2026-2027 Schoolwide Plan for North Elementary School

Thursday, October 29, 2026 1:38 PM

Schoolwide Plan Preparation:

Name of School:	North Elementary School
Principal:	Ana Briones
Assistant Principal(s):	Victoria Williams
SIT Co-Chairs:	Lindsey Daly and Angelie LaPorta
Grades Served:	1-5

Staff List

Title	First Name	Last Name
Principal	ANA	BRIONES
Assistant Principal	VICTORIA	WILLIAMS
1st Gr. Teacher	ALYSSA	LIFRIERI
1st Gr. Teacher	VICTORIA	MAYER
1st Gr. Teacher	KAYLA	RAMIREZ
1st Gr. Teacher	JENNIFER	ARNOLD
1st Gr. Teacher	STEPHANIE	RUBINO
1st Gr. Teacher	LINDSEY	DALY
2nd Gr. Teacher	IVONNE	BROWN
2nd Gr. Teacher	AMALIA	GREENSPAN
2nd Gr. Teacher	CAROLINA	HERNANDEZ
2nd Gr. Teacher	PERLA	CASTANEDA
2nd Gr. Teacher	DENISE	DZENAWAGER
2nd Gr. Teacher	CHRISTINE	BRUNI
3rd Gr. Teacher /ICT	STEPHANIE	MAIO
3rd Gr. Teacher	ALEXANDRA	GALVEZ
3RD Gr. Teacher	LINDSEY	KREBS
3rd Gr. Teacher	ALLISON	KOLLMER
3rd Gr. Teacher	MELISSA	BARNYCH
3rd Gr. Teacher	DANIELLE	MORRIS
3rd Gr. Teacher	SHANELL	OECKEL
4th Gr. Teacher	KYRSTINA	GRECO
4th Gr. Teacher	STEPHANIE	THOMPSON
4th Gr. Teacher	MARIA	DIORIO
4th Gr. Teacher	VANESSA	APP
4th Gr. Teacher	MELISSA	MATHESEN
4th Gr. Teacher	DEANNA	LEPAGE
4th Gr. Teacher	TATIANA	ARANGO
5th Gr. Teacher	MELISSA	MATHESEN
5th Gr. Teacher	INGRID	SIEVERS
5th Gr. Teacher	MELISSA	SACCENTE
5th Gr. Teacher	NICOLE	CORTES
5th Gr. Teacher	KIMBERLY	RUBIO
5th Gr. Teacher	JENNIFER	FALTINGS
5th Gr. Teacher	JENNIFER	TORRE
2nd Gr. Sp. Ed	EMILY	LIEBER
3rd Gr. Sp. Ed	CHRISTINA	HOLDERER
3RD Gr.Sp.Ed	VICTORIA	DELGADO
3rd Gr. Sp. Ed /ICT	ARIANA	BORCHICK
4th Gr. Sp. Ed	KELLY	BRIDGWOOD

4th Gr. Sp. Ed	JACKELYN	BALDINO
4th Gr.Sp.Ed ICT	DIANA	TEIXEIRA
5th Gr. Sp. Ed ICT	JULIA	WRIGHT
5th Gr. Sp. Ed	TAYLOR	WALSH
5th Gr.Sp.Ed	MADISON	DiPALO
Music	MARISA	NOLA
Music	CAMERON	DEUBEL
Music	AMANDA	QUINTANILLA
Art	MARIA	PONTILLO
Art	FRANCESCA	DELETRAIN
Art	JENNIFER	FIORIO
Phys Ed.	PETE	SCHMITZ
Phys Ed.	DELANEY	KISSANE
Phys Ed.	MEGAN	PARISI
LRC	JESSICA	FOSTER
Nurse	CONSUELO	CANNON
Health Aide	NICOLE	LOPEZ PICHARDO
Psychologist	LINDSAY	DESTEFANO
Guidance	OLIVIA	DOWLING
SOC WRK	ALEXA	EYRING
Speech	KARLA	ARISTONDO
Speech	KRISTY	JOHNSTON
Speech	CHRISTINE	PEDERSON
OT	ALLANAH	BARBANO
PT	MARIA	FAJARDO
Consultant	ANGELIE	LIMA-LAPORTA
Consultant	ERIN	MARZOVILLA
Consultant	ANTHONY	SCHIOTIS
Consultant	CHERYL	COBELO
Interventionist	JADE	TATULIS
SIFE	EVELYN	MONTANEZ
LMS	LYNDA	SZNURKOWSKI
LMS	KERRI	HERBST
ENL	GINA	SKEVOFILAX
ENL	SARA	SCHUSTER
ENL	GINA	LEONARD
ENL	LILLIAN	HASEMANN
ENL	JAIME	PARKINSON
ENL	AMANDA	DELGIORNO
Perm. Sub	MADISON	DIETZ
Perm. Sub	KERRY	COMER
Perm. Sub	NANCY	BUTCHER
Perm. Sub	JOE	PETRUCCI

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Grade 1 g	Grade 2 h	Grade 3 i	Grade 4 j	Grade 5 k
*All Students	857	135	163	177	206	176
Female	428	73	85	92	97	81
Male	429	62	78	85	109	95
*American Indian/Alaska Native	12	2	0	3	5	2
*Black	51	7	13	8	13	10
*Hispanic	755	116	146	155	181	157

*Asian/Pacific Islander	12	4	2	2	1	3
Asian	11	3	2	2	1	3
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0
*White	25	5	2	9	5	4
*Multiracial	2	1	0	0	1	0
General Education Students	698	123	138	144	157	136
*Students with Disabilities	159	12	25	33	49	40
Former Students with Disabilities	15	1	2	3	6	3
Not English Language Learner	385	42	65	78	91	109
*English Language Learner	472	93	98	99	115	67
Formerly English Language Learner	145	8	17	22	37	61
*Economically Disadvantaged	807	122	154	168	192	171
Not Economically Disadvantaged	50	13	9	9	14	5
Not Migrant	857	135	163	177	206	176
Homeless	12	3	0	4	2	3
Not Homeless	845	132	163	173	204	173
In Foster Care	3	1	1	1	0	0
Not in Foster Care	854	134	162	176	206	176
Parent Not in Armed Forces	857	135	163	177	206	176

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 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 North Elementary, the McKinney- Vento liaison is Alexa Eyring.

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	12
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)	Felicia Diaz , Ana Ospina, Carolina Chaer
Members of the Community to be served	Evelyn Vega
Teachers-SWP Sub Committee	Angelie LaPorta and Lindsey Daly
Principals	Ana Briones and Victoria Williams
Teaching Assistants	Felicia Diaz, Anabel Holguin
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

** 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**, **North Elementary School**, Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	64 39.02%	69 42.07%	22 13.41%	9 5.49%	164	18.90%
Female	33 38.37%	37 43.02%	11 12.79%	5 5.81%	86	18.60%
Male	31 39.74%	32 41.03%	11 14.10%	4 5.13%	78	19.23%
American Indian	3 100.00%	0 0.00%	0 0.00%	0 0.00%	3	0.00%
Black	1 16.67%	4 66.67%	1 16.67%	0 0.00%	6	16.67%
Hispanic	56 38.36%	63 43.15%	20 13.70%	7 4.79%	146	18.49%
Asian/Pacific Islander	1 50.00%	0 0.00%	0 0.00%	1 50.00%	2	50.00%
White	3	2	1	1	7	28.57%

White	42.86%	28.57%	14.29%	14.29%	7	28.57%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	40 31.01%	60 46.51%	21 16.28%	8 6.20%	129	22.48%
SWD	24 75.00%	7 21.88%	1 3.13%	0 0.00%	32	3.13%
Former SWD	0 0.00%	2 66.67%	0 0.00%	1 33.33%	3	33.33%
LEP	48 51.61%	39 41.94%	4 4.30%	2 2.15%	93	6.45%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	61 39.35%	66 42.58%	21 13.55%	7 4.52%	155	18.06%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD
North Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	88 44.00%	55 27.50%	40 20.00%	17 8.50%	200	28.50%
Female	39 40.21%	25 25.77%	20 20.62%	13 13.40%	97	34.02%
Male	49 47.57%	30 29.13%	20 19.42%	4 3.88%	103	23.30%
American Indian	2 33.33%	3 50.00%	1 16.67%	0 0.00%	6	16.67%
Black	4 33.33%	3 25.00%	1 8.33%	4 33.33%	12	41.67%
Hispanic	78 45.09%	46 26.59%	37 21.39%	12 6.94%	173	28.32%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
White	4 57.14%	2 28.57%	1 14.29%	0 0.00%	7	14.29%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	48 32.43%	50 33.78%	33 22.30%	17 11.49%	148	33.78%
SWD	38 82.61%	4 8.70%	4 8.70%	0 0.00%	46	8.70%
Former SWD	2 33.33%	1 16.67%	3 50.00%	0 0.00%	6	50.00%
LEP	70 62.50%	30 26.79%	11 9.82%	1 0.89%	112	10.71%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	86 45.99%	52 27.81%	34 18.18%	15 8.02%	187	26.20%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD
North Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	58 33.72%	66 38.37%	42 24.42%	6 3.49%	172	27.91%
Female	22 27.85%	29 36.71%	25 31.65%	3 3.80%	79	35.44%
Male	36 38.71%	37 39.78%	17 18.28%	3 3.23%	93	21.51%
American Indian	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	3 27.27%	6 54.55%	2 18.18%	0 0.00%	11	18.18%

Hispanic	52 33.99%	59 38.56%	39 25.49%	3 1.96%	153	27.45%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
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	28 20.90%	59 44.03%	41 30.60%	6 4.48%	134	35.07%
SWD	30 85.71%	5 14.29%	0 0.00%	0 0.00%	35	0.00%
Former SWD	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
LEP	45 69.23%	17 26.15%	3 4.62%	0 0.00%	65	4.62%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	57 34.13%	63 37.72%	41 24.55%	6 3.59%	167	28.14%

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

2025 – 2026 ELA i-Ready Final Diagnostic for ELL



Grade	All	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Grade 1	Overall	110%	58%	78%	33%	55%	101/129
	Yes - English Learner	110%	57%	77%	30%	52%	60/87
	No - English Learner	104%	61%	82%	37%	61%	41/42
Grade 2	Overall	108%	56%	70%	26%	66%	149/167
	Yes - English Learner	113%	60%	72%	21%	69%	86/104
	No - English Learner	97%	49%	68%	32%	63%	63/63
Grade 3	Overall	138%	65%	73%	25%	68%	156/170
	Yes - English Learner	146%	71%	73%	22%	69%	83/96
	No - English Learner	127%	59%	72%	29%	67%	73/74
Grade 4	Overall	123%	64%	61%	25%	54%	192/205
	Yes - English Learner	117%	64%	56%	18%	53%	103/116
	No - English Learner	135%	63%	69%	33%	55%	89/89
Grade 5	Overall	100%	51%	44%	19%	49%	171/178
	Yes - English Learner	96%	48%	41%	18%	47%	62/68
	No - English Learner	108%	53%	51%	20%	50%	109/110

2025 – 2026 ELA i-Ready Final Diagnostic for SWD



Choose to Show Results By: Grade
Secondary Demographic to Show Results By: Special Education — Remove
Showing 15 of 15

Grade	All	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Grade 1	Overall	110%	58%	78%	33%	55%	101/129
	Yes - Special Education	110%	56%	81%	22%	44%	9/10
	No - Special Education	109%	59%	77%	34%	57%	92/119
Grade 2	Overall	108%	56%	70%	26%	66%	149/167
	Yes - Special Education	96%	50%	52%	14%	41%	22/23

	No - Special Education	110%	57%	72%	28%	71%	127/144
Grade 3	Overall	138%	65%	73%	25%	68%	156/170
	Yes - Special Education	96%	47%	44%	16%	53%	32/34
	No - Special Education	142%	70%	77%	27%	72%	124/136
Grade 4	Overall	123%	64%	61%	25%	54%	192/205
	Yes - Special Education	87%	45%	40%	10%	51%	49/50
	No - Special Education	140%	70%	69%	30%	55%	143/155
Grade 5	Overall	100%	51%	44%	19%	49%	171/178
	Yes - Special Education	92%	43%	39%	11%	49%	37/37
	No - Special Education	108%	54%	50%	22%	49%	134/141

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD
North Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	33 20.00%	64 38.79%	62 37.58%	6 3.64%	165	41.21%
Female	19 21.84%	33 37.93%	32 36.78%	3 3.45%	87	40.23%
Male	14 17.95%	31 39.74%	30 38.46%	3 3.85%	78	42.31%
American Indian	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
Black	1 16.67%	3 50.00%	2 33.33%	0 0.00%	6	33.33%
Hispanic	30 20.41%	55 37.41%	57 38.78%	5 3.40%	147	42.18%
Asian/Pacific Islander	1 50.00%	0 0.00%	0 0.00%	1 50.00%	2	50.00%
White	0 0.00%	4 57.14%	3 42.86%	0 0.00%	7	42.86%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	12 9.23%	53 40.77%	59 45.38%	6 4.62%	130	50.00%
SWD	21 65.63%	11 34.38%	0 0.00%	0 0.00%	32	0.00%
Former SWD	0 0.00%	0 0.00%	3 100.00%	0 0.00%	3	100.00%
LEP	27 28.42%	39 41.05%	27 28.42%	2 2.11%	95	30.53%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	32 20.51%	59 37.82%	60 38.46%	5 3.21%	156	41.67%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD
North Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	80 39.80%	46 22.89%	57 28.36%	18 8.96%	201	37.31%
Female	40 40.82%	21 21.43%	27 27.55%	10 10.20%	98	37.76%
Male	40 38.83%	25 24.27%	30 29.13%	8 7.77%	103	36.89%
American Indian	2 33.33%	1 16.67%	3 50.00%	0 0.00%	6	50.00%

Black	4 33.33%	3 25.00%	3 25.00%	2 16.67%	12	41.67%
Hispanic	69 39.66%	40 22.99%	49 28.16%	16 9.20%	174	37.36%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	5 71.43%	1 14.29%	1 14.29%	0 0.00%	7	14.29%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	43 28.86%	41 27.52%	50 33.56%	15 10.07%	149	43.62%
SWD	35 76.09%	4 8.70%	7 15.22%	0 0.00%	46	15.22%
Former SWD	2 33.33%	1 16.67%	0 0.00%	3 50.00%	6	50.00%
LEP	62 54.87%	27 23.89%	23 20.35%	1 0.88%	113	21.24%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	79 42.02%	43 22.87%	51 27.13%	15 7.98%	188	35.11%

Frequency Distribution by Subgroup

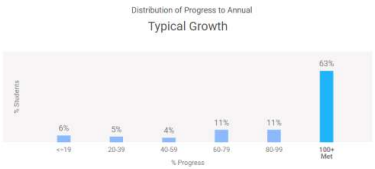
Grade 5 Mathematics April 2026

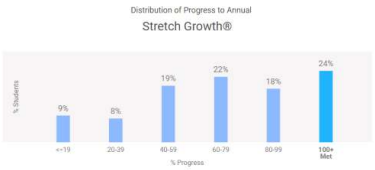
Brentwood UFSD
North Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	69 40.35%	39 22.81%	50 29.24%	13 7.60%	171	36.84%
Female	28 35.44%	21 26.58%	24 30.38%	6 7.59%	79	37.97%
Male	41 44.57%	18 19.57%	26 28.26%	7 7.61%	92	35.87%
American Indian	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
Black	6 54.55%	4 36.36%	1 9.09%	0 0.00%	11	9.09%
Hispanic	63 41.45%	34 22.37%	46 30.26%	9 5.92%	152	36.18%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
White	0 0.00%	1 33.33%	1 33.33%	1 33.33%	3	66.67%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	36 26.87%	39 29.10%	46 34.33%	13 9.70%	134	44.03%
SWD	33 94.29%	0 0.00%	2 5.71%	0 0.00%	35	5.71%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	45 68.18%	10 15.15%	10 15.15%	1 1.52%	66	16.67%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	69 41.57%	38 22.89%	48 28.92%	11 6.63%	166	35.54%

Local Assessment Math Data, disaggregated by subgroup

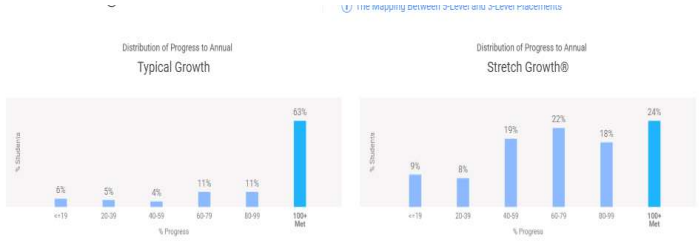
2025 – 2026 Math i-Ready Final Diagnostic for ELLS





Grade	All	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Grade 1	Overall	128%	73%	93%	47%	71%	128/129
	Yes - English Learner	134%	77%	100%	51%	67%	87/87
	No - English Learner	114%	66%	84%	39%	80%	41/42
Grade 2	Overall	97%	50%	63%	12%	67%	167/167
	Yes - English Learner	103%	57%	64%	10%	72%	104/104
	No - English Learner	90%	38%	61%	16%	59%	63/63
Grade 3	Overall	119%	67%	77%	23%	80%	167/170
	Yes - English Learner	121%	68%	78%	19%	78%	94/96
	No - English Learner	115%	66%	77%	27%	84%	73/74
Grade 4	Overall	135%	68%	76%	26%	81%	204/205
	Yes - English Learner	126%	62%	70%	17%	77%	115/116
	No - English Learner	139%	75%	88%	37%	88%	89/89
Grade 5	Overall	111%	58%	63%	18%	73%	175/178
	Yes - English Learner	116%	64%	61%	17%	79%	66/68
	No - English Learner	111%	55%	65%	19%	69%	109/110

2025 – 2026 Math i-Ready Final Diagnostic for SWD



Choose to Show Results By: Grade
Secondary Demographic to Show Results By: Special Education — Remove

Showing 15 of 15

Grade	All	Annual Typical Growth Progress (Median)	Annual Typical Growth % Met	Annual Stretch Growth® Progress (Median)	Annual Stretch Growth® % Met	% Students with Improved Placement	Students Assessed/Total
Grade 1	Overall	128%	73%	93%	47%	71%	128/129
	Yes - Special Education	170%	90%	117%	80%	90%	10/10
	No - Special Education	127%	72%	91%	44%	69%	118/119
Grade 2	Overall	97%	50%	63%	12%	67%	167/167
	Yes - Special Education	103%	61%	67%	9%	57%	23/23
	No - Special Education	96%	48%	62%	13%	69%	144/144
Grade 3	Overall	119%	67%	77%	23%	80%	167/170
	Yes - Special Education	102%	53%	59%	9%	63%	32/34
	No - Special Education	119%	70%	83%	26%	84%	135/136
Grade 4	Overall	135%	68%	76%	26%	81%	204/205
	Yes - Special Education	129%	67%	68%	24%	80%	49/50
	No - Special Education	135%	68%	76%	26%	82%	155/155
Grade 5	Overall	111%	58%	63%	18%	73%	175/178
	Yes - Special Education	125%	65%	61%	8%	73%	37/37
	No - Special Education	111%	57%	64%	21%	72%	138/141

Survey Data

I see people like me in the books and lessons we learn.	
Strongly agree	18%
Agree	38%
Somewhat agree	24%
Disagree	13%
Strongly disagree	7%

I get chances to explore my interests and talents at school.	
Strongly agree	24%
Agree	42%
Somewhat agree	22%

Disagree	9%
Strongly disagree	3%

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

Overall Performance and Status

We are proud of our overall student performance as we continue to grow based on sound educational practices that provide our students with the best education possible. For the last 4 years we have focused on increasing the percentage of students making a year's growth on the reading and math iReady Inform and developed a specific goal for each subgroup using multiple points of data. For example, we have used the language proficiency levels from the NYSESLAT along with teacher observations to instruct students in Spanish at the Entering and Emerging levels to develop higher order thinking and foundational skills as they develop their English language skills. We harness their Spanish to facilitate the acquisition of English. Last year our Spanish speaking students were able to take the iReady Inform Spanish and data showed an increased number of students reading on grade level. As they progress through our program from year to year, we have seen this focus yield impressive results. 38% of our students tested commanding in 4th Grade in 2026. As students become proficient in English, they are equipped to meet the State's rigorous English Language Standards. This is also evident by the number of students who achieve or exceed grade level expectations from year to year. For example, 18.9% of Third Grade students achieve or exceeded grade level expectations in ELA to a jump of 27.91% of Fifth Grade students achieving the same results.

Similarly, our math results on NY State assessments have also increased. The growth is contributed to the adoption of HMH Into Math which promotes critical and flexible thinking and teacher efficacy. The demand of the NYS NGLS standards in mathematics and the assessment that assess those standards require students to apply math knowledge and critical thinking skills through multi-step problems and explain their mathematical reasoning. HMH Into Math mirrors those tasks allowing students authentic repeated of those skills. We learned from the 2025 State Assessment the challenges that our students faced when taking a math test on a computer. We adjusted our instruction to allow students to practice solving problems on the computer earlier in the year and embed that practice throughout the curriculum. Teachers shared instructional practices to adjust to testing on the computer, which increases overall teacher efficacy. An example of this growth is demonstrated by a jump in Third Grade students who met or exceeded grade level expectations from 11.86% in 2025 to 30.53% in 2026.

These results reflect far more than assessment data. They are evidence of the dedication of our staff, the resilience of our students, and our unwavering commitment to meeting every child where they are and helping them reach their highest potential. Through targeted interventions, data-driven decision making, strong instructional practices, and a deep belief in our students' abilities, we continue to see meaningful growth across all student groups. While we are proud of the significant gains our students have achieved in both ELA and mathematics, we remain committed to continuous improvement. We will build upon these successes, refine our practices, and ensure that every student has access to the support, opportunities, and high-quality instruction needed to thrive. The progress we are seeing is a testament to what is possible when educators, students, and families work together with a shared focus on student achievement and success.

ELA Data Analysis

Percentage of Students One or More Grade Levels Below in Vocabulary

2026 End of Year Final iReady Inform Benchmark

Grade	*English Language Learners*	*Students with Disabilities*
Grade 1	71%	54%
Grade 2	75%	64%
Grade 3	79%	61%
Grade 4	94%	77%
Grade 5	98%	81%

This year, our focus for English Language Learners (ELLs) and Students with Disabilities (SWD) will be on strengthening vocabulary instruction across all content areas. Data and classroom observations show that many students struggle when new vocabulary is introduced. Students often have difficulty decoding and reading unfamiliar words, understanding their meanings, and applying them appropriately in academic conversations and written responses. To address these challenges, we will provide explicit vocabulary instruction that includes repeated exposure to new words, opportunities to hear and use academic language, visual supports, and meaningful connections to prior knowledge. Students will have opportunities to apply the targeted vocabulary words through reading, writing and speaking activities. By intentionally increasing students' vocabulary and language skills, we aim to improve reading comprehension, communication, and overall academic achievement across subjects.

Math Data Analysis

Across Grades 3-5, the school has demonstrated encouraging progress in mathematics achievement over the last five years. Grade 3 showed the most significant reduction in Level 1 performance, decreasing from 44.66% to 20.00%, while proficiency increased from 26.21% to 41.22%. Grade 4 reduced Level 1 performance from 51.61% to 39.80% and increased proficiency from 32.26% to 37.32%. Grade 5 exhibited the highest recent proficiency level, with 46.67% of students achieving Levels 3 and 4 in 2025-2026. These trends indicate that instructional initiatives, intervention programs, data-driven planning, and differentiated mathematics instruction are producing positive outcomes.

Students with disabilities demonstrated mixed performance in mathematics during the 2025-2026 school year. Grade 4 showed the most significant growth, with proficiency increasing from 5.77% to 15.22%, indicating that instructional supports are positively impacting student achievement. Grade 5 experienced a slight increase in proficiency from 4.88% to 5.71%; however, the vast majority of students (94.29%) remained at Level 1. Grade 3 experienced a decline in proficiency from 11.63% to 0.00%, with all students performing at Levels 1 or 2. While the gains in Grade 4 are encouraging, Grades 3 and 5 remain priority areas for targeted interventions, strengthened instructional practices, and ongoing progress monitoring to improve outcomes for students with disabilities.

Students with Disabilities Performance in ELA

Tracking the progress of Students with Disabilities (SWD) can be challenging due to student mobility, changes in school placements, and movement between programs. This creates a challenge when attempting to follow student cohorts over time to analyze long-term trends. To assist in progress monitoring with our special education students, we will use the SPIRE Program to systematically track students' phonics development and measure growth in foundational reading skills which has been identified as an area of need with iReady Reading Inform and benchmark assessment data. To address this area of need within this student population, Level 3 classrooms teachers are utilizing SPIRE to address foundational phonics needs. Teachers have conducted the SPIRE placement assessment to further determine the areas of instruction for foundational skills. Teachers will implement this intervention in small groups, grouping students homogenously based on student need and data collected from SPIRE. Progress monitoring in SPIRE consistently between the iReady Inform benchmark windows allow for teacher responsiveness to adjust the goals for this group of students.

Additionally, students who are approaching proficiency levels on the New York State ELA Assessment were identified. An item analysis of each student was conducted to help identify areas of need subsequently the further analysis of the high –leverage standards to maximum student time on task. This information will be used by the school interventionist to provide targeted instruction with the goal of improving learning outcomes for our students with disabilities.

Furthermore, Library Media Specialist teachers are working closely with SWD students to develop effective test-taking strategies on the computer, build confidence, and strengthen their ability to demonstrate their knowledge on state assessments. Through these targeted initiatives, the school is enhancing its ability to monitor student growth, provide responsive instruction, and support increased achievement for students with disabilities.

Survey Analysis

Results from North Elementary's parent, student, and teacher surveys highlight strong relationships, meaningful learning, and family communication. Among student respondents, 92.3% understand why learning matters, 89.1% say adults help them do their best, and 87.3% feel teachers care. Among parent respondents, 97.2% report receiving academic-progress information and 95.8% report a safe school environment. Among teacher respondents, 100% report connecting learning to real-world skills.

Building on these strengths, the school will pursue two priorities:

Increase representation and belonging. 56.0% of student respondents see people like themselves in books and lessons. Our Hispanic Heritage and Women's History Celebrations will be highlighted as representative of who we are as a community. Our LMS will highlight books that are representative of our population. They will also audit what is currently in our library and order new inventory accordingly to ensure that our literature represents our school community.

Expand interests and talents. 65.8% of student respondents report opportunities to explore their interests. The introduction of Naviance will strengthen how students discover their interests, recognize their talents, explore future opportunities, and develop a sense of purpose in their learning. This aligns with our Graduation+ initiative as Naviance can support a developmental approach to college, and life readiness. that begins in elementary school. Library Media Specialists will include this in their curriculum.

School Strengths Identified:

- Consistently achieving over 111% median year's growth on I-Ready end-of year assessments in ELA and Math
- Teachers utilize specific data for purposes of instructional planning and measuring student progress.
- Collective teacher efficacy - teacher leaders share best practices to improve student outcomes
- The school uses key measurements, such as common assessments, to monitor student progress.
- Students feel their teachers care about them
- Students state that teachers check to make sure the lesson is understood
- Students state that teachers make them feel they can learn and do well
- Strong community participation as evident by the number of parents who participated on the District Survey and attendance at school events.
- High attendance from staff to make events successful for our children and their families.
- Interventionist and Consultants work with our at-risk students and target areas of need to ensure growth

School Needs Identified, aligned to priority areas below:

- Shift in instructional teaching practices from an over reliance on gradual release model (I do, we do, you do) to a variety of instructional strategies including Problem-Based Learning and Inquiry to develop critical thinking and increase student engagement and collaboration. The "Spark Your Learning" activities in HMH Into Math promotes this teaching practice.
- Support the implementation of Spire, a phonics program, in our self-contained classes
- Monitoring of student progress using new reports such as Spire progression, I-Ready "Standard Mastery Report" and "Projected Proficiency"
- A shift in focus from looking at the I-Ready "Annual Growth Scores" to "Percent of Students Making a Year's Growth" to measure student progress in first and second grade.
- For 3rd - 5th grade, we will use projected proficiency levels on I-ready to help align with State Assessment scores for both ELA and math.

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELLs	Multiple Meaning Words and Vocabulary
2.	SWD	Phonic Skills and Vocabulary
3.	All Students	• Providing Families with Workshops Based on Needs-Assessment • Increasing Student Opportunities to Explore Career Pathways

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:

By June 2027, the SWD subgroup will show a 6% increase in ELA Growth Index from baseline level of performance of 40.6 in 2025 to 46 of performance in 2026-2027 as measured by the ELA State Assessment, administered in April 2027.

By June 2027, the ELL subgroup will show a 5% increase in ELA Performance Index as measured by the ELA State Assessment administered in April 2027.

Local ELA Goal to be monitored throughout the year:

By June 2027, English Language Learners in North Elementary School will increase the percentage of students achieving a year's growth in ELA by 5% for each cohort as measured by the i-Ready Reading Diagnostic which is administered 3 times a year.

Grade Level	*ELA Percent of Annual Typical Growth End-of-Year 2026*	*2027 Target Goal for ELA Annual Typical Growth*
First Grade	*54%*	*59%*
Second Grade	*58%*	*63%*
Third Grade	*60%*	*65%*
Fourth Grade	*76%*	*81%*
Fifth Grade	*71%*	*76%*

Mathematics Performance Goals

State-Level Math Goal :

By June 2027, the SWD subgroup will show a 6% increase in Math Growth Index from baseline level of performance of 40.6 in 2025 to 46 of performance in 2026-2027 as measured by the ELA State Assessment, administered in April 2027.

By June 2027, the ELL subgroup will show a 4% increase in Math Performance Index as measured by the Math State Assessment, administered in May 2027.

Local Math Goal to be monitored throughout the year:

By June 2027, English Language Learners in North Elementary School will increase the percentage of students achieving a year's growth in Math by 5% for each cohort as measured by the i-Ready Inform Math which is administered 3 times a year.

Grade Level	*Math Percent of Annual Typical Growth End-of-Year 2026*	*2027 Target Goal for Math Annual Typical Growth*
First Grade	*65%*	*70%*
Second Grade	*77%*	*82%*
Third Grade	*57%*	*62%*
Fourth Grade	*71%*	*76%*
Fifth Grade	*59%*	*64%*

Survey Goal

By June 2027, students in North elementary will report that they see people like themselves in books and lessons from 56% in 2026 to 70% in 2027 school year as reported in the Student Survey taken at the end of the school year.

By June 2027, students in North elementary will report that they had increased opportunities to explore their interests from 65.8% in 2026 to 75% in 2027 school year as reported in the Student Survey taken at the end of the school year.

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)

The Four Tenets of Graduation PLUS +

Success Pathways

- Students will participate in Career Week
  - We believe in leveraging our student's strengths, preferences and interests to revitalize the Brentwood community.
- BARS Analysis

Growth Culture

- High Dosage Tutoring
  - We believe that having high expectations for ALL students is the key to unlocking their full potential.
  - WIDA Enrichment Program

▪ This strategy is aligned to our belief that each child's plus is reflective of his/her strengths/areas in need of improvement	• Utilizing assessment to help guide instruction ○ We believe in curating an academic program with acceleration and enrichment as core design elements from inception.
Meaningful and Relevant Instruction and Assessment • Offering clubs such as Art, Cheer, Chorus, Milk and Bookies and Growth Mindset with Yoga ○ We believe in nurturing the whole child (physical, emotional, academic, social, cultural). • Increasing the use of Unit Project Cards from HMH Into Math which promotes Project Based Learning • Continual support to implement "Spark Your Learning" activities which promote Problem-Based Learning and increases critical thinking skills. • Naviance will be used this year to gather students' interests and preferences	**Empowered Stakeholders** • We will be having Parent Workshops (ParentSquare, Assessment Data and Strategies to help at home) ○ We believe that student success is proportional to the extent and quality of stakeholder engagement. • CR Part 154 Workshop for Parents • WIDA Information Night • Character Education Awards ○ We believe that stakeholder collaboration and partnership have exponential value. • Attendance Awards ○ We believe that attendance is vital to maximize student potential. • I am, We are Brentwood ○ Students participated in *I am* poems with their families during *Hispanic Heritage Night*

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)]*:

- Continual grade level meetings to review data from State and local assessments
- Expert teachers share best practices to capitalize on collective teacher efficacy
- HMH Into Reading training for new teachers
- Fountas and Pinnell Benchmarking
- Grade level meeting to discuss mid-year assessment data and development of individualized learning plans
- Sonday training
- Using HMH resources to strengthen vocabulary instruction and practice
- Make explicit vocabulary instruction intentional through shared practices and resources
- On-going SPIRE 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)]*:

- Bill Atwood Math Training to increase student engagements and refine high-leverage teaching practices
- HMH Into Math Training with Wendy Yensen to assist teacher in implementing the new program
- Continual grade level meetings to review data from State and local assessments
- Expert teachers share best practices to capitalize on collective teacher efficacy
- Grade level meetings to discuss mid-year assessment data and development of individualized learning plans

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.

- Art Club
- Select Choir Club
- Soccer Club
- PE Club
- Walking Club
- Growth Mindset with Yoga
- Milk and Bookies Club
- Multiple High Dosage Tutoring opportunities
- WIDA Enrichment Morning 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.

- Battle of the Schools Family Event
- Parent Information Night
- Trunk or Treat
- Hispanic Heritage Night
- WIDA Information Night
- CR Part 154 and Title Funding Presentation
- Milk and Cookies – State and Local Assessments Explained
- VIP Special Person Tea
- Black History Night
- Women's History Night
- Field Day/Picnic
- 5th Grade Retreat

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 - North 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	**$82,834**
1500 - Salaries	Salary for Title I Homeless Liason. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liason for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.	Stipend	$1,588
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X $56/hr = $33,600 / 17 schools = $1,976.47 / school.	$56.00	$1,976
1500 - Salaries	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 130 hrs per 11 elementary buildings = 1,430 hours @ $54/hr = $77,220 / 11 elementary schools = $7,020/school. School-based discretion for the development of supplemental, Title IA Programs.	$54.00	$7,020
1500 - Salaries	Title I Elementary Summer Enrichment Program - *Super Scholars Academy* - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X $58/hr = $145,000 / 11 elementary schools = $13,181.82/school (227.27 hrs per building).	$58.00	$13,182
1500 - Salaries	Three Title I Elementary Summer Enrichment Administrators/Supervisors - 20 days X $625/day = $12,500 X 3 supervisors = $37,500 / 11 elementary schools = $3,409.09/school.	$625 per day	$3,409
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222

Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. $10,000 / 11 elementary schools = $909.09/school.	School Specific	$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. $4,000 / 11 elementary schools = $363.63/school.	School Specific	$364
Code 5000 - Supplies and Materials	Summer *Super Scholars Academy* Supplies/Materials. $15,484 / 11 elementary schools = $1,407.63/school.	School Specific	$1,408
Code 8000 - Benefits	Employee Benefits for non-AIS Provider elementary Title I services (rows 4 through 9, above).	Contractual	$8,900
Code 8000 - Benefits	Employee Benefits. AIS Providers Only - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	**$38,241**
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$171,858**

School-Parent-Student Compact

North Elementary, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2026-2027 school year.

School Responsibilities

North 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 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:

1. Do homework every day and ask for help when needed;
2. Read alone or with someone for at least 30 minutes every day outside of school time;
3. Give all notices and information received from school to parents or guardian every day;
4. Put forth our best effort so that assessments accurately measure our understanding and growth;
5. 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:

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2026-2027 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.

[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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