groups to meet the needs of all students.</u></li> <li>• This strategy aligns with the believe in curating an academic program with acceleration and enrichment as core design elements from inception.</li> </ul> <p>Before School Programs:</p> <ul style="list-style-type: none"> <li>• Programs will be aligned with goals for our building and will address individual needs of students to provide students with extra time for growth.</li> </ul>
<p style="text-align: center;"><b><u>Meaningful and Relevant Instruction and Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Structured Literacy Instruction for all students along with Into Reading Modules to increase and provide students with quality text to build comprehension and vocabulary.</li> <li>• This strategy aligns to the believe in nurturing the whole child (physical, emotional, academic, social, cultural).</li> <li>• Students will use I-Ready and teachers will use I-ready diagnostics to create skill based groups to meet the needs of all students.</li> <li>• This strategy aligns to the belief that each child's plus will be reflective of his/her strengths/areas of improvements</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Empowered Stakeholders</u></b></li> <li>• Parents will be part of our School Improvement Team and will be invited to be active participants in their child's education.</li> <li>• This strategy aligns to the belief that stakeholder collaboration and partnership have exponential value.</li> <li>• School will communicate with parents school expectations, information about what the students are learning in school, provide resources to help parents work with their child at home.</li> <li>• School will have open communication through Parent Square, in person workshops for families on curriculum and ways to support the whole child at home.</li> </ul>

**Planned ELA Professional Development for 2025-2026**

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

- o Elevate Science
- o Experience Science – October 29th
- o Writing Supports for Students
- o I Ready Refresher and introduction for new staff members

**Planned Math Professional Development for 2025-2026**

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

- o **Bill Atwood – Math practices – September 30, January 21-22, April 21**
- o **Into Math Training – September 18, 19, 22**
- o **Into Math Training – October 21, October 22**

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

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state’s challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)], improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this SIT plan and have been conceived to ensure both State-level and local goal attainment.

- o • **Books and News-** *Creating a Parent-School Connection to help develop reading comprehension and speaking skills*
  - o **Writing Book Camp** – *Students will reinforce their writing skills using writing centers in preparation for the NYSESLAT*
  - o • **Curious Kids** – *Exploring Non-fiction books to reinforce vocabulary and comprehension*
  - o • **Speech and Language Enrichment-** *Students will participate in language based enriching activities to target improvement of functional communication skills.*
  - o **Little Learners-** *Students will participate in activities to reinforce their vocabulary, comprehension and phonics skills.*
  - o **Camp, Read, and Grow** – *Students will engage in thematic read alouds centered around a theme and build vocabulary.*
  - o • **Creative Hearts** - *Students will participate in activities to promote student engagement, problem solving and conflict resolution.*
  - o • **Make it and Take it** - *Students will complete take home centers for the KCAM*
  - o • **Parent Workshops - SEL** *Parents will learn about Social Emotional Learning and the importance of implementing SEL at Home*
  - o • **Cool Down Crew** *Students will work on social emotional skills and work on ways to help with self regulation.*
  - o **NYSESLAT Prep Program:** *Students will develop their listening, reading, speaking and writing skills with NYSESLAT practice activities.*
  - o **Green Team:** *Students will participate in lessons to support vocabulary around plants, living and non-living things and to learn how to use the hydroponic gardening system.*
  - o **Story Explorers/Author Studies** –*Students will listen to read alouds, learn about authors and different writing styles and reinforce their comprehension skills.*
  - o **Mighty Math Heroes** - *Students will engage in hands on math experiences.*
  - o **K – Story Squad – Book Club** - *Students will build vocabulary and reinforce language skills through literature.*
  - o **Math Club** – *Students will work together to solve math challenges.*

**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.

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Name of Event	Date/Time	Location
Meet the Teacher Night	Tuesday, September 9, 2025 Two Sessions Time: 5:45 - 6:45 pm	East Elementary Classrooms

	7:15 - 8:15 pm	
Parent Advisory Meeting	Wednesday, October 1, 2025 Time: 5:00 pm	East Elementary Faculty Room
Hispanic Heritage Night	Wednesday, October 8, 2025 Time: 5 pm -6 pm	East Elementary Cafeteria and Gymnasium
Trunk or Treat	Friday, October 24, 2024 4:30 - 6:00 pm	East Elementary School Parking Lot
Pajama Night	Monday, November 10, 2025 Time: 6:15 - 7:00 pm	East Elementary Classrooms
Winter Sing Along and Craft Day	December 16 and December 17, 2025 2 Sessions: Session 1: 9:15 am - 10:30 am Session 2: 10:50 am - 12:00 pm	East Elementary Gymnasium and Classrooms
Game Night	Wednesday, January 28, 2026 Time: 6:30 - 7:30 pm	East Elementary School Cafeteria and Gymnasium
Unplug Night and Steam Event	Tuesday, March 3, 2026 Time: 5:45 pm - 6:45 pm	East Elementary School Classrooms
Spring Soiree	Tuesday, March 31, 2026 Time: 5:30 pm - 7:00 pm	East Elementary School Cafeteria and Gymnasium
Multicultural Celebration	Wednesday, May 20, 2026 Time: 5:30 - 7:15 pm	East Elementary School Cafeteria and Classrooms
Fun Day	Wednesday, June 3, 2026 Rain date, June 4, 2026	East Elementary School Field
Kindergarten Orientation	Friday, June 5, 2026	East Elementary School Gymnasium

Kindergarten Graduations	June 15-June 18, 2026	East Elementary School
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**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 - East K			
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	\$18,928
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school	Contractual	\$8,809
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,471
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,976
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$329
1500 - Salaries	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 123.7 hrs per 11 elementary buildings = 1,361 hours @ \$56/hr = \$76,219 / 11 elementary schools = \$6,929/school. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$6,929
1500 - Salaries	Title I Elementary Summer Enrichment Program - Literacy Camp - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X \$56/hr = \$140,000 / 11 elementary schools = \$12,727.27/school (227 hrs per building).	\$56.00	\$12,727
1500 - Salaries	Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liaisons = \$37,500 / 11 elementary schools = \$3,409.09/school.	\$625 per day	\$3,409
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909.09/school.	School Specific	\$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$363.63/school.	School Specific	\$364

<b>Code 5000 - Supplies and Materials</b>	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,407.63/school.	School Specific	\$1,408
<b>Code 8000 - Benefits</b>	Employee Benefits for non-contractual elementary Title I services (rows 5 through 10, above).	Contractual	\$5,233
<b>Code 8000 - Benefits</b>	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	<b>\$8,569</b>
<b>Code 9000 - Indirect Cost</b>	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598
<b>Title I Sub-total:</b>			<b>\$49,606</b>
<b>Title I Total w/ Salaries &amp; Fringe:</b>			<b>\$77,103</b>

**2025-2026 School-Parent-Student Compact**

East 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**

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

#### Student Responsibilities

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

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

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

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

To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below:

- Each year, our Kindergarteners 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 Kindergarten student for a brief presentation from the building administrators. Students will then be invited into a Kindergarten classroom to meet some of 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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