

# 2025-2026 SIT/Schoolwide Plan – Hemlock Park Elementary School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2025-2026

**Principal:** Dr. Christopher Dalley

<b>Name of School:</b>	Hemlock Park Elementary School
<b>Assistant Principal(s):</b>	Farrah Padro
<b>SIT Co-Chairs:</b>	Stephanie Sullivan and Jen Luftig
<b>Grades Served:</b>	K-5

### 2025-2026 Staff List

Albrecht, Jessica-Teacher
Ascencio, Karla-Teacher
Barbato, Justine-Nurse
Barry, Megan-Teacher
Batinsey, Karen-Teacher
Borsuk, Douglas-Teacher
Boucher, Cortney-Teacher
Bruno, Jody-Teacher
Clark, Stephanie-Teacher
Cody, John-Teacher
Coffey, Doreen-Library Media Specialist
Dalley, Christopher-Principal
Daniel, Michele-Library Media Specialist
Deendial, Reshma-Teacher
Dellisanti, Valerie-Teacher
Demoore, Leah-Teacher
DeVries, Ileana-Teacher
Diaz, Erica-Teacher
Esposito, Marisa-Teacher
Falcone, Marcela-Teacher
Feeley, Katie-Teacher
Feigenbaum, Kara-Teacher
Feldmann, Deanna-Teacher
Fioro, Jennifer-Teacher
Fitzpatrick, Jason-Teacher
Flores, Gisella-Teacher
Foster, Gregg-Teacher
Foundos, Christina-Teacher
Galizia, Laura-Teacher
Giacione, Gloria-Teacher
Giambrone, Gloria-Teacher
Happ, Connie-Teacher
Hernandez, Maria-Teacher
Herrera Turcios, Darla-Teacher
Hessel, Cindy-Teacher
Hopkins, Nancy-Teacher
Horvath, Diane-Teacher
Jimenez, Jordan-Teacher

Johnston, Jessica-Teacher
Kelly, Roberta-Teacher
Kennan-Burke, Andrea
Kramer, Samantha-Teacher
Krug, Jami-Teacher
Lall, Tawonna-Teacher
Lawrence, Victoria-Teacher
Lelinho, Kaitlin-Teacher
Lombardi, Rebecca-Teacher/Reading consultant
Lorefice, Lindsey-Teacher
Luftig, Jennifer-Teacher
Martinez, Melinda-Teacher
Maurer, Susan-BCB
McNamara, Jennifer-Teacher
Moreira, Melissa-Teacher
Nandlall, Wanita-Social Worker
Nunez, Ariana-Teacher
O'Shea, Jennifer-Teacher
Paniccia, Caryn-Teacher
Pedersen, Christine-Teacher
Puentes, Nicole-Teacher
Pugliese, Andrea-Teacher
Ramirez, Laura-Teacher
Reilly, Margaret-Teacher
Rivera, Lisa-Teacher/Math Consultant
Sciortino-Borzone, Kim-Teacher
Sullivan, Stephanie-Teacher
Swift, Andrea-Teacher
Vlahov, Nicole-Teacher
Ward, Tiffany-Guidance counselor

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Kinder- garten Full-day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>*All Students</b>	<b>609</b>	<b>67</b>	<b>92</b>	<b>105</b>	<b>123</b>	<b>130</b>	<b>92</b>
Female	301	39	44	59	53	59	47
Male	308	28	48	46	70	71	45
*American Indian/Alaska Native	4	1	0	0	2	1	0
*Black	64	7	11	6	14	15	11
*Hispanic	482	51	69	86	99	103	74
*Asian/Pacific Islander	32	5	9	7	2	5	4
Asian	30	5	9	6	2	4	4
Native Hawaiian/Other Pacific Islander	2	0	0	1	0	1	0
*White	23	2	2	4	6	6	3
*Multiracial	4	1	1	2	0	0	0
General Education Students	426	60	71	77	85	76	57
*Students with Disabilities	183	7	21	28	38	54	35
Former Students with Disabilities	6	0	2	0	1	2	1
Not English Language Learner	317	22	43	55	66	78	53
*English Language Learner	292	45	49	50	57	52	39
Formerly English Language Learner	80	0	6	24	18	22	10
*Economically Disadvantaged	558	60	87	97	114	116	84
Not Economically Disadvantaged	51	7	5	8	9	14	8
Migrant	1	0	1	0	0	0	0

Not Migrant	608	67	91	105	123	130	92
Homeless	11	1	1	3	1	4	1
Not Homeless	598	66	91	102	122	126	91
In Foster Care	1	0	0	0	0	0	1
Not in Foster Care	608	67	92	105	123	130	91
Parent Not in Armed Forces	609	67	92	105	123	130	92

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)

Commitment #1: We commit to establishing a culture of attendance where every student is encouraged to practice and build social and emotional skills.

Commitment #2: We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.

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 Hemlock Park, the McKinney- Vento liaison is Tiffany Ward.

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;
- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	11
Children in Foster Care	1
Migrant Students	1

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

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)	Ms. Ayala
Members of the Community to be served	
Teachers-SWP Sub Committee	Lisa Rivera and Rebecca Lombardi
Principals	Christopher Dalley, Farrah Padro
Other School Leaders	
Teaching Assistants	D. Brown, J. McCormick
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 *	Biany Collado
Other School Staff *	
Students (for a secondary school)	
Other individuals determined by the school	

\* if appropriate

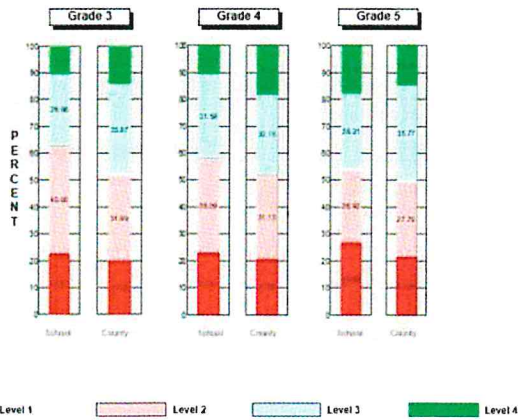
**Comprehensive Needs Assessment**

**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



**GRADE 3 ELA RESULTS**

**Frequency Distribution by Subgroup**

Grade 3 English Language Arts April 2025

Brentwood UFSD  
Hemlock Park Elementary School  
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	26 22.61%	46 40.00%	31 26.96%	12 10.43%	115	37.39%
Female	11 21.57%	22 43.14%	12 23.53%	6 11.76%	51	35.29%
Male	15 23.44%	24 37.50%	19 29.69%	6 9.38%	64	39.06%
American Indian	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
Black	3 25.00%	2 16.67%	3 25.00%	4 33.33%	12	58.33%
Hispanic	19 20.21%	40 42.55%	28 29.79%	7 7.45%	94	37.23%
Asian/Pacific Islander	1 50.00%	0 0.00%	0 0.00%	1 50.00%	2	50.00%
White	3 60.00%	2 40.00%	0 0.00%	0 0.00%	5	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	13 16.67%	27 34.62%	26 33.33%	12 15.38%	78	48.72%
SWD	13 36.11%	19 52.78%	4 11.11%	0 0.00%	36	11.11%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	17 30.36%	26 46.43%	12 21.43%	1 1.79%	56	23.21%
Former LEP	0 0.00%	4 22.22%	12 66.67%	2 11.11%	18	77.78%
Economically Disadvantaged	26 24.07%	44 40.74%	28 25.93%	10 9.26%	108	35.19%

Level 1 384-431, Level 2 432-449, Level 3 450-473, Level 4 474-499

GRADE 4 ELA RESULTS

Frequency Distribution by Subgroup						
Grade 4 English Language Arts April 2025						
Brentwood UFSD						
Hemlock Park Elementary School						
Sorted by: School						
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	26 22.81%	40 35.09%	36 31.58%	12 10.53%	114	42.11%
Female	8 16.33%	18 36.73%	17 34.69%	6 12.24%	49	46.94%
Male	18 27.69%	22 33.85%	19 29.23%	6 9.23%	65	38.46%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 15.38%	3 23.08%	5 38.46%	3 23.08%	13	61.54%
Hispanic	22 23.40%	33 35.11%	30 31.91%	9 9.57%	94	41.49%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	2 40.00%	2 40.00%	1 20.00%	0 0.00%	5	20.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	10 16.13%	15 24.19%	25 40.32%	12 19.35%	62	59.68%
SWD	16 30.77%	25 48.15%	10 19.23%	0 0.00%	51	19.61%

	31.21%	47.02%	19.01%	0.00%		
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	14 31.11%	22 48.89%	8 17.78%	1 2.22%	45	20.00%
Former LEP	1 5.26%	2 10.53%	12 63.16%	4 21.05%	19	84.21%
Economically Disadvantaged	22 21.57%	38 37.25%	31 30.39%	11 10.78%	102	41.18%

Level 1 384-430, Level 2 431-449, Level 3 450-470, Level 4 471-502

GRADE 5 ELA RESULTS

Frequency Distribution by Subgroup					Brentwood UFSD	
Grade 5 English Language Arts April 2025					Hemlock Park Elementary School	
					Sorted by: School	
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	21 26.92%	21 26.92%	22 28.21%	14 17.95%	78	46.15%
Female	9 24.32%	7 18.92%	11 29.73%	10 27.03%	37	56.76%
Male	12 29.27%	14 34.15%	11 26.83%	4 9.76%	41	36.59%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 20.00%	4 40.00%	2 20.00%	2 20.00%	10	40.00%
Hispanic	19 29.69%	17 26.56%	19 29.69%	9 14.06%	64	43.75%
Asian Pacific Islander	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
White	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	8 16.00%	11 22.00%	19 38.00%	12 24.00%	50	62.00%
SWD	13 46.43%	10 35.71%	3 10.71%	2 7.14%	28	17.86%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	16 48.48%	9 27.27%	8 24.24%	0 0.00%	33	24.24%
Former LEP	1 11.11%	3 33.33%	4 44.44%	1 11.11%	9	55.56%
Economically Disadvantaged	21 29.17%	20 27.78%	18 25.00%	13 18.06%	72	43.06%

Level 1 372-431, Level 2 432-449, Level 3 450-473, Level 4 474-504

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

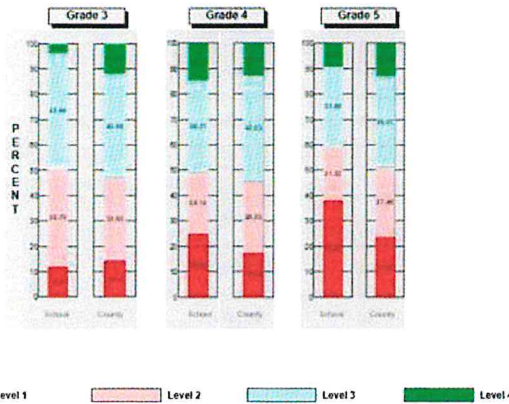
Grade	Student Performance inclusive of the	Fall 2025 Diagnostic	Mid-Year Diagnostic	EOY Diagnostic	Percentage point
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	following domains.	Percentage of students two or more grade levels below.	Percentage of students two or more grade levels below.	Percentage of students two or more grade levels below.	decrease.
1	Phonics	29%			
2	Phonics	77%			
3	Reading Comprehension	67%			
4	Reading Comprehension	74%			
5	Reading Comprehension	72%			

i-Ready data indicates that our Grade 1 and 2 students with disabilities are performing below grade level in phonics, a critical skill for reading development. This suggests they may struggle with foundational reading skills. Additionally, i-Ready data shows that students with disabilities in Grades 3, 4, and 5 are below grade level in both literary and informational text comprehension, highlighting a need for targeted support in reading comprehension across upper elementary grades.

**Mathematics Performance**

State Assessment Math Data, disaggregated by subgroup



**GRADE 3 MATH RESULTS**

Frequency Distribution by Subgroup						
Grade 3 Mathematics April 2025						
<b>Brentwood UFSD</b>						
Hemlock Park Elementary School						
Sorted by: School						
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	14 12.07%	45 38.79%	53 45.69%	4 3.45%	116	49.14%
Female	6 12.24%	19 38.78%	23 46.94%	1 2.04%	49	48.98%
Male	8 11.94%	26 38.81%	30 44.78%	3 4.48%	67	49.25%
American Indian	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
Black	1 9.09%	6 54.55%	2 18.18%	2 18.18%	11	36.36%
Hispanic	12 12.50%	35 36.46%	48 50.00%	1 1.04%	96	51.04%
Asian Pacific Islander	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
White	1 20.00%	3 60.00%	1 20.00%	0 0.00%	5	20.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	2 2.53%	28 35.44%	45 56.96%	4 5.06%	79	62.03%
SWD	12 33.33%	17 47.22%	7 19.44%	0 0.00%	36	19.44%
	0	0	1	0		

Former SWD	0.00%	0.00%	100.00%	0.00%	1	100.00%
LEP	10 16.39%	29 47.54%	22 36.07%	0 0.00%	61	36.07%
Former LEP	0 0.00%	0 0.00%	17 100.00%	0 0.00%	17	100.00%
Economically Disadvantaged	14 12.73%	44 40.00%	49 44.55%	3 2.73%	110	47.27%

Level 1 351-423, Level 2 424-419, Level 3 450-456, Level 4 457-509

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GRADE 4 MATH RESULTS

**Frequency Distribution by Subgroup**  
Grade 4 Mathematics April 2025

**Brentwood UFSD**  
Hemlock Park Elementary School  
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	29 25.00%	28 24.14%	42 36.21%	17 14.66%	116	50.86%
Female	14 28.00%	14 28.00%	14 28.00%	8 16.00%	50	44.00%
Male	15 22.73%	14 21.21%	28 42.42%	9 13.64%	66	56.06%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 16.67%	3 25.00%	6 50.00%	1 8.33%	12	58.33%
Hispanic	25 26.32%	22 23.16%	34 35.79%	14 14.74%	95	50.53%
Asian/Pacific Islander	0 0.00%	1 33.33%	0 0.00%	2 66.67%	3	66.67%
White	2 40.00%	1 20.00%	2 40.00%	0 0.00%	5	40.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	9 13.85%	8 12.31%	31 47.69%	17 26.15%	65	73.85%
SWD	20 40.00%	20 40.00%	10 20.00%	0 0.00%	50	20.00%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	16 34.78%	16 34.78%	12 26.09%	2 4.35%	46	30.43%
Former LEP	2 11.11%	1 5.56%	7 38.89%	8 44.44%	18	83.33%
Economically Disadvantaged	26 25.00%	27 25.96%	35 33.65%	16 15.38%	104	49.04%

Level 1 351-430, Level 2 431-449, Level 3 450-455, Level 4 456-516

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GRADE 5 MATH RESULTS

**Frequency Distribution by Subgroup**  
Grade 5 Mathematics April 2025

**Brentwood UFSD**  
Hemlock Park Elementary School  
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
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All Students	30 37.97%	17 21.52%	25 31.65%	7 8.86%	79	40.51%
Female	13 34.21%	9 23.68%	13 34.21%	3 7.89%	38	42.11%
Male	17 41.46%	8 19.51%	12 29.27%	4 9.76%	41	39.02%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	3 30.00%	3 30.00%	4 40.00%	0 0.00%	10	40.00%
Hispanic	26 40.63%	13 20.31%	21 32.81%	4 6.25%	64	39.06%
Asian/Pacific Islander	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
White	1 33.33%	0 0.00%	0 0.00%	2 66.67%	3	66.67%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	11 21.57%	14 27.45%	20 39.22%	6 11.76%	51	50.98%
SWD	19 70.37%	3 11.11%	4 14.81%	1 3.70%	27	18.52%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	18 52.94%	7 20.59%	9 26.47%	0 0.00%	34	26.47%
Former LEP	2 25.00%	3 37.50%	3 37.50%	0 0.00%	8	37.50%
Economically Disadvantaged	30 41.67%	15 20.83%	22 30.56%	5 6.94%	72	37.50%

Level 1 385-431, Level 2 431-449, Level 3 449-482, Level 4 483-513  
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Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

Grade	Student Performance inclusive of the following domains.	Fall 2024 Diagnostic Percentage of students two or more grade levels below.	Mid-Year Diagnostic Percentage of students two or more grade levels below.	EOY Diagnostic Percentage of students two or more grade levels below.	Percentage point decrease.
1	Number and Operations	52%			
2	Number and Operations	87%			
3	Algebra and Algebraic Thinking	39%			
4	Algebra and Algebraic Thinking	56%			
5	Algebra and Algebraic Thinking	73%			

- i-Ready data indicates that students with disabilities in Grades 1 and 2 are performing below grade level in the domain of Numbers and Operations, suggesting a need for targeted support in foundational math skills. Additionally, data shows that students with disabilities in Grades 3, 4, and 5 are struggling with Algebra and Algebraic Thinking, emphasizing the importance of focused instruction to strengthen their understanding of mathematical patterns, relationships, and problem-solving strategies.

Surveys

Survey Data

Heriot Park Elementary	SAA	SA	A	S	D	DD	SS	Res
DEL: My teachers take the time to get to know me.	60.2%	29.8%	7.9%	1.7%	0.6%	4.4%	178	

	SWD	SD	D	S	A	SA	SS	Max
DE2: My school takes the time to get to know my parents.	64.0%	38.4%	29.6%	20.9%	10.5%	4.7%	2.83	172
DE3: I see children who look like me in the books we read.	61.2%	15.0%	16.3%	32.0%	15.6%	23.1%	2.84	160
DE4: I feel comfortable and safe in my classroom.	75.2%	51.1%	29.6%	14.2%	6.8%	2.3%	4.18	176
DE5: I feel like a leader in my classroom.	46.4%	30.7%	15.7%	21.1%	16.3%	18.8%	3.23	166
DE6: I feel included in all school activities.	70.1%	44.8%	25.3%	23.0%	3.4%	3.4%	4.05	174
DE7: I understand why what we are learning is important.	76.4%	63.6%	22.7%	10.8%	0.0%	2.8%	4.44	174
School Performance Scan '2								
Hemlock Park Elementary - Highways Westside								
SE9: Disruptive student behavior has interfered with instruction in my class, this year.	31.3%	0.0%	22.2%	33.3%	11.1%	2.89	9	

Based on last year’s survey results we will be utilizing our PBIS program and continuing to focus and monitor behaviors to limit classroom disruptions and allow students to feel more in control of their behavior and to feel like team leaders.

- By June 2026 we will decrease by 10% the number of students who feel that disruptive behavior impacts their performance.
- By June 2026 we will increase by 10% the number of students who feel included and a part of at school.
- By June 2026 we will increase by 10% the number of students that feel included in all school activities.

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

After disaggregating and analyzing the data from the 2024-2025 State ELA and Math assessment results and the local assessment data it is evident that we still have an achievement gap between all students and students with disabilities. While our SWD population made significant growth, our focus will continue to be our SWD students and their progress in ELA and Math for the 2025-2026 School year. We will also focus on the home/school connection and communication with our families.

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

- BARS Data from the 2024-2025 showed growth in the sub-category of students with disabilities in both ELA and Mathematics.
- Cohesive practices for ELA and Mathematics.
- Standard Aligned Learning Targets.

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

- Our SWD 1<sup>st</sup> and 2<sup>nd</sup> graders are 2 or more grade levels below in Phonics.
- Our SWD Grades 3, 4, and 5 students are 2 more grade levels below in overall comprehension

**2025-2026 Schoolwide Plan Priorities**

	Subgroup:	Priority Area:
1.	All Students with focus on SWD.	ELA – Reading Comprehension and Phonics
2.	All Students with a focus on SWD.	Math- Number and Operations and Algebra and Algebraic Thinking
3.	All Students	Survey Goal- Improvement in school/home connection.

**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.):

- *By June 2026 the 3<sup>rd</sup> grade SWD will show a decrease in Level 2 student performance on the NYS ELA from 52.78% to 50% toward grade level proficiency*
- *By June 2026 the 4th grade SWD will show a decrease in Level 2 student performance on the NYS ELA from 49.2% to 46% toward grade level proficiency*
- *By June 2026 the 5<sup>th</sup> SWD, will show a decrease in Level 2 student performance on the NYS ELA from 35.71 to 32%. toward grade level proficiency*

*Strategic Planning/Intervention target students in the Level 2 performance band to move student performance toward grade level proficiency.*

- **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 1<sup>st</sup> grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in phonics from a baseline of 29% to 24% as measured/indicated by the IREADY diagnostic administered 3 times a year.*
- *By June 2026, the 2<sup>nd</sup> grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in phonics from a baseline of 77% to 67% as measured/indicated by the IREADY diagnostic administered 3 times a year.*
- *By June 2026, the 3<sup>rd</sup> grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 67% to 57% as measured/indicated by the IREADY diagnostic administered 3 times a year.*
- *By June 2026, the 4th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 74% to 64% as measured/indicated by the IREADY diagnostic administered 3 times a year.*
- *By June 2026, the 5th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 72% to 62% as measured/indicated by the IREADY diagnostic administered 3 times a year.*

#### **Mathematics Performance Goals**

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

- *By June 2026 the 3<sup>rd</sup> grade SWD will show a decrease in Level 2 student performance on the NYS MATH from 47.22% to 44% toward grade level proficiency*
- *By June 2026 the 4th grade SWD will show a decrease in Level 2 student performance on the NYS EMATH from 40.0% to 37% toward grade level proficiency*
- *By June 2026 the 5<sup>th</sup> SWD, will show a decrease in Level 2 student performance on the NYS ELA from 11.11% to 67%. toward grade level proficiency*

*Strategic Planning/Intervention target students in the Level 2 performance band to move student performance toward grade level proficiency.*

**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 1<sup>st</sup> grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Numbers and Operations from a baseline of 52% to 42% as measured/indicated by the IREADY diagnostic administered 3 times a year.*

*By June 2026, the 2<sup>nd</sup> grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Numbers and Operations from a baseline of 87% to 77% as measured/indicated by the IREADY diagnostic administered 3 times a year.*

*By June 2026, the 3<sup>rd</sup> grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Algebra and Algebraic Thinking from a baseline of 39% to 29% as measured/indicated by the IREADY diagnostic administered 3 times a year.*

*By June 2026, the 4th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Algebra and Algebraic Thinking within from a baseline of 55% to 40% as measured/indicated by the IREADY diagnostic administered 3 times a year.*

*By June 2026, the 5th grade students with disabilities at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Algebra and Algebraic Thinking from a baseline of 73% to 60% as measured/indicated by the IREADY diagnostic administered 3 times a year.*

#### **Survey Goal**

*By June 2026 we would like to increase our parent family connection to percentage from 79.2% to 85% of families that feel connected to our school.*

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

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

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

Schoolwide Improvement Strategies

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

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies.

**The Four Tenets of Graduation PLUS +**

<p><b><u>Success Pathways</u></b> BARS Analysis</p> <p>BARS Analysis</p> <ul style="list-style-type: none"> <li>○ High Dosage Tutoring</li> <li>○ Targeted small group instruction for our SWD students.</li> <li>○ RAFAT is used as a strategy for helping students answer extended response questions.</li> </ul>	<p><b><u>Growth Culture</u></b></p> <ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Success Criteria</li> <li>• RAFAT</li> </ul>
<p><b><u>Meaningful and Relevant Instruction and Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Learning Targets and Success Criteria</li> <li>• Exit Tickets</li> </ul>	<p><b><u>Empowered Stakeholders</u></b></p> <ul style="list-style-type: none"> <li>• Weekly Common Planning for all grade levels- built into their schedule.</li> <li>• Monthly SIT Meetings</li> <li>• Grade Level Data Meetings</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)]:

- 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.
  - **Kathy Lawson-Teacher Clarity in Writing**

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)]:

- **Into Math training**
- **Bill Atwood Math PD**
- **Grade level Data Meeting-Review of CAM Data**

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 Kindergarten HDT-  
Mrs. DeVries-12 weeks
- o First Grade-HDT  
Ms. Sullivan-12 weeks  
Mrs. Galizia-12 weeks  
Mrs. Horvath-12+weeks
- o Grade 2-HDT  
Mrs. Bruno--12 weeks  
Mrs. Batinsey-12 weeks  
Ms. Feigenbaum-12 weeks  
Diaz-12+ weeks
- o Grade 3  
Mr. Borsuk-12 weeks  
Flores-Title 4
- o Grade 4  
Ms. Orkeszewski-12 weeks
- o Grade 5  
Ms. Foundos-Special Ed-12 weeks  
Ms. Kelly
- o ENL/NYSESLAT  
Ms. DeMoore--12 weeks
- o Speech  
Ms. Pedersen

**Plans to Increase Parent and Family Engagement in 2025-2026**

The Brentwood Union Free School District and the Board of Education believe that the involvement of parents in the education of their children is a necessary and desirable part of the children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's SIT plan (ESSA Section 1114(b)(iii)). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2024-2025 Schoolwide/SIT plan.

- o BINGO Night
  - o Hispanic Heritage Night
  - o Cookies and Milk with Santa
  - o Trunk or Treat
  - o Math Carnival
  - o Reading Night BINGO
  - o Evening Book Fair
  - o Bridge to First Grade
  - o Kindergarten New student Orientation

**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 - Hemlock Park 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	\$35,193
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	\$56.00	\$6,929

	elementary schools = \$6,929/school. School-based discretion for the development of supplemental, Title IA Programs.		
<b>1500 - Salaries</b>	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
<b>1500 - Salaries</b>	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
<b>Code 4000 - Purchased Services</b>	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
<b>Code 5000 - Supplies and Materials</b>	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
<b>Code 5000 - Supplies and Materials</b>	Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909.09/school.	School Specific	\$909
<b>Code 5000 - Supplies and Materials</b>	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 11, 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	\$23,106
<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>			\$49,606
<b>Title I Total w/ Salaries &amp; Fringe:</b>			\$107,905

#### 2025-2026 School-Parent-Student Compact

Hemlock Park, 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

Hemlock Park 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:

- Our incoming Kindergartners are invited to an orientation in June, these students spend time in the classroom with a teacher while their parents attend a workshop in the cafeteria with administration and support staff.
- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2025-26 school year, parents will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher.

Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.

- In 2025-2026, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

[1] Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All meeting agendas, minutes, and sign-in sheets must be maintained in the Binder SIT-SWP Meetings tab.**

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