2026-2027 Schoolwide Plan for Loretta Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Loretta Park Elementary School
Principal:	Rosa Nieves
Assistant Principal(s):	Alyssa Berrini
SIT Co-Chairs:	Liliana Marino & Andrea Zuart
Grades Served:	1-5

Staff List

Faculty List 2026-2027 -

LORETTA PARK ELEMENTARY SCHOOL
FACULTY LIST – 2026/2027
Ms. Rosa Nieves, PRINCIPAL
Mrs. Alyssa Berrini, ASSISTANT PRINCIPAL

UPDATED: 8/20/26

First Grade	Room #
Ms. Angela Della Vedova-**Sped**	12
Ms. Kimberly Dominick	15
Ms. Aryana Markowski– **ENL**	16
Ms. Jessica Alvarado– **BIL**	17
Ms. Judith Figueroa– **ENL**	18
Ms. Flavia Passos- **BIL**	20
Second Grade	
Ms. Jael Robinson	7
Ms. Felicia Grunski – **ENL**	8
Ms. Cristine Archie-**ENL**	9
Ms. Logan Dowd **Sped** (1/2)	10
Ms. Sara Sarti– **BIL**	11
Ms. Andrea Zuart – **BIL**	13
Ms. Kristen Barbante – **BIL**	14
Third Grade	
Ms. Sharon Castillo- **ENL**	2
Mr. James Byrne-**ENL**	3
Ms. Farrah Esposito-**BIL**	4
Ms. Evelyn Marquez-**BIL**	5
Ms. Simone Wichelns	6
Fourth Grade	
Ms. Kathleen Petrucci – **ENL**	29
Ms. Ashling Feola	31
Ms. Karee Sorto– **BIL**	33
Ms. Alexandra Tolentino-**Sped** (4/5)	38
Ms. Diana Perez – **BIL**	39
Ms. MaryAnne Owen-**ENL**	41
Fifth Grade	
Mr. Colin Kavanagh-**ENL**	32
Ms. Lisa Martin-**BIL**	34
Ms. Christina Chiarelli & Ms. Mackenzie Burnette– ICT	35
Mr. Codell Castillo	36
Ms. Vivian Solis-**BIL**	37
Ms. Lisa Boyle-**ENL**	40

ENL Teachers	Room #
Ms. Jaime Parkinson	19
Ms. Danielle Cornell	19
Ms. Jennifer Moore	19
Ms. Melissa Rosa	19
Ms. Jillian Archer	19
Consultant	
Ms. Jeanette Castillo	24
Ms. Liliana Marino	24
Ms. Ketilin Carman	24
Speech	
Ms. Kelsey Carleo	26
Ms. Karla Aristondo	27A
LRC Teacher	
Ms. Lori Cestaro	28
Soc. W./Psych./Guid. C.	
Ms. Kelsie Scofield	22
Ms. Liliana Torres	27
Ms. Nigeria Young	25
BCBA	
Mr. John Liotta	27
OT	
Emily Handley	27A
Art	
Ms. Vasiliki Sourlis	30
Music	
Ms. DeAnna Feldmann	1
Mr. Liam Ortiz	1
Mr. Paul Johnson	1
Physical Education	
Mr. Fernando Martins	Gym
Ms. Gina Giacalone	Gym
Ms. Nicole Vlahov	Gym
Library Media Specialist	
Ms. Geralyn Timms	Library

LORETTA PARK ELEMENTARY SCHOOL
FACULTY LIST – 2026/2027
Ms. Rosa Nieves , PRINCIPAL
Mrs. Alyssa Berrini, ASSISTANT PRINCIPAL

Nurse
Ms. Margaret Jeran — Health Off.

Clerical Staff
Ms. Yvette Rosa – Senior Office Asst
Mr. Jovani Lorenzo– Office Asst
Ms. Melissa Ortiz- Library Office Asst

Teacher Assistants

ENL
Ms. Rebecca Rusch
Vacant
Vacant

Reading Lab
Ms. Christine Casey
Ms. Altagracia Sanchez Marte(Sife)
Ms. Brea Solis
Ms. Aysha Siddique
Ms. Latifa Islam
Ms. Pamela Alcantara

Math Lab
Ms. Shamsa Hussain
Ms. Sarah Johns
Ms. Suzette Dobson
Vacant

Special Education
Ms. Antonia Jolon — 1:1 Rm 12
Ms. Alisabeth Torres — 35
Ms. Melissa Walsh — 10
Ms. Cynthia Chacon — 38
Ms. Louisa Usma — 38
Ms. Valerie Rivera — 12
Ms. Ismary Rubio — 12
Ms. Leanne Coolbaugh — 10

Communication Aide
Ms. Carolaindy Febrillet

Health Aide
Ms. Blanca Rodriguez — Health Off.

Perm Substitutes
Aryana Markowski
Alexandra Dzenwager
Jacqueline Barics
Gina Moccia

Kitchen Staff
Ms. Jenene Leon
Ms. Carolina Torres
Ms. Julia Adames
Ms. Barbarann Boylan
Ms. Esmerelda Cortez
Ms. Veridiana Argueta
Ms. Anna Flores Portillo

Custodians
Mr. Christopher Jean-Pierre Jr.
Ms. Justina Dimassimo
Mr. James Pevy
Mr. River McMillan
Mr. Christian Quinlan

Security
Ms. Cesar Guillen
Ms. Ashley Vazquez

Monitors
Ms. Helene Buck
Ms. Tea Rodriguez
Ms. Cathy Roldan
Ms. Gina Sandi
Ms. Shirley Burgos
Ms. Ana Castro Castillo
Ms. Wendy Uceta

Technology Support
Mr. Kevin Ruiz

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Grade 1 g	Grade 2 h	Grade 3 i	Grade 4 j	Grade 5 k
*All Students	643	137	131	120	131	124
Female	341	75	67	69	65	65
Male	302	62	64	51	66	59
*American Indian/Alaska Native	10	1	2	2	4	1
*Black	48	9	7	15	8	9
*Hispanic	556	116	116	98	115	111
*Asian/Pacific Islander	2	1	0	0	0	1
Asian	2	1	0	0	0	1

*White	22	8	5	5	3	1
*Multiracial	5	2	1	0	1	1
General Education Students	552	114	112	110	114	102
*Students with Disabilities	91	23	19	10	17	22
Former Students with Disabilities	11	3	4	1	3	0
Not English Language Learner	336	54	63	68	72	79
*English Language Learner	307	83	68	52	59	45
Formerly English Language Learner	115	12	19	30	30	24
*Economically Disadvantaged	601	131	120	111	122	117
Not Economically Disadvantaged	42	6	11	9	9	7
Not Migrant	643	137	131	120	131	124
Homeless	9	2	1	1	2	3
Not Homeless	634	135	130	119	129	121
In Foster Care	2	1	1	0	0	0
Not in Foster Care	641	136	130	120	131	124
Parent Not in Armed Forces	643	137	131	120	131	124

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)

Loretta Park Mission Statement

Loretta Park staff, in conjunction with its' stakeholders (families, community, and central administration), will strive to prepare and motivate our students to become responsible citizens in a rapidly changing world. Students will acquire critical thinking skills and a respect for core values of honesty, loyalty, perseverance, and compassion in order to have success today and be prepared for tomorrow.

Loretta Park Vision Statement

Through an inspiring and challenging learning environment, which is reflective and responsive, students' academic and social needs will be met through diversified experiences in a safe and caring environment so they may achieve their full potential.

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 **Loretta Park**, the McKinney- Vento liaison is are Rosa Nieves and Alyssa Berrini.

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	9
Children in Foster Care	2
Migrant Students	0

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)	Yvette Ramos
Members of the Community to be served	
Teachers-SWP Sub Committee	Liliana Marino, Math Consultant Andrea Zuart, Grade 2 Flavia Passos, Grade 1 Cristine Archie-Bick, Grade 2 Evelyn Marquez, Grade 3 MaryAnne Owen, Grade 4 Kathleen Petrucci, Grade 4 Christina Chiarelli, Grade 5 Mackenzie Burnette, Grade 5 Jeanette Castillo, Reading Consultant Ketilin Carman, Interventionist Lori Cestaro, Resource Room Jillian Archer, ENL Melissa Rosa, ENL
Principals	Rosa Nieves, Principal Alyssa Berrini, Asst. Principal
Other School Leaders	
Teaching Assistants	Sarah Johns
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 Kristen Fehr-Thompson, Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Kelsie Scofield, Guidance Counselor Kelsey Krumholz, Speech Liliana Torres, Psychologist John Liotta, BCBA
Students (for a secondary school)	
Other individuals determined by the school	

** if appropriate*

Comprehensive Needs Assessment

Needs Assessment Data

Our 2026-2027 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

Loretta 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	48 45.28%	44 41.51%	14 13.21%	0 0.00%	106	13.21%
Female	25 43.10%	24 41.38%	9 15.52%	0 0.00%	58	15.52%
Male	23 47.92%	20 41.67%	5 10.42%	0 0.00%	48	10.42%
American Indian	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	6 42.86%	7 50.00%	1 7.14%	0 0.00%	14	7.14%
Hispanic	37 42.53%	37 42.53%	13 14.94%	0 0.00%	87	14.94%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	3 100.00%	0 0.00%	0 0.00%	0 0.00%	3	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	41 43.16%	41 43.16%	13 13.68%	0 0.00%	95	13.68%
SWD	7 70.00%	2 20.00%	1 10.00%	0 0.00%	10	10.00%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	31 65.96%	13 27.66%	3 6.38%	0 0.00%	47	6.38%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	45 45.00%	41 41.00%	14 14.00%	0 0.00%	100	14.00%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD

Loretta Park Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	54 46.96%	37 32.17%	16 13.91%	8 6.96%	115	20.87%
Female	27 44.26%	20 32.79%	9 14.75%	5 8.20%	61	22.95%
Male	27 50.00%	17 31.48%	7 12.96%	3 5.56%	54	18.52%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	2 25.00%	3 37.50%	2 25.00%	1 12.50%	8	37.50%
Hispanic	49 48.51%	32 31.68%	13 12.87%	7 6.93%	101	19.80%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	43 43.88%	32 32.65%	15 15.31%	8 8.16%	98	23.47%
SWD	10 71.43%	3 21.43%	1 7.14%	0 0.00%	14	7.14%
Former SWD	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
LEP	37 69.81%	13 24.53%	3 5.66%	0 0.00%	53	5.66%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	51 48.11%	34 32.08%	15 14.15%	6 5.66%	106	19.81%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD

Loretta 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	39 35.14%	45 40.54%	24 21.62%	3 2.70%	111	24.32%
Female	16 29.63%	25 46.30%	11 20.37%	2 3.70%	54	24.07%
Male	23 40.35%	20 35.09%	13 22.81%	1 1.75%	57	24.56%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	4 57.14%	1 14.29%	2 28.57%	0 0.00%	7	28.57%
Hispanic	33 32.67%	43 42.57%	22 21.78%	3 2.97%	101	24.75%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

GenEd	25 27.47%	40 43.96%	23 25.27%	3 3.30%	91	28.57%
SWD	14 73.68%	4 21.05%	1 5.26%	0 0.00%	19	5.26%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	27 65.85%	11 26.83%	3 7.32%	0 0.00%	41	7.32%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	37 35.24%	43 40.95%	23 21.90%	2 1.90%	105	23.81%

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

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i-Ready Inform Results

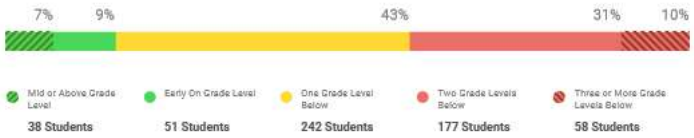
i-Ready

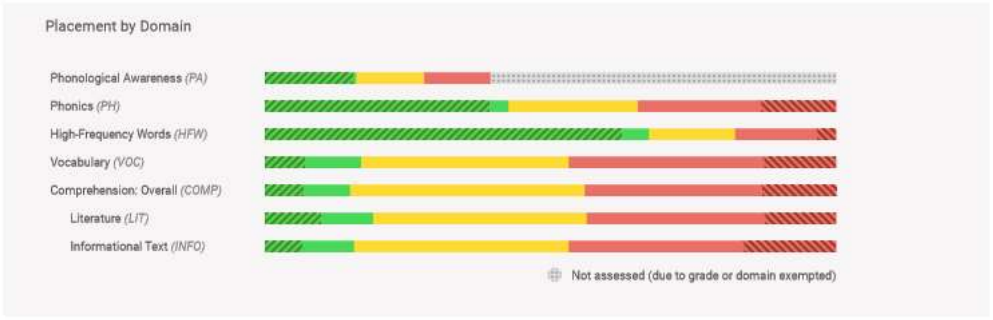
School	LORETTA PARK
Subject	Reading (English)
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **566/606**





Switch Table View | Choose to Show Results By

Placement Summary | Grade

Showing 5 of 5

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 1		3%	5%	73%	19%	0%	99/114
Grade 2		6%	6%	44%	45%	0%	124/133
Grade 3		9%	21%	27%	27%	16%	123/129

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i-Ready Inform Results

i-Ready

School	LORETTA PARK
Subject	Reading (English)
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 4		11%	6%	54%	21%	8%	100/106
Grade 5		5%	6%	24%	40%	25%	120/124

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Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD
Loretta Park Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
	16	50	39	1		

All Students	15.09%	47.17%	36.79%	0.94%	106	37.74%
Female	10 17.24%	27 46.55%	21 36.21%	0 0.00%	58	36.21%
Male	6 12.50%	23 47.92%	18 37.50%	1 2.08%	48	39.58%
American Indian	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Black	2 14.29%	7 50.00%	5 35.71%	0 0.00%	14	35.71%
Hispanic	12 13.79%	41 47.13%	33 37.93%	1 1.15%	87	39.08%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	12 12.63%	44 46.32%	38 40.00%	1 1.05%	95	41.05%
SWD	4 40.00%	5 50.00%	1 10.00%	0 0.00%	10	10.00%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	13 27.66%	20 42.55%	14 29.79%	0 0.00%	47	29.79%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	16 16.00%	46 46.00%	37 37.00%	1 1.00%	100	38.00%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD

Loretta 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 26.96%	49 42.61%	32 27.83%	3 2.61%	115	30.43%
Female	19 31.15%	25 40.98%	16 26.23%	1 1.64%	61	27.87%
Male	12 22.22%	24 44.44%	16 29.63%	2 3.70%	54	33.33%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	1 12.50%	4 50.00%	3 37.50%	0 0.00%	8	37.50%
Hispanic	27 26.73%	43 42.57%	28 27.72%	3 2.97%	101	30.69%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
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	26 26.53%	39 39.80%	31 31.63%	2 2.04%	98	33.67%
SWD	5 35.71%	8 57.14%	0 0.00%	1 7.14%	14	7.14%

Former SWD	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
LEP	25 47.17%	21 39.62%	7 13.21%	0 0.00%	53	13.21%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	30 28.30%	44 41.51%	30 28.30%	2 1.89%	106	30.19%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD

Loretta 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 23.85%	35 32.11%	40 36.70%	8 7.34%	109	44.04%
Female	16 30.77%	13 25.00%	19 36.54%	4 7.69%	52	44.23%
Male	10 17.54%	22 38.60%	21 36.84%	4 7.02%	57	43.86%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 28.57%	3 42.86%	1 14.29%	1 14.29%	7	28.57%
Hispanic	23 23.23%	30 30.30%	39 39.39%	7 7.07%	99	46.46%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	19 21.35%	27 30.34%	36 40.45%	7 7.87%	89	48.31%
SWD	7 36.84%	7 36.84%	4 21.05%	1 5.26%	19	26.32%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	16 38.10%	15 35.71%	11 26.19%	0 0.00%	42	26.19%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	25 24.27%	32 31.07%	39 37.86%	7 6.80%	103	44.66%

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

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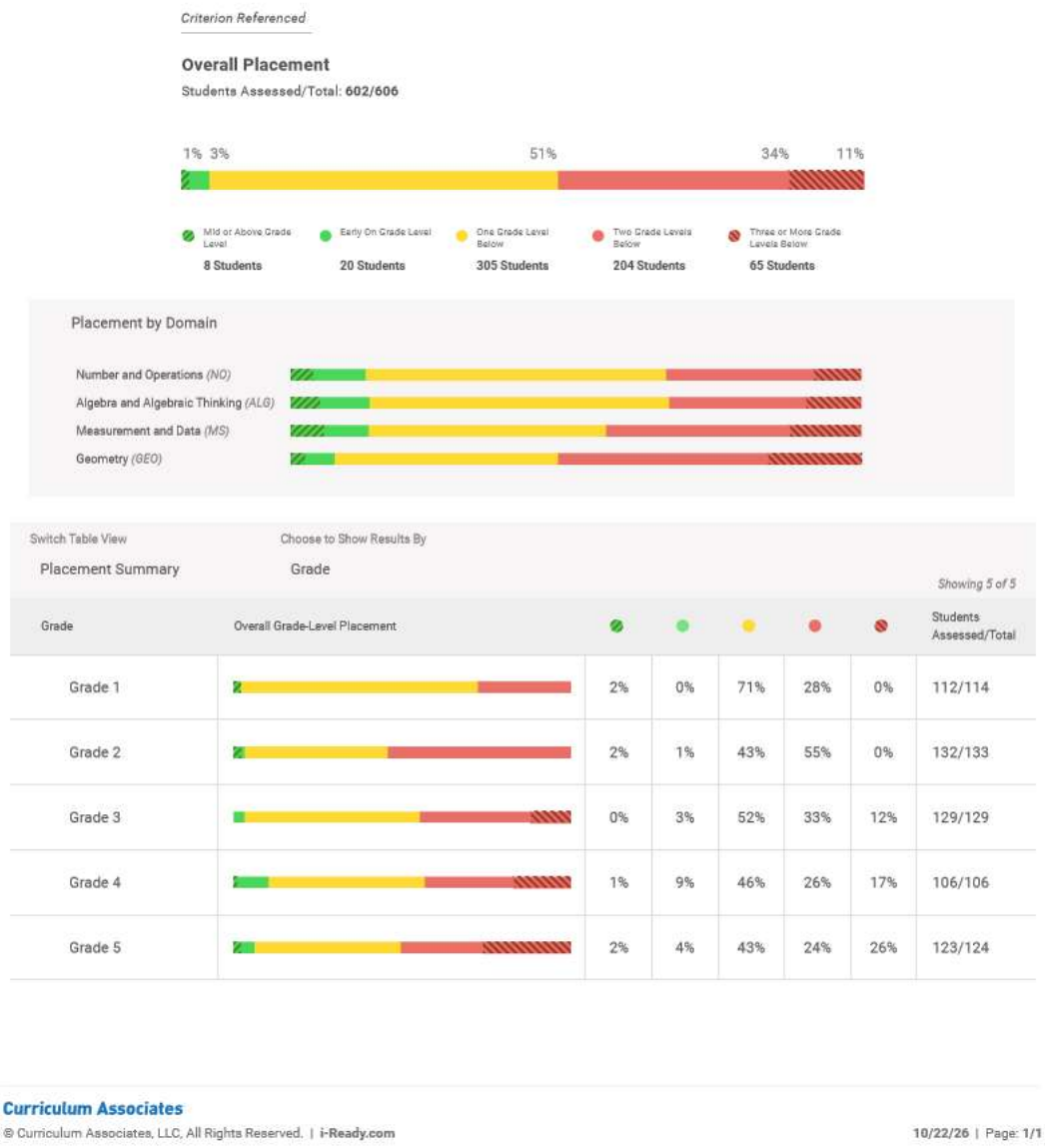
i-Ready Inform Results

i-Ready

School	LORETTA PARK
Subject	Math
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None



Surveys

Survey Data

Survey Type	Count of Completion for Spring 2024	Count of Completion for Spring 2025	Count of Completion for Spring 2026
School Performance Scan	28	33	31
District Select Student Voice Elementary	226	221	161
Family Engagement Survey	17	89	55

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

After disaggregating and analyzing 2025-2026 State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the 4th grade class of 2025-2026 at Loretta Park and the 4th grade population of the Brentwood School District. This gap is reflective of challenges that face our population such as a general language deficit that exists for the students, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing the 2025-2026 School Performance Scan (Data Triangle) surveys, it was evident that results show a low number of participants for the two stakeholder

categories of our school staff and families. Our 2026-2027 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for the current 5th grade class in our school, in addition to increasing the percentage school staff and families who complete the School Performance Scan.

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

- 62% of all students scored mid or above grade level in high frequency word identification and utilization as demonstrated on the 2026 Fall iReady Reading Inform
- 39% of all students scored mid or above grade level in phonics as demonstrated on the 2026 Fall iReady Reading Inform
- 13% of all students scored early on or above grade level in number and operations as demonstrated on the 2026 Fall iReady Math Inform

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

- 47% of all students scored two or more grade levels below in vocabulary as demonstrated on the 2026 Fall i-Ready Reading Inform
- 47% of all students scored two or more grade levels below in the comprehension of informational text as demonstrated on as demonstrated on the 2026 Fall i-Ready Reading Inform
- 54% of all students scored 2 or more grade levels below in geometry as demonstrated on the 2026 Fall iReady Math Inform

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	5th Graders	Vocabulary, Comprehension of Informational Text
2.	5th Graders	Geometry, Measurement and Data
3.	Staff and Family Survey Participants	Increase the amount of participants for both sets of stakeholders
4.		

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.):

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

By June 2027, students in Grade 5 will show a minimum increase of 2% in ELA from 21% to 23% proficiency as measured by the New York State Education Department English Language Arts Assessment in April, 2027 compared to their performance as fourth graders in April, 2026.

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 5th Grade class will decrease the number of students placing at three or more grade levels on the iReady inform by 5% indicated by the 2026 – 2027 iReady Reading Inform end of year assessment data.

Mathematics Performance Goals

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

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

By June 2027, students in Grade 5 will show a minimum increase of 2% in Mathematics from 30% to 32% proficiency as measured by the New York State Education Department Mathematics Assessment in April, 2027 compared to their performance as fourth graders in April, 2026.

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 5th Grade class will decrease the number of students placing at three or more grade levels on the iReady inform by 5% indicated by the 2026 – 2027 iReady Math Inform end of year assessment data.

Survey Goal

Our survey goal for the 2026 - 2027 school year is to increase participation by 20% of the PLC district wide survey for the School Performance Scan and Family Engagement subgroups.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

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

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

Schoolwide Improvement Strategies

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

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

The Four Tenets of Graduation PLUS +

Success Pathways	Growth Culture
• Mathematical Thinking and Problem Solving + We believe that each child's PLUS will be reflective of his/her strengths, preferences and interest.	• Implicit Bias and Identity + We believe that cultivating intellectual openness will allow students to improve their school, community and the world. • Grade Level Meetings +We believe that allowing time for teachers to work together allows for cohesiveness and collaboration. It provides opportunities to learn from one another to best serve our students' needs.

Meaningful and Relevant Instruction and Assessment	Empowered Stakeholders
• Project Based Learning +We believe in cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real world application • Utilization of the Qualitative Spelling Inventory +We believe in utilizing this targeted assessment to guide differentiated structured literacy instruction. • Ongoing training and implementation of Sonday by our ENL teachers +We believe this targeted phonics intervention will effectively support students who need assistance with phonics and phonemic awareness. • Utilization of our structured literacy phonics progressions. +We believe a structured phonics pathway will support effective instruction and enable better tracking of student progress.	• Math program training and implementation + We believe that stakeholders collaboration and partnership have exponential value. • Into Reading Writing Units +We believe in utilizing feedback from teachers on their implementation of the units of writing. • Analyzation of Assessments +We believe sharing results from local and state assessments with all stakeholders (teachers, parents, and students) will further the growth of our students. +We believe holding collaborative meetings with our students at all grade levels, to discuss their performance on assessments, will celebrate their successes and deepen their knowledge.

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)]*:

- Sonday training
- QSI
- Branching minds
- Fountas and Pinnell Benchmark training
- Spire training
- Audrey Cohan-new teacher workshop
- Co-teaching workshop
- Dynavox/Board Making training

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)]*:

- HMH Math training
- Bill Atwood grades 1-2
- Bill Atwood grades 3-5
- Math PLC
- Savvas Experience Science Training

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.

- **Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment**

  - **High Dosage Tutoring-grade 1 ELA**
  - **High Dosage Tutoring-grade 2 ELA**
  - **High Dosage Tutoring-grade 2 ENL**
  - **High Dosage Tutoring-grade 4 ELA**
  - **High Dosage Tutoring-grade 2 Math**
  - **High Dosage Tutoring-grade 1 ELA/SPED**
  - **High Dosage Tutoring-grade 5 Math**
  - **High Dosage Tutoring-grade 1 ELA**
  - **Hispanic Heritage Dance Club**
  - **African American Dance Club**
  - **Talent Show Club**

- **Chess Club**
- **Girls Empowerment Club**
- **Physical Education Club**
- **Art Club**
- **STEM Club**
- **Computer Club**
- **Title I Math-Grade 2**
- **Title I Math-Grade 4**
- **Title I ELA-Grade 5**
- **Title I ELA-Grade 5**
- **Title III ELA-Grades 3-5**

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.

- Meet the Teacher Night/Title I Presentation
- Hispanic Heritage Celebration
- Safe Trick or Treat
- Winter Wonderland Storytime and Crafts
- Math Night
- Readers Theater
- PTA Meetings – S.M.I.L.E. Awards
- Summer Programs Informational Night
- CBT informational meeting

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 - Loretta 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	**$53,273**
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	$625 per day	$3,409

	3 supervisors = $37,500 / 11 elementary schools = $3,409.09/school.		
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. $10,000 / 11 elementary schools = $909.09/school.	School Specific	$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. $4,000 / 11 elementary schools = $363.63/school.	School Specific	$364
Code 5000 - Supplies and Materials	Summer *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	**$23,932**
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$127,988**

School-Parent-Student Compact

Loretta 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 2026-2027 school year.

School Responsibilities

Loretta 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 Kindergarten partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below:
  - Each year, our 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 and students will be invited into their first-grade classroom to meet the teacher and drop off supplies.
  - 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 2026-2027, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for first grade.
-

[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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