

Pine Bush Central School District
Pakanasink Elementary School
Title I Schoolwide Plan

School: Pakanasink Elementary School
LEA: Pine Bush Central School District
Date created/Date last revised: [October 2025]
School SWP Contact: Brian Breheny, Principal

1. Parent and Stakeholder Involvement		
ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).		
Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.		
Pakanasink Elementary School community members engage in systematic data analysis and needs assessment led by the Building Administrator, Building Leadership Team, Instructional Coaches (i.e., Literacy, STEAM, Technology Integration), and the Support Service Teachers (i.e., AIS, ENL, Related Service Providers and Special Education) throughout the school year. On a trimester basis, we analyze performance trends among demographic groups and potential factors both in and out of the classroom (i.e., Proficiency, Achievement, Attendance, and Behavior). Preliminary findings were shared with the Pakanasink staff and community at large regarding focus areas based on data trends but mostly focusing on the 2023-2024 End of Year i-Ready Results and the Grade 3-5 NYS CBT ELA/MATH/SCIENCE data.		
Stakeholder Name	Stakeholder Role/Title	Type of involvement
Brian Breheny	Principal	Building Leadership
Karinna Lawla	Grade PreK, K, 1 , Sp Ed Representative	Building Leadership

Suzanne Parker	Grades 2,3 Representative	Building Leadership
Kerri Dec	Grades 4.5 Representative	Building Leadership
Michelle Colon	School Related Personnel Representative	Building Leadership
Nicole Calabro	Secretary	Building Leadership
Alyssia Wilson	PTA President/Parent Representative	Building Leadership
William Lattimer	Head Custodian	Building Leadership
Trupti Sprowls	Literacy Coach	Building Leadership
Maria Gabrell	STEAM Coach	Building Leadership
Jessica Herb	Technology Coach	Building Leadership

If you would like to be added to this school's SWP Planning Committee, please contact Brian Breheny, Principal, at brian.breheny@pinebushschools.org.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Summary of Reading Data Analysis and Identified Needs:

For Literacy, a review of NYS ELA Assessment data indicated areas of concern. Students are struggling with responding to questions about determining the central idea and explaining how it is supported by key details.

Examine NYS Grades 3-5 ELA Gap Analysis Results

Grade 3 ELA - 3.RL.2 -7 - Determine a theme/central idea/supporting by key details

Grade 4 ELA - 4.RL.2 -10 - Theme/central idea explain using key details, summarize

Grade 5 ELA - 5.RL.2- 6 - Theme/central idea/key details/summarize

Proficiency Levels 3&4 (2025)

- Grade 3 NYS ELA - 35%
- Grade 4 NYS ELA - 40%
- Grade 5 NYS ELA - 53%

Goal: Growing Proficiency: ELA Assessment

- 20% of our 4-5 students will improve from Level 1 to Levels 2, 3 and 4 at Pakanasink Elementary.
 - Grade 3 students currently in Grade 4
 - ELA: Level 1 - 26 students
 - 20% of 226 students = 6 students
 - Grade 4 students currently in Grade 5
 - ELA: Level 1 - 29 students
 - 20% of 29 students = 6 students
- 20% of our 4-5 students will improve from Level 2 to Levels 3 and 4 at Pakanasink Elementary.
 - Grade 3 students currently in Grade 4
 - ELA: Level 2 - 31 students
 - 20% of 31 students = 7 students
 - Grade 4 students currently in Grade 5
 - ELA: Level 2 - 29 students
 - 20% of 29 students = 6 students

DataWise Protocol

Learner Centered Problem: Students are struggling with responding to questions about determining the central idea and explaining how it is supported by key details.

Problem of Practice: Teachers have different approaches to teaching how to determine the central idea and explain how it is supported by key details. There is different language for teaching across grade levels, classrooms, and assessments.

Instructional Strategy: As teachers, we will integrate commonly used vocabulary when retelling or finding the main idea. central idea using key/supporting details into our daily lessons, class assignments, and assessments. We will use the “central idea” strategy for determining the central idea with informational texts. Teachers will model these strategies utilizing i-Ready lessons (in class) and Daily Reading Comprehension lessons (for homework). Students will practice determining the central idea and explaining how it is supported by the key/supporting details in class/home on a weekly basis.

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

Focus: Enhance student outcomes through targeted, evidence-based instruction and collaborative learning environments.

Goal: 20% of students will increase their level placement in each of the 5 levels in Reading as measured by the i-Ready diagnostic test.

Strategies:

- DataWise team will review data inventory
- Team will explore and build assessment literacy.
- Team will review and disaggregate available data (NYS ELA and i-Ready Reading results)
 - Team will triangulate the data
 - Team will focus on one area
- Team will conduct learning walks to gather information regarding focus
- Team will meet with their groups to discuss collecting resources each month at Department/Grade Level Faculty Meeting time.
- Released NYS questions and Scoring Guides will be shared with 3, 4, 5 instructional staff.
- Create/Develop a presentation for a faculty meeting in September 2025.
- Pre Assessment - October 2025
 - Standard Mastery Reading
- Post Assessment - Week of December 2025
- Review data to determine whether or not to continue or make adjustments to the action plan.

i-Ready Strategies

- Share Lesson Time on Task Report
- Share Lesson Passed Report
- Utilize Standard Master Assessments
- Chart Classroom Progress
- i-Ready Data Chats

Provide a safe, supportive learning and working environment that prioritizes the emotional and physical well-being of all individuals.

Goal: Pakanasink will reduce chronic absenteeism by 3% compared to the 2024-2025 school year.

Strategies:

- Further develop Family Student Support Team (FSST) - Principal, Assistant Principal, School Psychologist, Social Worker, School Counselor, School Nurse
- FSST will meet twice a month to address and monitor students with attendance concerns.
- Teacher contacts nurse with 3 or more consecutive absences.
- Nurse and school monitor will make phone calls to inquire about absences.
- District phone calls to notify parents of daily absences through Parent Square.
- Social Worker/School Counselor will reach out to families to offer support and help develop plans to be more successful with attendance.
- If absences continue, Building Administrators will meet with parents to review the plan and check in to monitor attendance.
- Team will review attendance mid-way through and at the end of each marking period.
- Attendance letters will be shared with parents once they reach a threshold mid and end of every marking period.
- Additional Action Steps:
 - Each classroom will have visual attendance. Noticing who is absent. Conscious Discipline - Wishing Well strategy
 - When a child is absent, messages are left for the student to let them know they were missed.
 - Each grade level will create/complete attendance posters and hang them throughout the school building.
 - Track daily, weekly and monthly attendance.
 - Acknowledge grade levels for highest percentage of attendance. (Gold, Silver, Bronze)
 - Share attendance information in the Blue Sheet (Building Staff Newsletter).
 - Share attendance information in the Gold Sheet (Parent Newsletter).

Cultivate meaningful partnerships with parents, collaborating to support student growth and well-being by fostering open communication and mutual respect.

Goal: Pakanasink will increase parent engagement events

Strategies:

- Increase Communication
 - Google Classroom, Parent Square, Monthly Newsletter
- PTA Nights
 - Technology Night
 - Share available district digital resources
 - Trunk or Treat
 - Ornament Making Night
 - Very Important Person (VIP) Dance
 - Field Day
- Each Grade Level/Department will plan a parent engagement activity during the 2024-2025 school year.
 - PreK - 2 Gingerbread House Making, Mystery Reader
 - 3 - Pumpkin Day, Mystery Reader
 - 4 - NYS Map Making, Mystery Reader
 - 5 - Mystery Reader
 - Unified Arts
 - Art - Art Day
 - Library - Mystery Reader, Read Across America
 - Music - Music Night, Fall/Winter Concert
 - PE - Pumpkin Run
 - Support Services
 - AIS Reading - Open House, AIS Night
 - AIS Math - Open House, AIS Night
 - ENL - ENL Potluck Dinner, Diversity Day

4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State's annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

- Released Questions Activities - 3, 4, 5
- i-Ready - Reading/Math
 - Diagnostic
 - Fall
 - Winter
 - Spring
 - Standard Mastery
 - Fall
 - Winter
 - Spring

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on [10/01/2025].

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Linda Smith, Public Information Specialist, at linda.smith@pinebushschools.org.

This plan is developed in coordination with other Federal, State and local services, resources and programs such as:

- RECOVS Grant
- General Fund
- Title II
- Title I Part A

This plan is in effect for the 2025-26 School Year. This plan will be monitored twice a year and revised at least annually, but mid-year should the committee deem it necessary to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.