2026-2027 Schoolwide Plan for Gail E. Kirkham Northeast Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Gail E. Kirkham Northeast Elementary School
Principal:	Rosa Cortese
Assistant Principal(s):	Ashley Merchant
SIT Co-Chairs:	Gina Bardua and Lisa Patrick
Grades Served:	1-5

Staff List

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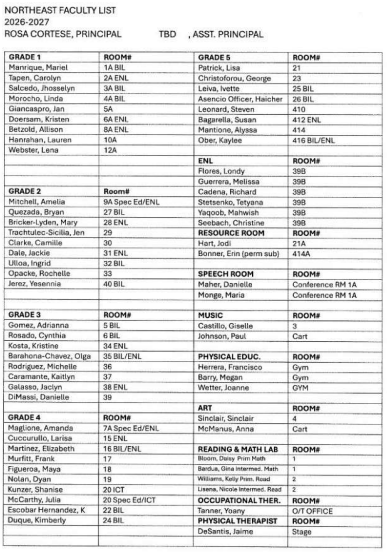

NORTHEAST FACULTY LIST
2026-2027
ROSA CORTESE, PRINCIPAL TBD , ASST. PRINCIPAL

GRADE 1	ROOM#
Manrique, Mariel	1A BIL
Tapen, Carolyn	2A ENL
Salcedo, Jhosselyn	3A BIL
Morocho, Linda	4A BIL
Giancaspro, Jan	5A
Doersam, Kristen	6A ENL
Betzold, Allison	8A ENL
Hanrahan, Lauren	10A
Webster, Lena	12A
GRADE 2	**Room#**
Mitchell, Amelia	9A Spec Ed/ENL
Quezada, Bryan	27 BIL
Bricker-Lyden, Mary	28 ENL
Trachtulec-Sicilia, Jen	29
Clarke, Camille	30
Dale, Jackie	31 ENL
Ulloa, Ingrid	32 BIL
Opacke, Rochelle	33
Jerez, Yesennia	40 BIL
GRADE 3	**ROOM#**
Gomez, Adrianna	5 BIL
Rosado, Cynthia	6 BIL
Kosta, Kristine	34 ENL
Barahona-Chavez, Olga	35 BIL/ENL
Rodriguez, Michelle	36
Caramante, Kaitlyn	37
Galasso, Jaclyn	38 ENL
DiMassi, Danielle	39
GRADE 4	**ROOM#**
Maglione, Amanda	7A Spec Ed/ENL
Cuccurullo, Larisa	15 ENL
Martinez, Elizabeth	16 BIL/ENL
Murfitt, Frank	17
Figueroa, Maya	18
Nolan, Dyan	19
Kunzer, Shanise	20 ICT
McCarthy, Julia	20 Spec Ed/ICT
Escobar Hernandez, K	22 BIL
Duque, Kimberly	24 BIL

GRADE 5	ROOM#
Patrick, Lisa	21
Christoforou, George	23
Leiva, Ivette	25 BIL
Asencio Officer, Haicher	26 BIL
Leonard, Steven	410
Bagarella, Susan	412 ENL
Mantione, Alyssa	414
Ober, Kaylee	416 BIL/ENL
ENL	**ROOM#**
Flores, Londy	39B
Guerrera, Melissa	39B
Cadena, Richard	39B
Stetsenko, Tetyana	39B
Yaqoob, Mahwish	39B
Seebach, Christine	39B
RESOURCE ROOM	**ROOM#**
Hart, Jodi	21A
Bonner, Erin (perm sub)	414A
SPEECH ROOM	**ROOM#**
Maher, Daniella	Conference RM 1A
Monge, Maria	Conference RM 1A
MUSIC	**ROOM#**
Castillo, Giselle	3
Johnson, Paul	Cart
PHYSICAL EDUC.	**ROOM#**
Herrera, Francisco	Gym
Barry, Megan	Gym
Wetter, Joanne	GYM
ART	**ROOM#**
Sinclair, Sinclair	4
McManus, Anna	Cart
READING & MATH LAB	**ROOM#**
Bloom, Daisy Prim Math	1
Bardua, Gina Intermed. Math	1
Williams, Kelly Prim. Read	2
Linena, Nicole Intermed. Read	2
OCCUPATIONAL THER.	**ROOM#**
Tanner, Yoany	O/T OFFICE
PHYSICAL THERAPIST	**ROOM#**
DeSantis, Jaime	Stage

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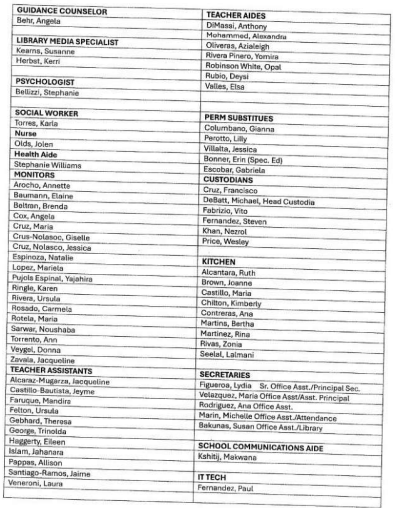

GUIDANCE COUNSELOR
Behr, Angela
LIBRARY MEDIA SPECIALIST
Kearns, Susanne
Herbst, Kerri
PSYCHOLOGIST
Bellizzi, Stephanie
SOCIAL WORKER
Torres, Karla
Nurse
Olds, Jolen
Health Aide
Stephanie Williams
MONITORS
Arocho, Annette
Baumann, Elaine
Beltran, Brenda
Cox, Angela
Cruz, Maria
Cruz-Nolasco, Giselle
Cruz, Nolasco, Jessica
Espinoza, Natalie
Lopez, Mariela
Pujols Espinal, Yajahira
Ringle, Karen
Rivera, Ursula
Rosado, Carmela
Rotela, Maria
Sarwar, Noushaba
Torrento, Ann
Veygel, Donna
Zavala, Jacqueline
TEACHER ASSISTANTS
Alcaraz-Mugarza, Jacqueline
Castillo-Bautista, Jeyme
Faruque, Mandira
Felton, Ursula
Gebhard, Theresa
George, Trinolda
Haggerty, Eileen
Islam, Jahanara
Pappas, Allison
Santiago-Ramos, Jaime
Veneroni, Laura

TEACHER AIDES
DiMassi, Anthony
Muhammed, Alexandra
Oliveras, Azaleigh
Rivera Pinero, Yomira
Robinson White, Opal
Rubio, Deysi
Valles, Elsa
PERM SUBSTITUES
Columbano, Gianna
Perotto, Lilly
Villalta, Jessica
Bonner, Erin (Spec. Ed)
Escobar, Gabriela
CUSTODIANS
Cruz, Francisco
DeBatt, Michael, Head Custodia
Fabrizio, Vito
Fernandez, Steven
Khan, Nezrol
Price, Wesley
KITCHEN
Alcantara, Ruth
Brown, Joanne
Castillo, Maria
Chilton, Kimberly
Contreras, Ana
Martins, Bertha
Martinez, Rina
Rivas, Zonia
Seelal, Latmani
SECRETARIES
Figueroa, Lydia Sr. Office Asst./Principal Sec.
Velazquez, Maria Office Asst/Asst. Principal
Rodriguez, Ana Office Asst.
Marin, Michelle Office Asst./Attendance
Bakunas, Susan Office Asst./Library
SCHOOL COMMUNICATIONS AIDE
Kshitij, Makwana
IT TECH
Fernandez, Paul

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Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	d	g	h	i	j	k
*All Students	968	193	193	206	194	182
Female	497	103	100	102	96	96
Male	471	90	93	104	98	86
*American Indian/Alaska Native	15	1	3	5	4	2
*Black	47	7	21	8	4	7
*Hispanic	853	171	158	181	172	171
*Asian/Pacific Islander	5	2	2	0	0	1
Asian	4	1	2	0	0	1
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0
*White	42	10	7	12	13	0
*Multiracial	6	2	2	0	1	1
General Education Students	861	171	172	177	172	169
*Students with Disabilities	107	22	21	29	22	13
Former Students with Disabilities	17	3	2	3	6	3
Not English Language Learner	502	82	81	111	111	117
*English Language Learner	466	111	112	95	83	65
Formerly English Language Learner	171	9	20	46	45	51
*Economically Disadvantaged	912	181	178	197	181	175
Not Economically Disadvantaged	56	12	15	9	13	7
Not Migrant	968	193	193	206	194	182
Homeless	10	1	4	3	1	1
Not Homeless	958	192	189	203	193	181
In Foster Care	3	1	0	0	1	1
Not in Foster Care	965	192	193	206	193	181
Parent Not in Armed Forces	968	193	193	206	194	182

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)

Northeast Elementary School
Mission Statement

The students at Northeast Elementary School will acquire a love of learning and intrinsic confidence in all academic areas. Each student will be treated as an individual with his/her own academic goals utilizing a variety of strategies in reading, writing and mathematics in order to demonstrate measurable growth to the best of his/her ability.

Northeast strives to create an environment

Northeast strives to create an environment that is safe and comfortable, where students feel valued and are able to take risks and express their concerns. The students will support each other, accept each others differences and work cooperatively to become productive members of the Northeast community.

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 **Northeast Elementary School**, the McKinney- Vento liaison is **Karla Torres**.

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	3
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)	Carolina Sosa (PTA President)
Members of the Community to be served	Ashley Mateo, Keyry Reyes
Teachers-SWP Sub Committee	Gina Bardua, SIT Co-Chair Lisa Patrick, SIT Co-Chair
Principals	Rosa Cortese, Principal Ashley Merchant, Assistant Principal
Other School Leaders	Karla Torres, Social Worker
Teaching Assistants	Ursula Felton

	Mandira Faruque Laura Veneroni
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 Kristin Thompson, Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Nicole Lisena, Reading Consultant Kelly Williams, Reading Consultant Daisy Bloom, Math Consultant
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**, **Northeast Elementary School**, Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	82 45.81%	62 34.64%	27 15.08%	8 4.47%	179	19.55%
Female	43 48.31%	29 32.58%	13 14.61%	4 4.49%	89	19.10%
Male	39 43.33%	33 36.67%	14 15.56%	4 4.44%	90	20.00%
American Indian	2 50.00%	1 25.00%	1 25.00%	0 0.00%	4	25.00%
Black	2 25.00%	2 25.00%	3 37.50%	1 12.50%	8	50.00%
Hispanic	72 45.28%	58 36.48%	22 13.84%	7 4.40%	159	18.24%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	6 75.00%	1 12.50%	1 12.50%	0 0.00%	8	12.50%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	66 43.14%	56 36.60%	24 15.69%	7 4.58%	153	20.26%
SWD	16 69.57%	5 21.74%	2 8.70%	0 0.00%	23	8.70%
Former SWD	0 0.00%	1 33.33%	1 33.33%	1 33.33%	3	66.67%
LEP	60 72.29%	21 25.30%	2 2.41%	0 0.00%	83	2.41%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	80 46.51%	59 34.30%	27 15.70%	6 3.49%	172	19.19%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD

Northeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	52 32.10%	51 31.48%	39 24.07%	20 12.35%	162	36.42%
Female	24 32.43%	23 31.08%	23 31.08%	4 5.41%	74	36.49%
Male	28 31.82%	28 31.82%	16 18.18%	16 18.18%	88	36.36%
American Indian	1 25.00%	2 50.00%	1 25.00%	0 0.00%	4	25.00%
Black	1 20.00%	1 20.00%	3 60.00%	0 0.00%	5	60.00%
Hispanic	50 34.97%	44 30.77%	32 22.38%	17 11.89%	143	34.27%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	0 0.00%	4 40.00%	3 30.00%	3 30.00%	10	60.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	39 27.66%	48 34.04%	37 26.24%	17 12.06%	141	38.30%
SWD	12 75.00%	3 18.75%	1 6.25%	0 0.00%	16	6.25%
Former SWD	1 20.00%	0 0.00%	1 20.00%	3 60.00%	5	80.00%
LEP	42 53.16%	27 34.18%	9 11.39%	1 1.27%	79	12.66%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	50 32.89%	48 31.58%	35 23.03%	19 12.50%	152	35.53%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD

Northeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	46 35.38%	53 40.77%	26 20.00%	5 3.85%	130	23.85%
Female	21 32.31%	28 43.08%	13 20.00%	3 4.62%	65	24.62%
Male	25 38.46%	25 38.46%	13 20.00%	2 3.08%	65	23.08%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	1 25.00%	2 50.00%	0 0.00%	1 25.00%	4	25.00%
Hispanic	45 36.59%	48 39.02%	26 21.14%	4 3.25%	123	24.39%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	39 33.33%	49 41.88%	24 20.51%	5 4.27%	117	24.79%
SWD	7 63.64%	2 18.18%	2 18.18%	0 0.00%	11	18.18%
Former SWD	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
LEP	38 70.37%	15 27.78%	1 1.85%	0 0.00%	54	1.85%

Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	45 36.29%	49 39.52%	25 20.16%	5 4.03%	124	24.19%

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

iReady Reading Diagnostic: On Grade Level/One Grade Level Below Fall 2026

	Bilingual %	ENL %	Non-ENL %	ENL Gap
Grade 1	68% **38/56**	73% **30/41**	94% **48/51**	68/97 = 70% -24%
Grade 2	31% **21/68**	37% **11/30**	84% **73/87**	109/193 = 56% -28%
Grade 3	19% **9/47**	78% **18/32**	75% **77/102**	27/79 = 34% -41%
Grade 4	22% **9/41**	42% **10/24**	86% **95/110**	19/65 = 29% -57%
Grade 5	6% **2/32**	17% **3/18**	76% **96/127**	5/50 = 10% -66%
Schoolwide Average	**32%** **79/244**	**50%** **72/145**	**82%** **389/477**	**151/389 = 39%** **-43%**

*The data points above are percentages by subgroup per grade level for the I-Ready Fall Reading Diagnostic @ Northeast Elementary. The table represents the percentage of Bilingual, English Language Learners, and Non-English Language Learners that are on grade level/one grade level below. The last column shows the gap between English Language Learners vs Non-English Language Learners.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD

Northeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	40 23.26%	73 42.44%	55 31.98%	4 2.33%	172	34.30%
Female	20 24.10%	38 45.78%	24 28.92%	1 1.20%	83	30.12%
Male	20 22.47%	35 39.33%	31 34.83%	3 3.37%	89	38.20%
American Indian	1 25.00%	1 25.00%	2 50.00%	0 0.00%	4	50.00%
Black	1 14.29%	0 0.00%	6 85.71%	0 0.00%	7	85.71%
Hispanic	34 22.22%	70 45.75%	46 30.07%	3 1.96%	153	32.03%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	4 50.00%	2 25.00%	1 12.50%	1 12.50%	8	25.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	23 15.97%	66 45.83%	52 36.11%	3 2.08%	144	38.19%
SWD	17 65.38%	7 26.92%	2 7.69%	0 0.00%	26	7.69%
Former SWD	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
LEP	31 36.47%	47 55.29%	7 8.24%	0 0.00%	85	8.24%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

Economically Disadvantaged	40 24.24%	70 42.42%	51 30.91%	4 2.42%	165	33.33%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD
Northeast Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	53 32.92%	40 24.84%	50 31.06%	18 11.18%	161	42.24%
Female	31 43.06%	17 23.61%	20 27.78%	4 5.56%	72	33.33%
Male	22 24.72%	23 25.84%	30 33.71%	14 15.73%	89	49.44%
American Indian	1 25.00%	2 50.00%	1 25.00%	0 0.00%	4	25.00%
Black	2 40.00%	0 0.00%	2 40.00%	1 20.00%	5	60.00%
Hispanic	48 33.57%	36 25.17%	43 30.07%	16 11.19%	143	41.26%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	2 22.22%	2 22.22%	4 44.44%	1 11.11%	9	55.56%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	43 30.94%	36 25.90%	44 31.65%	16 11.51%	139	43.17%
SWD	10 58.82%	3 17.65%	4 23.53%	0 0.00%	17	23.53%
Former SWD	0 0.00%	1 20.00%	2 40.00%	2 40.00%	5	80.00%
LEP	40 51.95%	21 27.27%	16 20.78%	0 0.00%	77	20.78%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	51 33.77%	37 24.50%	48 31.79%	15 9.93%	151	41.72%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD
Northeast Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	47 46.08%	32 31.37%	21 20.59%	2 1.96%	102	22.55%
Female	29 59.18%	11 22.45%	7 14.29%	2 4.08%	49	18.37%
Male	18 33.96%	21 39.62%	14 26.42%	0 0.00%	53	26.42%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Hispanic	46 46.94%	30 30.61%	20 20.41%	2 2.04%	98	22.45%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	43 47.78%	26 28.89%	19 21.11%	2 2.22%	90	23.33%
SWD	4 40.00%	4 40.00%	2 20.00%	0 0.00%	10	20.00%
	0	2	0	0		

Former SWD	0.00%	100.00%	0.00%	0.00%	2	0.00%
LEP	33 75.00%	11 25.00%	0 0.00%	0 0.00%	44	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	44 44.90%	32 32.65%	20 20.41%	2 2.04%	98	22.45%

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

iReady Math Diagnostic: On Grade Level/One Grade Level Below Fall 2026

	Bilingual %	ENL %	Non-ENL %	Bilingual Gap
Grade 1	57% **32/56**	80% **33/41**	86% **44/51**	-23% ENL -29% Non-ENL
Grade 2	31% **21/68**	37% **11/30**	66% **61/93**	-6% ENL -35% Non-ENL
Grade 3	29% **13/45**	47% **15/32**	70% **57/82**	-18% ENL -41% Non-ENL
Grade 4	27% **11/41**	21% **5/24**	77% **85/110**	+6% ENL -50% Non-ENL
Grade 5	31% **10/32**	33% **6/18**	80% **101/127**	-2% ENL -49% Non-ENL
Schoolwide Average	**36%** **87/242**	**48%** **70/145**	**75%** **348/463**	**-12% ENL** **-39% Non-ENL**

***The data points above are percentages by subgroup per grade for the I-Ready Fall Math Diagnostic @ Northeast Elementary. The table represents the percentage of Bilingual Students, ENL Students, and Non-English Language Learners that are on grade level/one grade level below. The last column shows the gap between Bilingual Students vs ENL Students and Non-English Language Learners.**

Surveys

Survey Data

My child's school helps students explore college, career, and life opportunities after graduation.	
Strongly agree	24%
Agree	24%
Somewhat agree	30%
Disagree	19%
Strongly disagree	3%

The above Teacher Survey Data from the 2025-2026 school year shows that 48% of parents/families (from a pool of 37 parents/families) agree or strongly agree with the following statement: My child's school helps students explore college, career, and life opportunities after graduation. We would like to see an increase in the overall percentage from 48% to 51% as measured/indicated by the end of year Parent/Family Survey of Spring 2027.

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

After disaggregating and analyzing the 2025-2026 state ELA and math assessment results and the local assessment data (I-Ready Sept. 2026) provided above, it was evident that there is an achievement gap when comparing the performance of English Language Learners (ELLs) to Non-English Language Learners in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging state academic standards. Based on the various data points above, we have decided to identify our English Language Learner population as our subgroup for ELA. Additionally, we have extracted our Bilingual population from our ELL's and have decided to identify our Bilingual Students as our subgroup for Math. Our 2026-2027 school wide plan will focus on closing achievement gaps in ELA, language acquisition, and math concepts/skills for ELL's in our school. Furthermore, after analyzing the 2025-2026 School Performance Scan (Data Triangle) Surveys, it was evident that 48% of parents/families who responded agree and strongly agree with the following statement: My child's school helps students explore college, career, and life opportunities after graduation. Our 2025-2026 school wide plan will also focus on increasing this percentage to 51%.

Example: *After disaggregating and analyzing last year's State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of*

the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing last year's surveys, it was evident that the majority of all students only somewhat agree with the statement, "My family helps at home with school work." This year's Schoolwide Plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "My family helps at home with school work."

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

- **Grade 3-5 Departmentalization**
- **Before/After School Programs**
- **High Dosage Tutoring**
- **MTSS Process**
- **Tier 2 Reading and Math Intervention**
- **Tier 2 Reading and Math Progress Monitoring**
- **Tier 3 Math & Reading Intervention**
- **Tier 3 Math & Reading Progress Monitoring**
- **PBIS**
- **IReady Math & Reading instructional minutes**
- **Classroom - Progress Monitoring Binders (Reading)**
- **Guided Reading Groups**
- **Guided Math Groups**
- **Field Trips**
- **Dream Team**
- **Community Plaza**
- **PTA**

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

-

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELL's	ELA: Language Acquisition Skills
2.	Bilingual	Math: Math Concepts and Skills
3.	All Students	Survey: College and Career exposure
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.):

By June 2027, English Language Learner students (ELL'S) at Northeast Elementary School will show an increase in proficiency (Level 3 & 4) from 5.99% indicated in the 2025-2026 ELA State Assessment to 10% proficiency (Level 3 & 4) indicated by the 2026-2027 ELA State Assessment administered in April 2027.

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, English Language Learner students (ELL's) at Northeast Elementary School will equal or exceed 114% median progress toward annual typical growth as measured/indicated by the 2026-2027 i-Ready Diagnostic end-of-year assessment in June 2027.

Mathematics Performance Goals

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

By June 2027, English Language Learner students (ELL'S) at Northeast Elementary School will show an increase in proficiency (Level 3 & 4) from 11% indicated in the 2025-2026 Math State Assessment to 15% proficiency (Level 3 & 4) indicated by the 2026-2027 Math State Assessment administered in May 2027.

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, 52% of Bilingual students at Northeast Elementary School will meet or exceed their annual typical growth as measured/indicated by the 2026-2027 i-Ready Diagnostic end-of-year assessment in June 2027.

Survey Goal

Teacher Survey Data from the 2025-2026 school year shows that 48% of parents/families (from a pool of 37 parents/families) agree or strongly agree with the following statement: My child's school helps students explore college, career, and life opportunities after graduation. We would like to see an increase in the overall percentage from 48% to 51% as measured/indicated by the end of year Parent/Family Survey of Spring 2027.

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

• BARS Analysis - This strategy aligns to our belief that each child's plus aligns to his/her strengths/areas in need of improvement	• Bill Atwood Building Thinking Classrooms - This professional development aligns with our belief that all BUFSD stakeholders are lifelong learners.
Meaningful and Relevant Instruction and Assessment • MTSS Process – This system aligns with our belief in nurturing the whole child (physical, emotional, academic, social, & cultural)	**Empowered Stakeholders** • PBIS – This aligns with our belief that attendance is vital to maximize student potential • PTA

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.**
  - Tier 2 Interventions & Progress Monitoring
  - Reading Consultants – Meetings with district coordinators
  - MTSS Tier 2 Presentation
  - Branching Minds 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)]*:

- **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.**
  - HMH Into Math Virtual Coach available
  - HMH Math Coaching Series, in person (3 cycles)
  - Bill Atwood PD (2 Cycles)
  - Tier 2 Interventions & Progress Monitoring
  - Math Consultants – Meetings with district coordinators
  - MTSS Tier 3 Presentation

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**
  - Title I: Basic Math Skills
  - Article 26: Stamp your Story
  - Article 26: Northeast Volleyball Club
  - Article 26: Girl's Lacrosse Team
  - Article 26: Northeast Cheer Club
  - Article 26: Dance Club
  - Article 26: Handwriting Club
  - Article 26: Math Olympiads
  - High Dosage Reading Tutoring (5 Separate Programs)
  - High Dosage Math Tutoring (1 Program)
  - NYS ELA Test Prep
  - NYS Math Test Prep
  - Girl Scouts Outreach Program

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.

- **Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment**
  - Meet the Teacher Night
  - PTA Fall Festival
  - Hispanic Heritage Night: Loteria Night
  - Trunk-or-Treat
  - Student of the Month Ceremonies
  - PTA Skate Night
  - PTA Square Dance
  - PTA Paint Night
  - Grade 4 & 5 Winter Concert
  - Community Plaza Game Night
  - Community Plaza Workshop: Cr-Part 154, & Accessing Report Cards
  - Grade 4 & 5 Spring Concert
  - Earth Day Gardening
  - Mother's Day Plant Sale
  - Evening Parent/Teacher Conferences
  - 100% Student Attendance Breakfast Celebration
  - Tag Sale
  - Dream Team

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 - Northeast 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	**$99,266**
1500 - Salaries	Salary for Title I Homeless Liaison. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liaison 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	**$44,170**
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$194,219**

School-Parent-Student Compact

Northeast Elementary School, 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

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

- 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. This 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.
- 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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