

# 2023-2024 SIT/Schoolwide Plan – Freshman Campus

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2023-2024

Name of School:	Freshman Campus
Principal:	Vincent Autera
Assistant Principal(s):	Dr. Stephanie Weeks and Kenya Vanterpool
SIT Co-Chairs	Kristine Curran
Grades Served:	9

## 2023-2024 Staff List



faculty list  
2023 24

## 2023-2024 FRESHMAN CAMPUS FACULTY LIST

ACAMPORA, ASHLEY- English	KRUMM, WILLIAM -Dean/English
AMTMANN, TRACY- Art	LAMERE, DARIAN - Mathematics
ANI, HELEN- Resource	LECAKES, SHEENA - Special Ed.
APRIGLIANO, FRANK - Earth Science	LEGLER, LORI- Guidance Counselor
ARANDA, JORGE- L.O.T.E.	LeMIN, KELLY - Physical Ed.
ARGUETA, ARLY- Mathematics	LOEFFLER, JENNIFER - English
ARMENTI, ALEXA- Mathematics	LUCE, TARA - Mathematics
BEDELL, JOSHUA - Music	LYNCH-LOSCALZO, STEPHANIE - English
BENAVIDES, CATALINA- English	MACALUSO, TRACY- English
BOND, JOE - Technology	MAGALETTO, ROCCO - Mathematics
BONILLA, NANCY - L.O.T.E.	MALCOLM, MONICA - L.O.T.E.
BRDEY, MICHAEL - Global Studies	MALCOLM, SCOTT-Earth Science
BRUDI, CATHERINE- English	MANCARUSO, NICHOL - Art
BUCKLEY, SCOTT- Health	MAURO, DEANA - E.N.L.
CAIRO, MARY LOUISE - Special Ed.	McDERMOTT, PATRICK - Mathematics
CAMPOS, ZULMA - L.O.T.E.	McGUINNESS, CYNTHIA - L.O.T.E.
CAPERNA, MARK- Technology	McGUIRE, SHANNON- Biology
CARRO-SCHERER, TARA-ANN - Resource	MENDELL, MICHELLE - E.N.L.
CHASE, JASON - Global Studies	MICHALEK, ALYSON- Special Ed.
CHO-BRELLIS, HAJJIN- Science	MOLTER, DIANE - Nurse
COLEMAN, ERICA - English	MONTERO, JOHANN- Music
COLLOCA, JAQUELINE- E.N.L.	MURPHY, TARA - Special Ed.
CONSTANTINOU, ANN MARIE- Business	NEEMS, NICOLE - Science
COYNE, JASON - Art	NEGLIA, MICHAEL - Music
CURCI, LOUISE- Business	NEILSON, CHRISTOPHER - Science
CURRAN, KRISTINE - Reading Consultant	ONEK, JAY - Mathematics
DeNICOLA, CRISTALINA- Art	PELLETIER, NICOLE- Special Ed.
DePRIMA, ANDREA - School Psychologist	PEREZ, SCOTT - Global Studies
DICKHUT, MATTHEW -Physical Ed.	PIROPATO, STACY- Physical Education
DRUM, MICHAEL - Global Studies	POLLOCK, MELANIE - Special Ed.
EDWARDS, KELLY - English	PUE, ALFRED - Physical Education
FAZIO, CARMELA - Resource	RAIKAR, SONIA- Biology
FERNANDES AGOSTINHO - Guidance Counselor	RAMIREZ, EDDIE -Dean/Guidance Counselor
FLORES, ROSE MARIA - Mathematics	REYNOSO, ALYSSA- Mathematics
GALLAGHER, JOSEPH -Special Ed.	RODRIGUEZ, JOHN - Global Studies
GAONA, VIVIAN - L.O.T.E.	SAVAGE, KATHRYN - L.O.T.E.
GARRETT, ARIANA- English	SEDA, LOUIS - Global Studies
GAROFOLO, DARAH- Speech Therapist	SELVAGGIO, LINDA - Science
GERACI, JAMES - English	SITLER, BRIDGET- - Librarian
GONZALEZ, GLENDAly- E.N.L.	SOLANO, MARILYN - Social Worker
GOODEN, JANINE- Guidance Counselor	SOSA, BRIANA - Biology
GUGIN, ERIN - Global Studies	SPAHN, JASON - Special Ed.
GUSTAFSON, JOANN - Special	STERLING, TAD- Science
HAMMOND, CHRISTOPHER- Global Studies	STOEBER, KURT - Special Ed.
HEADLEY, DOREEN - Mathematics	SUMBERAC, MARC - Mathematics
HENRIS, AMY - Science	SURA, JACLYN - Mathematics
HOEY, ALANA - English	TEMPESTA, MATTHEW - Music
HOUGH, JESSICA - Music	TORRES, SUZANNE - L.O.T.E.
JERAN, CONNOR- Special Ed.	URQUIZA, IRIS- L.O.T.E.
KAPLAN, MARC - Mathematics	VIGNONA, VALERIE- Special Ed.
KOPP, PATRICIA - Art	WOOLEY, NICOLE- L.O.T.E.

**Student demographic information:**

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 9	Ungraded Secondary (UGS)	Enrollment in HS Grades
<b>*All Students</b>	<b><u>1,248</u></b>	<b><u>1,237</u></b>	<b><u>11</u></b>	<b><u>1,245</u></b>
Female	<u>615</u>	<u>613</u>	<u>2</u>	<u>615</u>
Male	<u>633</u>	<u>624</u>	<u>9</u>	<u>630</u>
*American Indian/Alaska Native	<u>6</u>	<u>5</u>	<u>1</u>	<u>6</u>
*Black	<u>94</u>	<u>93</u>	<u>1</u>	<u>94</u>
*Hispanic	<u>1,094</u>	<u>1,086</u>	<u>8</u>	<u>1,091</u>
*Asian/Pacific Islander	<u>28</u>	<u>28</u>	<u>0</u>	<u>28</u>
Asian	<u>27</u>	<u>27</u>	<u>0</u>	<u>27</u>
Native Hawaiian/Other Pacific Islander	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>
*White	<u>20</u>	<u>19</u>	<u>1</u>	<u>20</u>
*Multiracial	<u>6</u>	<u>6</u>	<u>0</u>	<u>6</u>
General Education Students	<u>1,062</u>	<u>1,062</u>	<u>0</u>	<u>1,062</u>
*Students with Disabilities	<u>186</u>	<u>175</u>	<u>11</u>	<u>183</u>
Former Students with Disabilities	<u>22</u>	<u>22</u>	<u>0</u>	<u>22</u>
Not English Language Learner	<u>1,102</u>	<u>1,094</u>	<u>8</u>	<u>1,100</u>
*English Language Learner	<u>146</u>	<u>143</u>	<u>3</u>	<u>145</u>
Formerly English Language Learner	<u>256</u>	<u>256</u>	<u>0</u>	<u>256</u>
*Economically Disadvantaged	<u>1,095</u>	<u>1,084</u>	<u>11</u>	<u>1,092</u>
Not Economically Disadvantaged	<u>153</u>	<u>153</u>	<u>0</u>	<u>153</u>
Not Migrant	<u>1,248</u>	<u>1,237</u>	<u>11</u>	<u>1,245</u>

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, 6/30/23

**2023-2024 School and/or district Vision Statement:**

With an unwavering commitment, the Brentwood School District’s vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.

**2023-2024 School and/or district Mission Statement:**

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

**2023-2024 School McKinney-Vento Plan:**

Our 2023-2024 SIT 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 Brentwood High School Freshman Campus, the McKinney- Vento liaison is **NAME OF LIAISON**.

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	0
Children in Foster Care	0
Migrant Students	0

**SIT Plan Development – Consultation and Collaboration**

Our 2023-2024 SIT 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 2023-2024 SIT members below:

Title:	Name:
Parents (More than 1)	Lisa Spence
Members of the Community to be served	
Teachers-SWP Sub Committee	Kristine Curran Zulma Campos Rose Flores Catalina Benavides Ariana Garrett Arly Argueta Tracy Macaluso Tara Luce Rocco Magaletto Catherine Brudi Marc Sumberac Louis Seda Amy Henris Bridget Sitler Andrea DePrima Ashley Acompora Erica Coleman
Principals	Vincent Autera
Other School Leaders	Dr. Stephanie Weeks
Teaching Assistants	Zahida Naviwal
District Administrators	Dr. Vincent Leone, Coordinator of Funded Programs Vincent Todisco, Asst. Coordinator of Funded Programs
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	
Students (for a secondary school)	
Other individuals determined by the school	

\* if appropriate

**Annual Program Evaluation:**

Our 2023-2024 SIT plan will be regularly monitored and revised as necessary based on student needs to ensure that all students, particularly students who are failing, or, are at-risk of failing, are provided opportunities to meet the challenging state academic standards *ESSA Section 1114(b)(3)*. SIT plan monitoring and revision will take place at the monthly SIT meetings listed below. **Formal review and revision, if necessary, of all SIT goals will take place at least three times per year (dates of formal review highlighted below):**

SIT Meeting Dates:	Topic(s) <sup>[1]</sup>
--------------------	-------------------------

September	2023-24 goals/survey results, Hispanic Heritage Month, Trick or Treat Street, Student /faculty volleyball game, Student of the month, FINS committee, Honor roll celebration, literacy team initiatives.
October	Hispanic heritage celebration, Trick or Treat Street updates, Honor roll celebration dates, Holliday boutique, Mid-term testing, Restorative care team updates, Students of the month – September, agenda books
November	
December	
January	
February	
March	
April	
May	
June	
July	
August	

**Comprehensive Needs Assessment**

**Needs Assessment Data**

Our 2023-2024 SIT 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)*.

**State Assessment ELA Data, disaggregated by subgroup**

District/School Name	Subgroup	Criteria for CSI/ATSI/TSI Decision Making				
		Weighted Avg. Ach. Level	Core Subject Perf. Index Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	English Language Proficiency Level	Chronic Abs. Level
FRESHMAN CENTER	All	4+	4+		2	4
FRESHMAN CENTER	Asian	4+	4+			
FRESHMAN CENTER	Black	3+	3+			4
FRESHMAN CENTER	ED	4+	4+		2	4
FRESHMAN CENTER	ELL	4+	4+		2	4
FRESHMAN CENTER	Hispanic	4+	4+		2	3
FRESHMAN CENTER	SWD	4+	4+		1	4
FRESHMAN CENTER	White	3+	3+			

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

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrates student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

\* All raw data from local assessments should be maintained in the OneNote binder.

**State Assessment Math Data, disaggregated by subgroup**

District/School Name	Subgroup	Criteria for CSI/ATSI/TSI Decision Making				
		Weighted Avg. Ach. Level	Core Subject Perf. Index Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	English Language Proficiency Level	Chronic Abs. Level
FRESHMAN CENTER	All	4+	4+		2	4
FRESHMAN CENTER	Asian	4+	4+			

FRESHMAN CENTER	Black	3+	3+			4
FRESHMAN CENTER	ED	4+	4+		2	4
FRESHMAN CENTER	ELL	4+	4+		2	4
FRESHMAN CENTER	Hispanic	4+	4+		2	3
FRESHMAN CENTER	SWD	4+	4+		1	4
FRESHMAN CENTER	White	3+	3+			

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

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

**\* All raw data from local assessments should be maintained in the OneNote binder.**

**Survey Data**

Include/Copy/Paste data that summarizes the need(s) identified in last school year’s *School Performance Scan (Data Triangle)* surveys. It is not necessary or advisable to include all raw data. Only include data from other sources that illustrate student need.

**\* All raw data from surveys should be maintained in the OneNote binder.**

**Other assessment, disciplinary, walk-through, and/or anecdotal data (see “Other Examples of Student Outcome Data”, below)**

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

**\* All raw data from local assessments should be maintained in the OneNote binder.**

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

Provide a description of the outcomes/conclusions of the school’s comprehensive needs assessment, as well as a brief description of all data sources used in the process. Findings should include an examination of student, teacher, school and community **strengths and needs**; and a summary of priorities **in the context of student subgroups** identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Language Learners).

An example is provided below. **Please customize for your school!**

*Example: After disaggregating and analyzing 2022-2023 State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing the 2022-2023 School Performance Scan (Data Triangle) surveys, it was evident that the majority of all students only somewhat agree with the statement, "My family helps at home with school work." Our 2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "My family helps at home with school work."*

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

- 

**School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2023-2024.):**

- 

**2023-2024 Schoolwide Plan Priorities**

	Subgroup:	Priority Area:
1.	<u>Example:</u> ELLs	<u>ELA Example:</u> Language Acquisition Skills
2.	<u>Example:</u> ELLs	<u>Math Example:</u> Math Concepts and Skills

3.	<b>Example:</b> All Students	<b>Survey Example:</b> Supporting families with helping their children at home with school work
4.		

### 2023-2024 SIT Goals

All BUFSD SIT plans include both ultimate and interim goals<sup>[2]</sup>. Ultimate goals are derivative of data that inform the New York State Education Department's system of institutional accountability, for example: State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data, i.e. performance, growth, etc. As this type of data may only be monitored on an annual basis, aligned interim goals, which may be monitored throughout the year, have been developed to ensure that ultimate goals are on trajectory to being met. The review of interim goals throughout the year will allow the SIT team to consider different, and/or additional intervening strategies to support sub-group and/or individual student growth on an ongoing basis. Moreover, SIT plans include a survey goal that is derived from the *School Performance Scan (Data Triangle)*, which is 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 ultimate and interim goals, along with the survey goal, identified in this plan are informed by our school's 2023-2024 Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

**Ultimate ELA Goal (State exam results, NYSESLAT, ESSA Indicator, i.e. performance, growth, etc.):**

(Prepopulated by the OFP)

**Interim ELA Goal (Local, i.e. iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored throughout the year:**

*By (insert date or timeframe) the (sub-group students, i.e. SWD, ELL, ED, etc.) will show an increase/decrease in (behavior or performance to be achieved) from (baseline level of performance, criteria or standard) to (desired level of performance, criteria or standard) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per year).*

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

(Prepopulated by the OFP)

**Interim Math Goal (Local, i.e. CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored throughout the year:**

*By (insert date or timeframe) the (sub-group students, i.e. SWD, ELL, ED, etc.) will show an increase/decrease in (behavior or performance to be achieved) from (baseline level of performance, criteria or standard) to (desired level of performance, criteria or standard) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per year).*

### Survey Goal

*By (insert date or timeframe) our school will show an increase in the percentage of respondents who strongly agree with the statement, (insert survey statement) from (baseline percentage) to (desired percentage) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per 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 interim and ultimate goal attainment
- Include strategies to be employed by all staff, i.e. principals, teachers, Teaching Assistants, Social Workers, Psychologists
- **Secondary schools are encouraged to consider alignment between SIT goals and strategies, and drop-out prevention goals and strategies**
- **The table below is populated with placeholders. Please customize the strategies for principals and teachers for your school! Feel free to add to/delete from the strategies for teaching assistants, social workers, and psychologists as well.**

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> </ul>
Teachers:	<ul style="list-style-type: none"> <li>• Reinventing the Classroom Experience – Learning Anytime, Anywhere</li> <li>• Professional Learning Experiences (PLE)</li> <li>• Cultivating an equity lens</li> <li>• Language Acquisition Vs. Learning Disabilities</li> <li>• Supporting students with disabilities During Remote Teaching</li> <li>• Collins/SIOP writing model</li> <li>• Use of online reading programs such as I-Ready</li> <li>• Ongoing assessment of students with disabilities' reading levels using the Fountas and Pinnell Benchmark System</li> <li>• Leveraging electronic resources from the Go Math curriculum</li> </ul>
Teaching Assistants:	<ul style="list-style-type: none"> <li>• Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals</li> <li>• Teaching Assistants will work with groups of students under the direction of the classroom teacher. This will allow the classroom teacher to work more intensely with AIS SWD students</li> </ul>
Social Workers:	<ul style="list-style-type: none"> <li>• Plays an active role as a member of the building team as well as the Crisis Intervention Team</li> <li>• Provides counseling services to students in their assigned building</li> <li>• Spends a considerable amount of time working with families, which may require visits to the homes to assess needs</li> </ul>
Psychologists:	<ul style="list-style-type: none"> <li>• Attends scheduled CSE/CPSE meetings to present information</li> <li>• Must maintain a counseling caseload as mandated by the CSE/CPSE</li> <li>• Responsible for maintaining an active role as a member of the building and Crisis Intervention Team</li> <li>• Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary</li> </ul>

**Professional Development**

In order to effectively implement the strategies identified above, the following professional development) opportunities will be provided [ESSA Section 1114(a)(4)]:

- **Copy/paste a bulleted list of PD that is aligned to support improved capacity to implement the strategies identified above. There should be a 1:1 correlation between the prioritized strategies above, and the PD listed below. SEE PLACEHOLDERS BELOW. PLEASE CUSTOMIZE FOR YOUR SCHOOL.**
  - Reinventing the Classroom Experience – Learning Anytime, Anywhere
  - Professional Learning Experiences (PLE)
  - Cultivating an equity lens

**Strategies for Increasing 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 SIT plan, and have been conceived to ensure both interim and ultimate goal attainment. See strategies below:

- Include a bulleted list of before-/after-school activities designed to ensure both interim and ultimate goal attainment

**Strategies to Prepare Students for Postsecondary Education and/or Workforce Readiness (Secondary Schools)**

Our SIT plan was developed to improve BUFSD secondary students’ opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening access to coursework to earn postsecondary credit while still in high school (such as

Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) *ESSA Section 1114(b)(7)(A)(iii)(II)*. Examples of these activities are listed below:

Prepopulated by the OFP.

**SIT 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:

2023-2024 ESSA Title I Budget - Freshman Center			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher’s On Special Assignment.	Varies	\$ 169,545
Title IA	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.	Varies	\$ 1,222
Title IA	Title I Parent and Family Engagement Supplies and Materials for all 17 schools and district- wide parent activities. \$20,774 / 17 schools = \$1,222/school.	Varies	\$ 1,222
Title IA	Title I Freshman Center Regents Preparation. 150 hours X \$53/hr = \$7,950 + fringe = \$1,583 = \$9,533.	\$53.00	\$ 9,533
Title IA	Title I Freshman Center Bridges Summer Program Supplies and Materials.	Varies	\$ 3,000
Title IA	Title I Freshman Center Regents Preparation Supplies and Materials.	Varies	\$ 1,000
Title IA	Salary for Title I Homeless Liason. \$141,403 + fringe \$66,629 = \$208,032 / 17 schools = \$12,238 /school.	Varies	\$ 12,238
Title IA	Homeless Liason for Summer Enrichment Programs - Stipend. \$25,000 + fringe \$4,977 = \$29,977 / 17 schools = \$1,764/school.	Varies	\$ 1,764
Title IA	Title I Translation Services - District-wide. 600 hours X \$53/hr = \$31,800 + fringe \$6,330 = \$38,130 / 17 schools = \$2,243/school.	\$53.00	\$ 2,243
Title IA	Title I Homeless Tutoring - District-wide. 100 Hours X \$53/hr = \$5,300 + fringe \$1,055 = \$6,355 / 17 schools = \$374/school.	\$53.00	\$ 374
Title IA	Title I Bilingual Technology Liason to Assist Parents with AIS Distance Learning Activities - Bilingual Hotline! 500 hours X \$53/hr = \$37,100 + fringe \$13,506 = \$50,606 / 17 schools = \$2,977/school.	\$53.00	\$ 2,977
Title IA	Principal Clerk Confidential. \$60,000 + fringe \$41,315 = \$101,315 / 17 schools = \$5,960/school.	Varies	\$ 5,960
Title IA	Indirect Cost	Varies	
<b>Title I Sub-total:</b>			<b>\$ 41,533</b>
<b>Title I Total w/ Salaries:</b>			<b>\$ 211,078</b>
<b>Homeless Supplies, District-wide: \$13,500</b>			

**Strategies to Increase Parent and Family Engagement**

The Brentwood Union Free School District and the Board of Education believes 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 SIT 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 2023-2024 Schoolwide/SIT plan.

- Include a bulleted list of parent/family engagement activities which, specifically, support SIT goal attainment

**2023-2024 School-Parent-Student Compact**

**SCHOOL NAME**, 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 school year 2022-2023.

**School Responsibilities**

**SCHOOL NAME** 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 2022);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

#### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

#### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

13. Do homework every day and ask for help when needed;
14. Read alone or with someone for at least 30 minutes every day outside of school time;
15. Give all notices and information received from school to parents or guardian every day;
16. Put forth our best effort so that assessments accurately measure our understanding and growth;
17. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

#### **Strategies for Assisting Preschool Children in the Transition from Early Childhood Education Programs to Local Elementary School Programs**

To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below: **Please customize the bulleted list below for your school (elementary only)**

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2023-24 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.
- In 2023-2024, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

#### Mid-Year SIT Meeting

Provide a description of the outcomes/conclusions of the school's mid-year goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup is on trajectory to meet both the interim and ultimate goals. If the subgroup is not on-track, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continuous growth. Goals may be adjusted, if necessary, using the standard BUFSD goal format.

#### Final SIT Meeting

Provide a description of the outcomes/conclusions of the school's final goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup met both the interim and ultimate goals. If the subgroup did not meet the goal, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continuous growth for the following year. In addition, describe if the *All Students* group met the survey goal. If the survey goal was not met, provide some rationale and include what different and/or additional intervening strategies will be used to ensure progress is made for the following year. Goals for the following year may be informed by this analysis using the standard BUFSD goal format.

[\[1\]](#) Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All agendas and sign-in sheets must be maintained in the school's SIT, OneNote, eBinder.**

[\[2\]](#) ©Learner Centered Initiatives, Ltd. 2017 [rev 2019] All Rights Reserved. Utilized with permission.

