2026-2027 Schoolwide Plan for Frank J. Cannon Southeast Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Frank J. Cannon Southeast Elementary School
Principal:	Farrah M. Rothfeld
Assistant Principal(s):	N/A
SIT Co-Chairs:	Katie Limbach & Colleen McCarthy
Grades Served:	1-5

Staff List

FJC SOUTHEAST ELEMENTARY SCHOOL
MS. FARRAH M. ROTHFELD, PRINCIPAL
FACULTY LIST
2026-2027

Grade		Rm	Teacher			
ICT/ENL	1	101	Jennifer Oliveri & Julia Vetter		**Guidance**	Jenna Ballarano
Bilingual	1	8	Victoria Melendez		**Psychologist**	Redmond Roxas
ENL	1	9	Ashley Augello		**Psychologist**	Amanda Crowley
	1	10	Wendy Chase		**Social Worker**	Courtney Blum
Bilingual	1	11	Elizabeth Lajara-DiLauro	16	**Art**	Stephanie Clark
ENL	1	12	Atiya Batts	102	**Music Teacher Rm102**	Victoria Byrne
						Jacqueline Ryan
ENL	2	4	Victoria Batkiewicz			
ICT/ENL	2	5	Robert Mallimo & Hailey Spano		**Physical Education**	Brian Redden
Bilingual	2	6	Samantha Perez			Richard Gonzalez
ENL	2	7	Francine Dupré			
				1	**Math Lab/Room 1**	Criseila Bautista
Bilingual	3	13	Maria Stallard	1	**Reading Lab/Room 1**	Jennifer Toscano
	3	15	Sabrina Capasso	3	**Interventionist**	Colleen McCarthy
ICT/ENL	3	17	Lorraine Pace/Brooke Zecchini			
ENL	3	18	Laura Pappert		**Nurse**	Jessica Wood
					Health Aide	Marlin Guevara
ICT/ENL	4	19	Deborah Milligan & Michael Carere			
	4	20	Lynda Trocchio	26A	**Speech**	Emma Triolo
	4	22	Kimberly Donovan		**Speech**	Caroline Kogler
ENL	4	24	Gabrielle Agro			
Bilingual	4	26	Karina Chacon	24A	**Resource Room**	Christina Caldera
	5	25	Erin Zahn		**Perm Sub.**	Emma Drum
ENL	5	27	Erica Sciallo		**Perm Sub.**	Dennis Mensch
ENL	5	28	Lisa MacQuarrie		**Perm Sub.**	Riley Pettinato
Bilingual/ICT	5	29	Yolanda Cepeda & Nancy Hernandez		**Perm Sub.**	Amanda Quintanilla
Bilingual	5	30	Mariel Perez			
Custodial Staff		Day	Head Custodian Justin Toro-Segarra Percy Geter	3	**ENL Teachers Room 3**	Kerri Hegarty Katie Limbach Janet Roca Elzbieta Swicord
		Night	Night Senior Vanessa Jean-Pierre Elmer Espinoza Jeremiah Acosta		**Teaching Assistants** ENL/Lab ENL/Lab ENL/Lab SIFE	Claudia Santiago
Kitchen Staff			Sonia Ordonez Maria Funes Dorka Juarez Ingrid McLoughlin Yolma Velasquez	1	**Math/Reading Lab TAs** **Teaching Aides**	Paula Dennis Leatrice Dickson Emily Giambrone Angela Labanda Beth Law Kenia Valdez
Senior Office Assistant: Office Asst. Attendance: Office Assistant Library: Library Media Specialist Communications Aide IT			Guisela Barrett Aileen Espinoza Elaine Ragusa Lina Ajamy Angela McLoughlin Taylor Georges		**Special Ed TAs**	Elizabeth Bonilla Ashely Centeno Edita Herrera Yesenia Saban
Security			Curtis Bedeau Elton George		**School Monitors**	Agata Cafaro Lastenia Lormestoire Sara Palencia Tejada Santana Parada Naila Raees Gloria Sorto de Salvador

Student demographic information:

Student Subgroup	Total	Grade	Grade	Grade	Grade	Grade
(accountability subgroups are	(K-12,	1	2	3	4	5

marked with an asterisk (*))	UGE, UGS)					
	d	g	h	i	j	k
*All Students	510	85	101	94	108	122
Female	253	38	57	43	58	57
Male	257	47	44	51	50	65
*American Indian/Alaska Native	6	0	0	2	3	1
*Black	30	5	6	5	6	8
*Hispanic	455	78	91	83	95	108
*Asian/Pacific Islander	3	0	0	0	1	2
Asian	2	0	0	0	1	1
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	1
*White	13	2	3	4	1	3
*Multiracial	3	0	1	0	2	0
General Education Students	425	68	83	85	91	98
*Students with Disabilities	85	17	18	9	17	24
Former Students with Disabilities	7	0	2	2	1	2
Not English Language Learner	273	32	57	48	56	80
*English Language Learner	237	53	44	46	52	42
Formerly English Language Learner	111	8	18	21	32	32
*Economically Disadvantaged	468	80	87	89	100	112
Not Economically Disadvantaged	42	5	14	5	8	10
Not Migrant	510	85	101	94	108	122
Homeless	7	1	2	2	1	1
Not Homeless	503	84	99	92	107	121
In Foster Care	1	0	1	0	0	0
Not in Foster Care	509	85	100	94	108	122
Parent Not in Armed Forces	510	85	101	94	108	122

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, certificatio licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to studer strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.

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 sta (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 M District-Level Liaison. The family is notified of the liaison's role in assisting them with their needs. At FJC Southeast , the McKinney- Vento liaison is **Courtney Blum**.

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
  - 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/ of the academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and o 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	7
Children in Foster Care	1

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, includi 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 below:

Title:	Name:
Parents (More than 1)	
Members of the Community to be served	Deborah Hanna
Teachers-SWP Sub Committee	Colleen McCarthy, Katie Limbach, Jennifer Oliveri, Ashley Augello, Wendy Chase, Victoria Batkiewicz, Samantha Perez, Maria Stallard, Sabrina Capasso, Lorraine Pace, Brooke Zecchini, Laura Pappert, Deborah Milligan, Michael Carere, Lynda Trocchio, Erin Zahn, Erica Sciallo, Mariel Perez, Amanda Crowley, Criseila Bautista, Jennifer Toscano, Kerri Hegerty, Katie Limbach, Elzbieta Swicord, Gabrielle Agro
Principals	Mrs. Farrah M. Rothfeld
Other School Leaders	Criseila Bautista, Jennifer Toscano, Colleen McCarthy, Katie Limbach
Teaching Assistants	Beth Law
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Amanda Kohan, Coordinator of Math and Business Dr. Rebecca Grella, Coordinator of Science and Technology, Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	N/A
Other School Staff *	N/A
Students (for a secondary school)	N/A
Other individuals determined by the school	N/A

** 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 challeng 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 fo were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal derived from focus groups and/or interviews. **Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, 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

Southeast 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 43.01%	33 35.48%	17 18.28%	3 3.23%	93	21.51%
Female	16 43.24%	13 35.14%	6 16.22%	2 5.41%	37	21.62%
Male	24 42.86%	20 35.71%	11 19.64%	1 1.79%	56	21.43%
American Indian	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	0 0.00%	3 75.00%	1 25.00%	0 0.00%	4	25.00%

Hispanic	36 43.90%	29 35.37%	14 17.07%	3 3.66%	82	20.73%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	2 40.00%	1 20.00%	2 40.00%	0 0.00%	5	40.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	35 42.68%	29 35.37%	15 18.29%	3 3.66%	82	21.95%
SWD	5 55.56%	3 33.33%	1 11.11%	0 0.00%	9	11.11%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	28 59.57%	12 25.53%	7 14.89%	0 0.00%	47	14.89%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	37 42.53%	31 35.63%	16 18.39%	3 3.45%	87	21.84%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD

Southeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	37 35.24%	44 41.90%	19 18.10%	5 4.76%	105	22.86%
Female	28 47.46%	23 38.98%	5 8.47%	3 5.08%	59	13.56%
Male	9 19.57%	21 45.65%	14 30.43%	2 4.35%	46	34.78%
American Indian	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Black	2 33.33%	3 50.00%	1 16.67%	0 0.00%	6	16.67%
Hispanic	34 36.96%	36 39.13%	17 18.48%	5 5.43%	92	23.91%
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%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	29 32.22%	38 42.22%	18 20.00%	5 5.56%	90	25.56%
SWD	8 57.14%	5 35.71%	1 7.14%	0 0.00%	14	7.14%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	28 54.90%	18 35.29%	5 9.80%	0 0.00%	51	9.80%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	34 35.42%	40 41.67%	18 18.75%	4 4.17%	96	22.92%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD

Southeast Elementary School

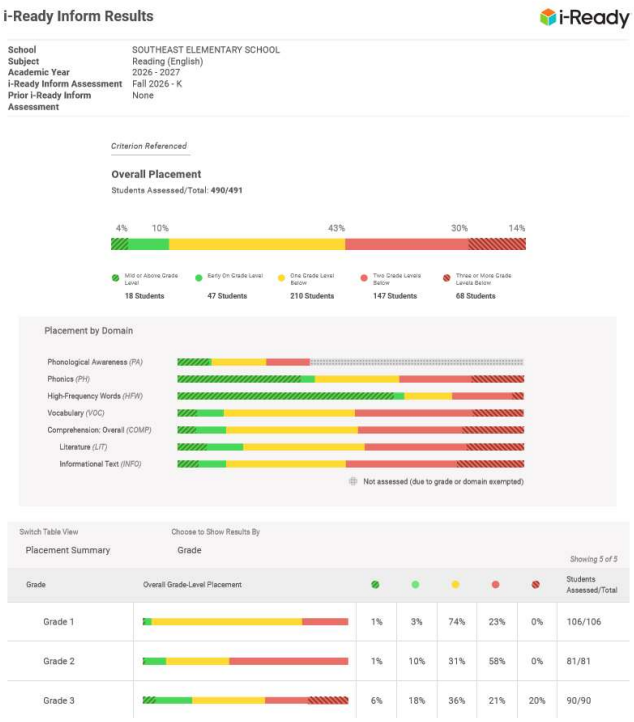
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	44 36.67%	48 40.00%	25 20.83%	3 2.50%	120	23.33%
Female	22 39.29%	22 39.29%	11 19.64%	1 1.79%	56	21.43%
Male	22 34.38%	26 40.63%	14 21.88%	2 3.13%	64	25.00%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 28.57%	4 57.14%	0 0.00%	1 14.29%	7	14.29%
Hispanic	40 37.04%	42 38.89%	24 22.22%	2 1.85%	108	24.07%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	25 26.60%	43 45.74%	23 24.47%	3 3.19%	94	27.66%
SWD	19 79.17%	5 20.83%	0 0.00%	0 0.00%	24	0.00%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	31 70.45%	11 25.00%	2 4.55%	0 0.00%	44	4.55%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	42 37.84%	44 39.64%	22 19.82%	3 2.70%	111	22.52%

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

pdf

i-Ready Inform



i-Ready Inform Results

i-Ready

School	SOUTHEAST ELEMENTARY SCHOOL
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: 490/491

4% 10% 43% 30% 14%

Mid or Above Grade Level 18 Students | Early On Grade Level 47 Students | One Grade Level Below 210 Students | Two Grade Levels Below 147 Students | Three or More Grade Levels Below 68 Students

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Overall (COMP)
Literature (LIT)
Informational Text (INFO)

Not assessed (due to grade or domain exempted)

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		1%	3%	74%	23%	0%	106/106
Grade 2		1%	10%	31%	58%	0%	81/81
Grade 3		6%	18%	36%	21%	20%	90/90

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i-Ready Inform Results

i-Ready

School	SOUTHEAST ELEMENTARY SCHOOL
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		6%	6%	43%	18%	27%	109/110
Grade 5		5%	13%	27%	36%	20%	104/104

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Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD

Southeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	15 16.13%	44 47.31%	32 34.41%	2 2.15%	93	36.56%
Female	5 13.51%	17 45.95%	14 37.84%	1 2.70%	37	40.54%
Male	10 17.86%	27 48.21%	18 32.14%	1 1.79%	56	33.93%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	0 0.00%	2 50.00%	2 50.00%	0 0.00%	4	50.00%
Hispanic	14 17.07%	40 48.78%	26 31.71%	2 2.44%	82	34.15%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

White	0 0.00%	1 20.00%	4 80.00%	0 0.00%	5	80.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	13 15.85%	38 46.34%	29 35.37%	2 2.44%	82	37.80%
SWD	2 22.22%	5 55.56%	2 22.22%	0 0.00%	9	22.22%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	13 27.66%	22 46.81%	11 23.40%	1 2.13%	47	25.53%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	14 16.09%	43 49.43%	28 32.18%	2 2.30%	87	34.48%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD

Southeast Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	32 31.07%	30 29.13%	37 35.92%	4 3.88%	103	39.81%
Female	25 43.10%	19 32.76%	13 22.41%	1 1.72%	58	24.14%
Male	7 15.56%	11 24.44%	24 53.33%	3 6.67%	45	60.00%
American Indian	1 33.33%	0 0.00%	2 66.67%	0 0.00%	3	66.67%
Black	1 20.00%	2 40.00%	2 40.00%	0 0.00%	5	40.00%
Hispanic	30 32.97%	26 28.57%	31 34.07%	4 4.40%	91	38.46%
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%	1 100.00%	0 0.00%	1	100.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	23 26.44%	27 31.03%	34 39.08%	3 3.45%	87	42.53%
SWD	9 60.00%	3 20.00%	2 13.33%	1 6.67%	15	20.00%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	24 45.28%	15 28.30%	12 22.64%	2 3.77%	53	26.42%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	30 31.58%	25 26.32%	36 37.89%	4 4.21%	95	42.11%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD

Southeast Elementary Scho

Sorted by: Scho

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	34 28.33%	29 24.17%	37 30.83%	20 16.67%	120	47.50%
Female	15 27.27%	18 32.73%	19 34.55%	3 5.45%	55	40.00%
Male	19 29.23%	11 16.92%	18 27.69%	17 26.15%	65	53.85%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	1 14.29%	2 28.57%	3 42.86%	1 14.29%	7	57.14%
Hispanic	31 28.70%	26 24.07%	33 30.56%	18 16.67%	108	47.22%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	13 13.83%	27 28.72%	35 37.23%	19 20.21%	94	57.45%
SWD	21 87.50%	2 8.33%	1 4.17%	0 0.00%	24	4.17%
Former SWD	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
LEP	22 48.89%	12 26.67%	10 22.22%	1 2.22%	45	24.44%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	33 29.73%	28 25.23%	34 30.63%	16 14.41%	111	45.05%

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



i-ready-inform

i-Ready Inform Results

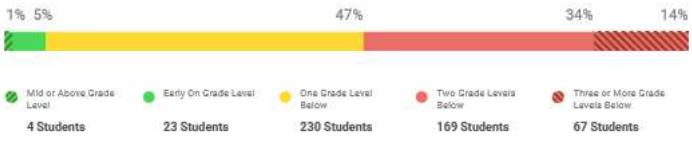
i-Ready

School	SOUTHEAST ELEMENTARY SCHOOL
Subject	Math
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

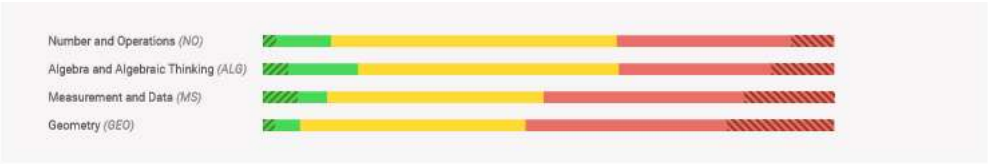
Criterion Referenced

Overall Placement

Students Assessed/Total: **493/494**



Placement by Domain



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		0%	0%	65%	35%	0%	106/107
Grade 2		2%	2%	35%	60%	0%	82/82
Grade 3		0%	4%	44%	34%	17%	90/90
Grade 4		1%	4%	45%	25%	25%	110/110
Grade 5		1%	12%	40%	23%	24%	105/105

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Surveys

Survey Data

According to our June 2026 survey, the FJC Southeast School scored 53% on the survey " I see children who look like me in the books we read." We have chosen this for our the 2026-2027 school year.

I see people like me in the books and lessons we learn.	
Strongly agree	21%
Agree	32%
Somewhat agree	34%
Disagree	8%
Strongly disagree	5%

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

The School Improvement Team determined that the identified areas of need are schoolwide and impact the achievement and success of all studen As a result, our School Improvement Team has chosen all students as our primary subgroup for monitoring and measuring progress toward schoo improvement goals. The school's identified needs and improvement priorities impact the entire student population. This approach reflects the sch commitment to implementing schoolwide systems, instructional practices, and supports that benefit every student while continuing to monitor di subgroup data to ensure equitable outcomes. Furthermore, a need identified through the 2025-2026 Southeast Student Survey relates to students of representation within instructional materials. Specifically, 21% of students strongly agreed and 32% agreed with the statement, "I see people lik books and lessons we learn." While 53% of students responded positively, nearly half of students did not indicate strong agreement with this state suggesting an opportunity to strengthen students' sense of representation and belonging within the curriculum.

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

- Parent Engagement
- Parent Communication

- Academic Before/After School Programs
- Celebrating Student Academic Progress, Achievement, and Good Character
- Positive Culture
- Inclusive Learning Environment
- High Expectations
- Dedicated Staff

School Needs Identified, aligned to priority areas below:

- **Increase students' access to diverse, culturally responsive and representative text across all grade levels.**

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All students	**ELA: Language Acquisition Skills**
2.	All Students	**Math: Math Concepts and Skills**
3.	All Students	**Survey: Increase students' access to diverse, culturally responsive and representative text across all grade levels.**

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 Educa Department's system of institutional accountability, such as State ELA/math exam results, WIDA and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types 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 traje 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 grc 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 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 goa 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, all students in grade 3 will show an increase in proficiency (Levels 3&4) from 21.51% to 27.50% as measured / indicated by the NYS ELA Assessments, administ
By June 2027, all students in grade 4 will show an increase in proficiency (Levels 3&4) from 22.86% to 26.50% as measured / indicated by the NYS ELA Assessments, administ
By June 2027, all students in grade 5 will show an increase in proficiency (Levels 3&4) from 42.99% to 33% as measured / indicated by the NYS ELA Assessments, administere

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 monitor the year:

By June 2027, the percentage of all students meeting or exceeding their Annual Typical Growth target in English Language Arts, as measured by the I-Ready Inform, will sho from a baseline of 54% % to 58%. Progress will be monitored through the I-Ready Inform administered three times per year (fall 2026, winter 2027 and spring 2027).

Mathematics Performance Goals

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

By June 2027, all students in grade 3 will show an increase in proficient (Levels 3&4) from 36.56% to 40 % as measured / indicated by the NYS Mathematics Assessments, adr annually.
By June 2027, all students in grade 4 will show an increase in proficiency (Levels 3&4) from 39.81% to 42% as measured / indicated by the NYS Mathematics Assessments, ad annually.
By June 2027, all students in grade 5 will show an increase in proficient (Levels 3&4) from 47.50% to 50% as measured / indicated by the NYS Mathematics Assessments, adr annually.

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 monitor the year:

By June 2027, the percentage of all students meeting or exceeding their Annual Typical Growth target in Mathematics, as measured by the I-Ready Inform, will show an incr baseline of 52% to 56%. Progress will be monitored through the I-Ready Inform administered three times per year (fall 2026, winter 2027 and spring 2027).

Survey Goal

By June 2027, 57% of elementary students will agree that, "I see children who look like me in the books we read," up from a baseline of 53% in June 2026. The target r gap reduction between the baseline and 75%, which is considered a school asset. Year 4 and Year 5 goals are 57% and 75%, respectively.

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 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 curricul 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 co 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 fai 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 comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Utilize progress-monitoring data to adjust instruction and interventions throughout the school year.
- Implement explicit instruction in foundational reading skills, vocabulary development, and reading comprehension across grade levels.
- Establish collaborative grade-level meetings to analyze data, student performance and plan targeted instructional responses.
- Create opportunities for meaningful family engagement through literacy events, multicultural celebrations, and curriculum-based activities.
- Strengthen collaboration between classroom teachers, interventionists, and teaching assistants to ensure consistent support for students receiving reading and mathe interventions.

The Four Tenets of Graduation PLUS +

Success Pathways

BARS Analysis
- This strategy aligns to our belief that each student's plus is reflective of their strengths/needs for improvement

Career Week
- Exposes students to real-world careers, building motivation and relevance.

High-Dosage Tutoring
- Provides targeted academic support to close learning gaps.

NYSESLAT PREP
- Supports English Language Learners in achieving proficiency and meeting benchmarks.

MTSS
- Provides a structured framework to address academic, behavioral, and social-emotional needs, ensuring all students receive the right level of support to succeed.

STEM Academy
- Provides hands-on, real-world learning experiences that build college and career readiness in science, technology, engineering, and math.

Growth Culture

Student IReady Survey
- Gathers data on student perception and learning progress to guide instruction.
- Professional Development for Teachers (ELA, Math, and Science)
  Enhances educator skills and supports continuous improvement.
- MTSS
  Provides a structured framework to address academic, behavioral, and social-emotional needs, ensuring all students receive the right level of support to succeed.
- PBIS
  Promotes a proactive approach to behavior and supports a consistent, positive school climate.
- Positive Office Referrals

Recognizes and reinforces positive student behavior, fostering a supportive school climate and encouraging student ownership.

Meaningful and Relevant Instruction and Assessment

Meaningful and Relevant Instruction and Assessment

Morning Percussion Ensemble
Promotes creativity, student engagement, and enrichment beyond core academics.

Career Week
Exposes students to real-world careers, building motivation and relevance.

IReady Reading and Math Inform
Provides actionable data to personalize instruction, track growth, and guide interventions for academic success.

Fountas and Pinnell Benchmark Assessment
Offers detailed insight into student reading levels to inform instruction, monitor progress, and support literacy growth.

Building-Wide Educational Assemblies
Reinforces key themes (e.g., SEL, safety, academic focus) in a unified, engaging way.

Common Planning
Enables coordinated lesson planning, vertical alignment, and instructional improvements.

CAM Math Assessments
Provides targeted data on math skills to inform instruction, track progress, and support student achievement.

Spotlight on Literacy
Promotes a school-wide focus on reading through engaging activities that build literacy skills and foster a love of learning.

Loom Friendship Club and Donation
Encourages creativity, skill-building, and social-emotional learning while promoting empathy and civic responsibility through community service.

Empowered Stakeholders

Empowered Stakeholders

Parent, Teacher, and Student Surveys
Collects feedback to inform school decisions and strengthen communication.

Family Engagement Events
Builds strong school-community partnerships and encourages shared ownership.

Perfect Attendance Breakfast
Celebrates commitment to school, promoting consistent attendance and motivation.

Monthly Attendance Popcorn Party Recognition
Reinforces the value of attendance with positive incentives and schoo spirit.

Parent Advisory Committee
Builds a bridge between school leadership and families, encouraging shared decision-making.

PBIS
Promotes a proactive approach to behavior and supports a consistent positive school climate.

Town Hall Meetings
Provides a forum for shared accountability within the school community.

School Improvement Team
Facilitates collaborative decision-making, data-driven planning, and continuous school improvement involving staff, students, and families.

Grade Level Meetings
Supports collaboration among teachers to analyze student data, share strategies, and align instruction.

Daily ParentSquare Posts

	Keeps families informed and engaged, fostering strong school-home partnerships. Parent-Teachers Association and PTA Meetings Fosters family engagement, advocacy, and collaboration to support student success. Welcome Back Family Picnic Builds community and fosters positive relationships between families, students, and staff. Start with Hello Week Promotes inclusivity, kindness, and a sense of belonging among students and staff. Parent Information Night Provides families with important information and opportunities to engage with the school community. PARP Encourages family involvement in literacy, promotes a love of reading and strengthens home-school learning connections. Rock Your Socks Celebrates inclusion and raises awareness for Down Syndrome, Autism, and other differences, promoting acceptance and student voice. Fundraising Opportunities Engages families, staff, and the broader community in supporting school initiatives and student programs.

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)]*:

- **HMH Into Reading: New Teacher Training: October 8, 2026 (Grades K-2) and October 9, 2026 (Grades 3-5)**
- **Fountas and Pinnell: New Teacher Benchmark Training: November 9,2026**

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 Training: 10/5/26, 10/6/26: Unit project cards and overcoming obstacles (provide support with scaffolds, connections to PBL) in a lab setting (no students). R language routines that might be more complicated, Offer to demonstrate on the Ed Platform, Reemphasize the 4 non-negotiables (I Can Statement, Spark Your Lea Understanding, and Check Understanding) and provide more support around the Check for Understanding piece.**
- **Bill Atwood:**
  Session 1: 11/12/26: Grades K-2: This session will focus on fluency games and activities.
  Session 1 Day 2: 11/13/26: Grades 3-5: This session will focus on reinforcing key standards and previewing concepts that students may not encounter in the until later in the year.
  Session 2: 3/4/27:Grades K-2: This session will build on the center-based learning opportunities embedded within Into Math.
  Session 2 : 3/6/27:Grades 3-5: This session will provide deeper exploration of fractions, and for Grade 5 teachers, decimal

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 stan *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 aligne identified in this Schoolwide Plan and have been conceived to ensure both State-level and local goal attainment.

- **High Dosage Tutoring in English Language Arts and Mathematics**
- **Article 26**
- **Title III: WIDA Prep- working on speaking, listening, reading and writing**

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

- **Welcome Back Picnic**
- **Skills Sharpener Breakfast**
- **Meet the Teacher Night**
- **Part 154 / Title 1 Presentations (Community Plaza)**
- **Fall Craft Night (PTA)**
- **Hispanic Heritage Night**
- **Trunk or Treat**
- **STAR Student Event (November, February, April)**
- **PARP Night Movie Night**
- **STEAM Night (Community Plaza)**
- **Food Around the World**
- **Bike Rodeo**
- **Perfect Attendance Breakfast**

- **Multicultural Night (PTA)**
- **Special Someone Dance (PTA)**
- **Mindful Movement and Activity Fair (PTA)**

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 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 challe 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 - Southeast Elementary School		
Code	**Specific Expenditure**	**Rate c Pay**
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.	Contract % F
1500 - Salaries	Salary for Title I Homeless Liaison. $162,914 / 17 schools = $9,583.18 /school	Contract
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.	Stipe
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X $56/hr = $33,600 / 17 schools = $1,976.47 / school.	$56.
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.
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.
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 c
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.	Sch Spec
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.	Sch Spec
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. $10,000 / 11 elementary schools = $909.09/school.	Sch Spec
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. $4,000 / 11 elementary schools = $363.63/school.	Sch Spec
Code 5000 - Supplies and Materials	Summer *Super Scholars Academy* Supplies/Materials. $15,484 / 11 elementary schools = $1,407.63/school.	Sch Spec
Code 8000 - Benefits	Employee Benefits for non-AIS Provider elementary Title I services (rows 4 through 9, above).	Contract
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.	Contract
Title I Sub-total:		
Title I Total w/ Salaries & Fringe:		

School-Parent-Student Compact

FJC Southeast Elementary, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Educ (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student acaden 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 the 2025-2026 school year.

School Responsibilities

FJC Southeast Elementary will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student acade 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 achievemer 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
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performanc Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined 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-m 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, classr 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 meeti
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 pare 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 involv 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 pr (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 dis 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 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 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, 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 qualifi 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 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 m 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 executi

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 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 th 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 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 firs 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 informatio 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 p 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 esc 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 supplies may be provided.

[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 Bind Meetings tab.***

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