2026-2027 Schoolwide Plan for Hemlock Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Hemlock Park Elementary School
Principal:	Dr. Christopher Dalley
Assistant Principal(s):	Shannon Ticali
SIT Co-Chairs:	Stephanie Sullivan and Jennifer Luftig
Grades Served:	PreK-5

Staff List

Akayya, Serap	Teacher
Albrecht, Jessica	Teacher
Amaya, Ronald	Teacher
Ascencio, Karla	Teacher
Barbato, Justine	Nurse
Batinsey, Karen	Teacher
Boucher, Cortney	Teacher
Bruno, Jody	Teacher
Burns, Jaleeza	Teacher
Cesse, AmyBella	Teacher
Daniel, Michele	Library Media Specialist
Deendial, Reshma	Teacher
Degni, Marissa	Teacher
Dellisanti, Valerie	Teacher
DeMoore, Leah	Teacher
DeVries, Ileana	Teacher
Diaz, Erica	Teacher
DiMaio, Sophia	Teacher
Duebel, Cameron	Teacher
Esposito, Marissa	Teacher
Falcone, Marcela	Teacher
Federico, Alyssa	Teacher
Feeley, Katie	Teacher
Feigenbaum, Kara	Teacher
Flores, Gisela	Teacher
Flynn, Stephanie	Teacher
Foster, Gregg	Teacher
Foundos, Christina	Teacher
Galizia, Laura	Teacher
Giambrone, Gloria	Teacher
Handley, Emily	OT
Happ, Connie	Teacher
Hessel, Cindy	Interventionist
Hopkins, Nancy	Interventionist
Horvath, Diane	Teacher
Johnston, Jessica	Teacher
Keenan-Burke, Andrea	Teacher
Kelly, Roberta	Teacher

Kramer, Samantha	Teacher
Krug, Jami	Speech
Lall, Tawonna	Teacher
Lelinho, Kaitlin	
Lombardi, Rebecca	Speech
Lorefice, Lindsey	Teacher
Luftig, Jennifer	UPK TOSA
Mangan, Sarah	Speech
Martinez, Melinda	Teacher
Maurer, Susan	BCBA
McNamara, Jennifer	Teacher
Moreira, Melissa	Teacher
Nandlall, Wanita	Social Worker
Niehr,Kyle	Teacher
O'Shea, Jennifer	Teacher
Orkiszewski, Nicolette	Teacher
Paniccia, Caryn	Teacher
Phillips, Jennifer	Psychologist
Pilosi-Rivera, Lisa	Math Consultant
Puentes, Nicole	Teacher
Pugliese, Andrea	Teacher
Quinn, Brendan	UPK Psychologist
Ramirez, Laura	Teacher
Reilly, Margaret	Teacher
Sciortino-Borzoni, Kimberly	Teacher
Seebach, Christine	Teacher
Solis, Jessica	Speech
Soza Lopez, Enrique	Teacher
Sullivan, Stephanie	Teacher
Swift, Andrea	Teacher
Tomossone, Joelle	Teacher
Ward, Tiffany	Guidance
Gabriela Hernandez	Parent

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS)	Kinder-garten Full-day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	d	f	g	h	i	j	k
*All Students	621	74	79	103	114	124	127
Female	302	45	39	48	57	54	59
Male	319	29	40	55	57	70	68
*American Indian/Alaska Native	3	0	1	0	0	1	1
*Black	66	6	10	12	8	14	16
*Hispanic	491	60	60	78	94	100	99
*Asian/Pacific Islander	27	3	4	8	5	3	4
Asian	24	2	4	8	4	3	3
Native Hawaiian/Other Pacific Islander	3	1	0	0	1	0	1
*White	26	4	3	3	4	6	6
*Multiracial	8	1	1	2	3	0	1
General Education Students	420	66	51	69	78	85	71
*Students with Disabilities	201	8	28	34	36	39	56
Former Students with Disabilities	8	1	3	0	1	2	1
Not English Language Learner	365	32	46	55	64	78	90

*English Language Learner	256	42	33	48	50	46	37
Formerly English Language Learner	119	0	11	18	27	31	32
*Economically Disadvantaged	559	62	76	97	102	109	113
Not Economically Disadvantaged	62	12	3	6	12	15	14
Migrant	1	0	0	1	0	0	0
Not Migrant	620	74	79	102	114	124	127
Homeless	10	0	2	2	2	1	3
Not Homeless	611	74	77	101	112	123	124
In Foster Care	2	0	1	1	0	0	0
Not in Foster Care	619	74	78	102	114	124	127
Parent Not in Armed Forces	621	74	79	103	114	124	127

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/22/26 Refresh]

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.

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.

School McKinney-Vento Plan:

Our Schoolwide 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	10

Children in Foster Care	2
Migrant Students	1

Schoolwide Plan Development – Consultation and Collaboration

Our Schoolwide 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 this year's School Improvement Team (SIT) members below:

Title:	Name:
Parents (More than 1)	Ms. Gomez
Members of the Community to be served	
Teachers-SWP Sub Committee	
Principals	Christopher Dalley, Shannon Ticali
Other School Leaders	
Teaching Assistants	Doretter Brown, Josephine McCormick
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Amanda Kohan, Coordinator of Math and Business 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 Schoolwide 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

Frequency Distribution by Subgroup

Grade 3 English Language Arts April 2026

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	37 34.26%	49 45.37%	16 14.81%	6 5.56%	108	20.37%
Female	13 25.00%	25 48.08%	11 21.15%	3 5.77%	52	26.92%
Male	24 42.86%	24 42.86%	5 8.93%	3 5.36%	56	14.29%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	1 12.50%	3 37.50%	2 25.00%	2 25.00%	8	50.00%
Hispanic	34	40	12	4	90	17.78%

	37.78%	44.44%	13.33%	4.44%		
Asian/Pacific Islander	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
White	0 0.00%	4 80.00%	1 20.00%	0 0.00%	5	20.00%
Multiracial	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
GenEd	19 25.68%	35 47.30%	14 18.92%	6 8.11%	74	27.03%
SWD	18 52.94%	14 41.18%	2 5.88%	0 0.00%	34	5.88%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	26 56.52%	17 36.96%	3 6.52%	0 0.00%	46	6.52%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	33 34.38%	45 46.88%	12 12.50%	6 6.25%	96	18.75%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

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	31 27.68%	36 32.14%	34 30.36%	11 9.82%	112	40.18%
Female	14 31.11%	14 31.11%	16 35.56%	1 2.22%	45	37.78%
Male	17 25.37%	22 32.84%	18 26.87%	10 14.93%	67	41.79%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	5 35.71%	3 21.43%	4 28.57%	2 14.29%	14	42.86%
Hispanic	22 24.44%	30 33.33%	30 33.33%	8 8.89%	90	42.22%
Asian/Pacific Islander	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
White	3 75.00%	1 25.00%	0 0.00%	0 0.00%	4	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	12 17.14%	24 34.29%	24 34.29%	10 14.29%	70	48.57%
SWD	18 45.00%	11 27.50%	10 25.00%	1 2.50%	40	27.50%
Former SWD	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
LEP	16 38.10%	16 38.10%	8 19.05%	2 4.76%	42	23.81%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	27 27.00%	33 33.00%	31 31.00%	9 9.00%	100	40.00%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

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	43 37.07%	50 43.10%	22 18.97%	1 0.86%	116	19.83%
Female	17 30.36%	27 48.21%	11 19.64%	1 1.79%	56	21.43%
Male	26 43.33%	23 38.33%	11 18.33%	0 0.00%	60	18.33%
American Indian	1	0	0	0	1	0.00%

American Indian	100.00%	0.00%	0.00%	0.00%	1	0.00%
Black	2 14.29%	9 64.29%	3 21.43%	0 0.00%	14	21.43%
Hispanic	37 39.78%	38 40.86%	17 18.28%	1 1.08%	93	19.35%
Asian/Pacific Islander	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
White	2 50.00%	1 25.00%	1 25.00%	0 0.00%	4	25.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	14 20.90%	34 50.75%	18 26.87%	1 1.49%	67	28.36%
SWD	29 60.42%	16 33.33%	3 6.25%	0 0.00%	48	6.25%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	23 62.16%	13 35.14%	1 2.70%	0 0.00%	37	2.70%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	36 34.62%	47 45.19%	20 19.23%	1 0.96%	104	20.19%

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

Grade	Student Performance inclusive of the following domains.	Fall 2026 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	Phonics	24%			
2	Phonics	60%			
3	Reading Comprehension	28%			
4	Reading Comprehension	13%			
5	Reading Comprehension	19%			
3-SWD	Reading Comprehension	29%			
4-SWD	Reading Comprehension	27%			
5-SWD	Reading Comprehension	36%			

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

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	14 13.08%	36 33.64%	53 49.53%	4 3.74%	107	53.27%
Female	8 15.38%	17 32.69%	25 48.08%	2 3.85%	52	51.92%
Male	6 10.91%	19 34.55%	28 50.91%	2 3.64%	55	54.55%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	1 12.50%	1 12.50%	5 62.50%	1 12.50%	8	75.00%

Hispanic	12 13.48%	30 33.71%	44 49.44%	3 3.37%	89	52.81%
Asian/Pacific Islander	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
White	1 20.00%	3 60.00%	1 20.00%	0 0.00%	5	20.00%
Multiracial	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
GenEd	3 4.05%	22 29.73%	46 62.16%	3 4.05%	74	66.22%
SWD	11 33.33%	14 42.42%	7 21.21%	1 3.03%	33	24.24%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	10 21.74%	16 34.78%	19 41.30%	1 2.17%	46	43.48%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	13 13.68%	33 34.74%	46 48.42%	3 3.16%	95	51.58%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

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	17 15.45%	37 33.64%	43 39.09%	13 11.82%	110	50.91%
Female	8 17.78%	14 31.11%	19 42.22%	4 8.89%	45	51.11%
Male	9 13.85%	23 35.38%	24 36.92%	9 13.85%	65	50.77%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	2 15.38%	6 46.15%	2 15.38%	3 23.08%	13	38.46%
Hispanic	13 14.44%	30 33.33%	38 42.22%	9 10.00%	90	52.22%
Asian/Pacific Islander	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
White	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	9 13.04%	16 23.19%	31 44.93%	13 18.84%	69	63.77%
SWD	8 20.51%	20 51.28%	11 28.21%	0 0.00%	39	28.21%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	13 29.55%	16 36.36%	14 31.82%	1 2.27%	44	34.09%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	15 15.15%	35 35.35%	39 39.39%	10 10.10%	99	49.49%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

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	42 37.84%	41 36.94%	26 23.42%	2 1.80%	111	25.23%
Female	23 42.59%	18 33.33%	13 24.07%	0 0.00%	54	24.07%

Male	19 33.33%	23 40.35%	13 22.81%	2 3.51%	57	26.32%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	4 30.77%	7 53.85%	2 15.38%	0 0.00%	13	15.38%
Hispanic	34 37.78%	32 35.56%	22 24.44%	2 2.22%	90	26.67%
Asian/Pacific Islander	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
White	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	17 25.00%	28 41.18%	21 30.88%	2 2.94%	68	33.82%
SWD	25 59.52%	12 28.57%	5 11.90%	0 0.00%	42	11.90%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	17 50.00%	12 35.29%	5 14.71%	0 0.00%	34	14.71%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	38 37.62%	37 36.63%	24 23.76%	2 1.98%	101	25.74%

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

Grade	Student Performance inclusive of the following domains.	Fall 2026 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	50%			
2	Number and Operations	48%			
3	Algebra and Algebraic Thinking	24%			
4	Algebra and Algebraic Thinking	9%			
5	Algebra and Algebraic Thinking	8%			
3-SWD	Algebra and Algebraic Thinking	32%			
4-SWD	Algebra and Algebraic Thinking	27%			
5-SWD	Algebra and Algebraic Thinking	31%			

Surveys

Survey Data

I see people like me in the books and lessons we learn.	
Strongly agree	27%
Agree	32%
Somewhat agree	23%
Disagree	10%
Strongly disagree	7%

I get chances to explore my interests and talents at school.	
Strongly agree	37%

Agree	34%
Somewhat agree	22%
Disagree	6%
Strongly disagree	1%

I feel safe asking questions and trying new things.	
Strongly agree	38%
Agree	36%
Somewhat agree	20%
Disagree	4%
Strongly disagree	3%

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 2027 we will increase by 10% the number of students who feel that they see people that look like them in the books and lessons they learn.*
- *By June 2027 we will increase by 10% the number of students who feel they get a chance to explore their interests and talents at school.*
- *By June 2076 we will increase by 10% the number of students who feel safe asking questions and trying new things.*

School Strengths Identified

- BARS Data from the 2025-2026 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

- **Our SWD 1st and 2nd 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**
-

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.

School Improvement Team & Schoolwide Plan Goals

All Brentwood UFSD Schoolwide Plans include both State-level and local ELA and math goals[2]. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monitored throughout the year, have been developed to ensure that State-level goals are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group or individual student growth on an ongoing basis. Moreover, the plans include a survey goal that is derived from the district's annual surveys, which are 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 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 2027 the 3rd grade SWD will show a decrease in Level 2 student performance on the NYS ELA from 31.18% to 29% toward grade level proficiency*

- *By June 2027 the 4th grade SWD will show a decrease in Level 2 student performance on the NYS ELA from 27.5% to 25% toward grade level proficiency*
- *By June 2027 the 5th SWD, will show a decrease in Level 2 student performance on the NYS ELA from 33.33 to 30%. 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 2027, the 1st grade students at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in phonics from a baseline of 24% to 20% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 2nd grade students at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in phonics from a baseline of 60% to 54% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 3rd grade students at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 28% to 22% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 4th grade students at Hemlock Park will show a decrease in students 2 or more grade levels below the expectation in Reading Comprehension from a baseline of 13% to 9%as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, 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 19% to 14% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 3rd 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 29% to 24%as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, 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 27% to 23%as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, 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 36% to 31%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 2027 the 3rd grade SWD will show a decrease in Level 2 student performance on the NYS MATH from 42.42% to 39% toward grade level proficiency*
- *By June 2027 the 4th grade SWD will show a decrease in Level 2 student performance on the NYS MATH from 51.28% to 47% toward grade level proficiency*
- *By June 2027 the 5th SWD, will show a decrease in Level 2 student performance on the NYS MATH from 28.57% to 25%. 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 2027, the 1st grade students 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 50% to 45% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 2nd 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 48% to 43%as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 3rd grade students 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 24% to 19% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 4th grade students 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 9% to 5% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 5th grade students with 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 8% to 4% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, the 3rd 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 32% to 28% as measured/indicated by the IREADY diagnostic administered 3 times a year.

- By June 2027, 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 27% to 22% as measured/indicated by the IREADY diagnostic administered 3 times a year.
- By June 2027, 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 31% to 27% as measured/indicated by the IREADY diagnostic administered 3 times a year.

Survey Goal

By June 2027, Hemlock Park will increase family engagement and connectedness by 20%, as measured by parent and family survey data indicating that families feel connected to the school community.

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 +

Success Pathways
• BARS Analysis
  ○ High Dosage Tutoring
  ○ Targeted small group instruction for our SWD students.
  ○ RAFAT is used as a strategy for helping students answer extended response questions.
	Growth Culture
	• Learning Targets
	• Success Criteria
	• RAFAT

Meaningful and Relevant Instruction and Assessment • Learning Targets and Success Criteria • Exit Tickets	**Empowered Stakeholders** • Weekly Common Planning for all grade levels- built into their schedule. • Monthly SIT Meetings • Grade Level Data Meetings

Planned ELA Professional Learning

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

- **Create a bulleted list of intended ELA professional learning 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 professional learning listed below.**
  -

Planned Math Professional Learning

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

- **Create a bulleted list of intended math professional learning that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the math-focused professional learning listed below.**
  - **Bill Attwood-**
  - **HMH Into Math**

Plans to Increase Learning Time Beyond the Instructional Day

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 Schoolwide Plan and have been conceived to ensure both State-level and local goal attainment.

- **Kindergarten HDT-**
- **Ms. Diaz-14 weeks**
- **First Grade-**
  - **Ms. Sullivan-HDT 14weeks**
  - **Mrs.Galizia-HDT 14weeks**
  - **Mrs.Horvath-HDT 14+weeks**
  - **Ms. Esposito-HDT 14 weeks**
- **Grade 2**
  - **Mrs.Batinsey-HDT 12 weeks**
  - **Ms. Bruno-HDT 12 weeks**
- **Grade 3**
  - **Ms. DiMaio-HDT 12 weeks; Article 26-12 weeks**
  - **Ms. Flores-HDT; Article 26 Robotics Club**
- **Grade 4**
  - **Ms. Orkeszewski-HDT 12 weeks**
- **Grade 5**
  - **Mrs. Kelly-HDT 10weeks; Article 26 Student Leadership**
- **ENL/WIDA**
  - **Ms. DeMoore—HDT 12 weeks**
  - **Ms. Lorefice-10 weeks-HDT ; Title 3-10 weeks**

Plans to Increase Parent and Family Engagement

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 Schoolwide Plan *(ESSA Section 1114(b)(ii))*. The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's Schoolwide Plan.

- **Hispanic Heritage Night**
- **Cookies and Milk with Santa**
- **STEM Night**
- **Evening Book Fair/PTA sponsored event**
- **Busy Fingers Fun Night**
- **Bridge to First Grade**
- **Kindergarten New student Orientation**
- **UPK Orientation**

Schoolwide 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:

2026-2027 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	**$43,183**
1500 - Salaries	Salary for Title I Homeless Liason. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liason for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.	Stipend	$1,588
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 Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 130 hrs per 11 elementary buildings = 1,430 hours @ $54/hr = $77,220 / 11 elementary schools = $7,020/school. School-based discretion for the development of supplemental, Title IA Programs.	$54.00	$7,020
1500 - Salaries	Title I Elementary Summer Enrichment Program - *Super Scholars Academy* - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X $58/hr = $145,000 / 11 elementary schools = $13,181.82/school (227.27 hrs per building).	$58.00	$13,182
1500 - Salaries	Three Title I Elementary Summer Enrichment Administrators/Supervisors - 20 days X $625/day = $12,500 X 3 supervisors = $37,500 / 11 elementary schools = $3,409.09/school.	$625 per day	$3,409
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. $10,000 / 11 elementary schools = $909.09/school.	School Specific	$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. $4,000 / 11 elementary schools = $363.63/school.	School Specific	$364
Code 5000 - Supplies and Materials	Summer *Super Scholars Academy* Supplies/Materials. $15,484 / 11 elementary schools = $1,407.63/school.	School Specific	$1,408
Code 8000 - Benefits	Employee Benefits for non-AIS Provider elementary Title I services (rows 4 through 9, above).	Contractual	$8,900
Code 8000 - Benefits	Employee Benefits. AIS Providers Only - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	**$25,078**
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$119,044**

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

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:

- In August our incoming UPK were invited to an orientation at Hemlock Park. They met their new teacher and got to visit their new classroom.
- 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 2026-27 school year, parents will be invited to come to the school with their 1st graders 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 at 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 are given 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 2026-2027, 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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