

# 2023-2024 SIT/Schoolwide Plan – Laurel Park Elementary School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2023-2024

|                                |                                                         |
|--------------------------------|---------------------------------------------------------|
| <b>Name of School:</b>         | Laurel Park                                             |
| <b>Principal:</b>              | Dr. Eric Snell                                          |
| <b>Assistant Principal(s):</b> | Mrs. Hannah McCarthy                                    |
| <b>SIT Co-Chairs:</b>          | Samantha Jones, Kerry Stines-Palmese, Rebecca Rodriguez |
| <b>Grades Served:</b>          | 1-5                                                     |

### 2023-2024 Staff List

| A                  | B               | C           | D                  |
|--------------------|-----------------|-------------|--------------------|
| <b>LAUREL PARK</b> |                 |             |                    |
| REYNA              | ARGUETA         | LAUREL PARK | KITCHEN            |
| SONIA              | ARGUETA         | LAUREL PARK | BL TEACHER         |
| LORENA             | ATTANASIO       | LAUREL PARK | BL TEACHER         |
| LORETTA            | BAKER           | LAUREL PARK | TA                 |
| BRITNEY            | BANKS           | LAUREL PARK | TA                 |
| STEFANIA           | BAGLIVO         | LAUREL PARK | GUIDANCE           |
| JAIMÉ              | BISAGNI         | LAUREL PARK | ENL                |
| JENNIFER           | BITETTO         | LAUREL PARK | ENL                |
| LAUREN             | BORELLI         | LAUREL PARK | SP ED TEACHER      |
| ALEXANDRIA         | BUCKVAR         | LAUREL PARK | TA                 |
| MARIE              | BUCKVAR         | LAUREL PARK | GEN ED TEACHER     |
| MARCY              | BUDNIK          | LAUREL PARK | GEN ED TEACHER     |
| ELVIN              | CANALES         | LAUREL PARK | GYM                |
| JOANN              | CASALE          | LAUREL PARK | SP ED TEACHER      |
| NICHOLAS           | CEBALLLOS       | LAUREL PARK | BL TEACHER         |
| CHRISTINA          | DEFERS          | LAUREL PARK | KITCHEN            |
| CIARA              | DENNEHY         | LAUREL PARK | GEN ED TEACHER     |
| ANGELICA           | DIAZ            | LAUREL PARK | BL TEACHER         |
| JILLIAN            | DISIDORE        | LAUREL PARK | ENL                |
| NATHAN             | DIXON           | LAUREL PARK | SECURITY           |
| BENJAMIN           | DOOKMAN         | LAUREL PARK | CLERICAL           |
| GLADYS             | FERNANDEZ       | LAUREL PARK | TA                 |
| KAREN              | FERNANDEZ       | LAUREL PARK | MUSIC TEACHER      |
| NAOMI              | FRANKO          | LAUREL PARK | BL TEACHER         |
| JAEI               | GARCIA          | LAUREL PARK | TA                 |
| ROSA               | GARVEY          | LAUREL PARK | NURSE              |
| SOPHIA             | GIAMBRONE       | LAUREL PARK | TA                 |
| AUDRA              | GLEASON         | LAUREL PARK | GEN ED TEACHER     |
| CORI               | GONZALEZ        | LAUREL PARK | ENL                |
| SAMANTHA           | GRABHER         | LAUREL PARK | SP ED TEACHER      |
| LESLIE             | GRANSHAW        | LAUREL PARK | SP ED TEACHER      |
| CANDICE            | GREENE          | LAUREL PARK | SPEECH             |
| SAMINA             | GUL             | LAUREL PARK | MONITOR            |
| BRADLEY            | HARTMAN         | LAUREL PARK | MUSIC TEACHER      |
| AURA               | HERNANDEZ       | LAUREL PARK | BL TEACHER         |
| CHRIS              | INGA            | LAUREL PARK | CUSTODIAN          |
| EVELYN             | IRIZARRI SANTOS | LAUREL PARK | TA                 |
| SUSAN              | IRIZARRY        | LAUREL PARK | TA                 |
| SAMANTHA           | JONES           | LAUREL PARK | GEN ED TEACHER     |
| TAYLOR             | JULIAN          | LAUREL PARK | GEN ED TEACHER     |
| DAWN               | KELLY           | LAUREL PARK | CLERICAL           |
| A                  | B               | C           | D                  |
| JULIE              | KETTELL         | LAUREL PARK | TA                 |
| KELSEY             | KRUMHOLZ        | LAUREL PARK | SPEECH             |
| KIANNY             | LAJARA          | LAUREL PARK | BL TEACHER         |
| LILLIAN            | LAVALLE         | LAUREL PARK | GEN ED TEACHER     |
| VANESSA            | LODATO          | LAUREL PARK | TA                 |
| ALSION             | MAGGIO          | LAUREL PARK | SP ED TEACHER      |
| BRIDGET            | MARCIAL         | LAUREL PARK | MONITOR            |
| DENSE              | MATHES-HOUSTON  | LAUREL PARK | MONITOR            |
| HANNAH             | MCCARTHY        | LAUREL PARK | ASST. PRINCIPAL    |
| CHRISTINE          | MCCUE           | LAUREL PARK | ART                |
| AMANDA             | MCCLOUGHLIN     | LAUREL PARK | GEN ED TEACHER     |
| JOHN               | MEHLER          | LAUREL PARK | GEN ED TEACHER     |
| PATRICIA           | MEMA            | LAUREL PARK | CLERICAL           |
| SUE                | MOERLER         | LAUREL PARK | MATH CONSULTANT    |
| JACLYN             | OKULA           | LAUREL PARK | ENL                |
| LORRAINE           | O'NEILL         | LAUREL PARK | GEN ED TEACHER     |
| BIANCA             | ORDONEZ         | LAUREL PARK | TA                 |
| KERI               | PATNAUDE        | LAUREL PARK | GEN ED TEACHER     |
| MARGARET           | PATWELL GUZMAN  | LAUREL PARK | SP ED TEACHER      |
| PAULETTE           | PEACE           | LAUREL PARK | GEN ED TEACHER     |
| ANN                | PERCI           | LAUREL PARK | SP ED TEACHER      |
| ALYSON             | PFAPPE          | LAUREL PARK | SP ED TEACHER      |
| EILEEN             | PINTO           | LAUREL PARK | GEN ED TEACHER     |
| FATMA              | PRUDENCIO       | LAUREL PARK | HEALTH AIDE        |
| HANNAH             | RAMIRATAN       | LAUREL PARK | TA                 |
| JENNIFER           | REINHADO        | LAUREL PARK | BL TEACHER         |
| CARLOS             | RIBEIRO         | LAUREL PARK | GEN ED TEACHER     |
| JACQUELINE         | RIVELLI         | LAUREL PARK | TA                 |
| JENNIFER           | RODRIGUEZ       | LAUREL PARK | PSYCH              |
| REBECCA            | RODRIGUEZ       | LAUREL PARK | SP ED TEACHER      |
| PATRICIA           | ROMERO          | LAUREL PARK | BL TEACHER         |
| COLIN              | SAM             | LAUREL PARK | CUSTODIAN          |
| JESSE              | SCANNA          | LAUREL PARK | GYM                |
| ANNA               | SCHNELLER       | LAUREL PARK | SP ED TEACHER      |
| HEIDI              | SCHNITZER       | LAUREL PARK | SPEECH             |
| SALINA             | SHILPI          | LAUREL PARK | TA                 |
| SAIMA              | SIDDIQUI        | LAUREL PARK | TA                 |
| ERIC               | SNELL           | LAUREL PARK | PRINCIPAL          |
| KERI               | STKELMAN        | LAUREL PARK | GEN ED TEACHER     |
| KERRY              | STINES-PALMESE  | LAUREL PARK | READING CONSULTANT |
| JOSEPHINE          | THOMPSON        | LAUREL PARK | KITCHEN            |
| KIMBERLY           | THOMPSON        | LAUREL PARK | GEN ED TEACHER     |

**Student demographic information:**

| Student Subgroup<br>(accountability subgroups are marked with an asterisk (*)) | Total<br>(PreK-12,<br>UGE, UGS) | Grade<br>1 | Grade<br>2 | Grade<br>3 | Grade<br>4 | Grade<br>5 | Ungraded<br>Elementary<br>(UGE) |
|--------------------------------------------------------------------------------|---------------------------------|------------|------------|------------|------------|------------|---------------------------------|
| <b>*All Students</b>                                                           | <b>664</b>                      | <b>148</b> | <b>133</b> | <b>145</b> | <b>106</b> | <b>131</b> | <b>1</b>                        |
| Female                                                                         | 288                             | 68         | 61         | 64         | 43         | 52         | 0                               |
| Male                                                                           | 376                             | 80         | 72         | 81         | 63         | 79         | 1                               |
| *American Indian/Alaska Native                                                 | 3                               | 2          | 0          | 1          | 0          | 0          | 0                               |
| *Black                                                                         | 28                              | 5          | 6          | 9          | 6          | 2          | 0                               |
| *Hispanic                                                                      | 607                             | 131        | 121        | 133        | 97         | 124        | 1                               |
| *Asian/Pacific Islander                                                        | 2                               | 1          | 1          | 0          | 0          | 0          | 0                               |
| Asian                                                                          | 2                               | 1          | 1          | 0          | 0          | 0          | 0                               |
| *White                                                                         | 20                              | 9          | 5          | 2          | 1          | 3          | 0                               |
| *Multiracial                                                                   | 4                               | 0          | 0          | 0          | 2          | 2          | 0                               |
| General Education Students                                                     | 488                             | 128        | 89         | 101        | 77         | 93         | 0                               |
| *Students with Disabilities                                                    | 176                             | 20         | 44         | 44         | 29         | 38         | 1                               |
| Former Students with Disabilities                                              | 8                               | 2          | 1          | 1          | 3          | 1          | 0                               |
| Not English Language Learner                                                   | 300                             | 58         | 56         | 63         | 51         | 71         | 1                               |
| *English Language Learner                                                      | 364                             | 90         | 77         | 82         | 55         | 60         | 0                               |
| Formerly English Language Learner                                              | 63                              | 8          | 9          | 12         | 20         | 14         | 0                               |
| *Economically Disadvantaged                                                    | 617                             | 136        | 125        | 136        | 97         | 122        | 1                               |
| Not Economically Disadvantaged                                                 | 47                              | 12         | 8          | 9          | 9          | 9          | 0                               |
| Not Migrant                                                                    | 664                             | 148        | 133        | 145        | 106        | 131        | 1                               |
| Homeless                                                                       | 6                               | 1          | 1          | 3          | 1          | 0          | 0                               |

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 **Laurel Park Elementary**, the McKinney- Vento liaison is **Jessica Valesquez**.

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;

- o Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - o Make sure parents feel welcome and set the tone for further parental involvement;
  - o 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          | 6             |
| 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)                        | Kimberly Contreras, Sandine Mootoo                                                                         |
| Members of the Community to be served        |                                                                                                            |
| Teachers-SWP Sub Committee                   | Samantha Jones, Rebecca Rodriguez, Kerry Palmese                                                           |
| Principals                                   | Dr. Eric Snell, Mrs. Hannah McCarthy                                                                       |
| Other School Leaders                         |                                                                                                            |
| Teaching Assistants                          | Bianca Ordonez                                                                                             |
| District Administrators                      | Dr. Vincent Leone, Coordinator of Funded Programs<br>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          | 9/5/2023 <ul style="list-style-type: none"> <li>• Celebrate Literacy Through the School Year</li> <li>• Sub Folder/Binder &amp; Emergency Backpack</li> <li>• Student Birthdays</li> <li>• Committees for Events</li> <li>• Tentative Events for the school year</li> <li>• Community Plaza</li> <li>• September Events</li> <li>• I-Ready</li> </ul> |
| October            | 10/4/2023 <ul style="list-style-type: none"> <li>• SIT Goals</li> <li>• Student of the Month</li> <li>• October Activities</li> <li>• November Activities</li> </ul>                                                                                                                                                                                  |

|          |                                                                                                                                                                                                                          |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November | 11/6/2023 <ul style="list-style-type: none"> <li>Review 2022-2023 SIT binder</li> <li>SIT Goals 2023-2024</li> <li>Super-Star student Monthly Characteristics</li> <li>PBIS</li> <li>Upcoming Important Dates</li> </ul> |
| 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

| <b>Grade 3 English Language Arts April 2023</b> |                |                |                |                | <b>Brentwood UFSD</b>         |                                   |
|-------------------------------------------------|----------------|----------------|----------------|----------------|-------------------------------|-----------------------------------|
|                                                 |                |                |                |                | Laurel Park Elementary School |                                   |
|                                                 |                |                |                |                | Sorted by: <b>School</b>      |                                   |
| <u>Group</u>                                    | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u>     | <u>Percent At Level 3 &amp; 4</u> |
| All Students                                    | 83<br>62.41%   | 38<br>28.57%   | 11<br>8.27%    | 1<br>0.75%     | 133                           | 9.02%                             |
| Female                                          | 37<br>61.67%   | 15<br>25.00%   | 7<br>11.67%    | 1<br>1.67%     | 60                            | 13.33%                            |
| Male                                            | 46<br>63.01%   | 23<br>31.51%   | 4<br>5.48%     | 0<br>0.00%     | 73                            | 5.48%                             |
| American Indian                                 | 0<br>0.00%     | 1<br>100.00%   | 0<br>0.00%     | 0<br>0.00%     | 1                             | 0.00%                             |
| Black                                           | 1<br>14.29%    | 3<br>42.86%    | 3<br>42.86%    | 0<br>0.00%     | 7                             | 42.86%                            |
| Hispanic                                        | 82<br>66.67%   | 32<br>26.02%   | 8<br>6.50%     | 1<br>0.81%     | 123                           | 7.32%                             |
| Asian/Pacific Islander                          | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                             | 0.00%                             |
| White                                           | 0<br>0.00%     | 2<br>100.00%   | 0<br>0.00%     | 0<br>0.00%     | 2                             | 0.00%                             |
| Multiracial                                     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                             | 0.00%                             |
| GenEd                                           | 51<br>57.30%   | 27<br>30.34%   | 10<br>11.24%   | 1<br>1.12%     | 89                            | 12.36%                            |
| SWD                                             | 31<br>72.09%   | 11<br>25.58%   | 1<br>2.33%     | 0<br>0.00%     | 43                            | 2.33%                             |
| ELL                                             | 1              | 0              | 0              | 0              | 1                             | 0.00%                             |

|                            |              |              |             |            |     |        |
|----------------------------|--------------|--------------|-------------|------------|-----|--------|
| Former SWD                 | 100.00%      | 0.00%        | 0.00%       | 0.00%      | 1   | 0.00%  |
| LEP                        | 65<br>82.28% | 13<br>16.46% | 1<br>1.27%  | 0<br>0.00% | 79  | 1.27%  |
| Former LEP                 | 1<br>9.09%   | 5<br>45.45%  | 5<br>45.45% | 0<br>0.00% | 11  | 45.45% |
| Economically Disadvantaged | 78<br>62.90% | 36<br>29.03% | 9<br>7.26%  | 1<br>0.81% | 124 | 8.06%  |

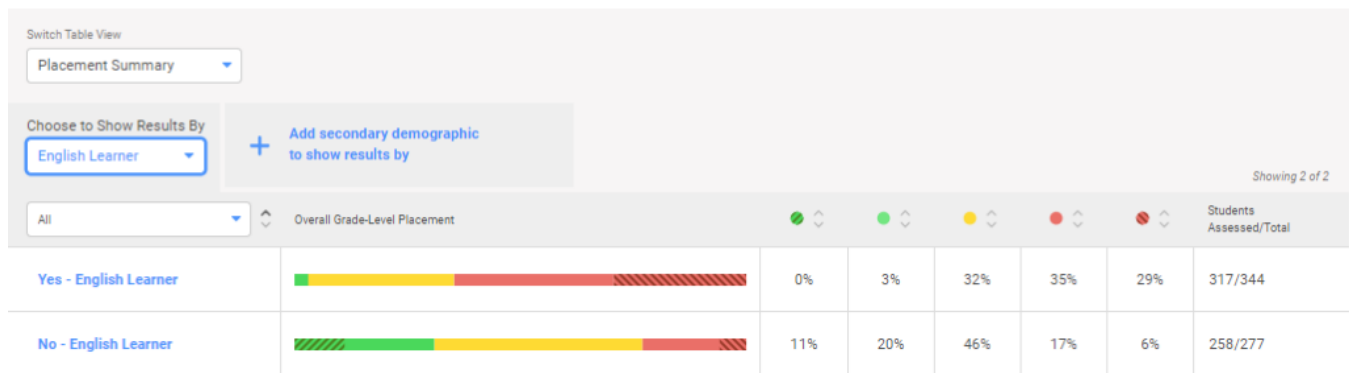
**Grade 4 English Language Arts April 2023** **Brentwood UFSD**  
Laurel Park Elementary School  
Sorted by: **School**

| <u>Group</u>               | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u> | <u>Percent At Level 3 &amp; 4</u> |
|----------------------------|----------------|----------------|----------------|----------------|---------------------------|-----------------------------------|
| All Students               | 50<br>46.30%   | 39<br>36.11%   | 15<br>13.89%   | 4<br>3.70%     | 108                       | 17.59%                            |
| Female                     | 19<br>41.30%   | 19<br>41.30%   | 7<br>15.22%    | 1<br>2.17%     | 46                        | 17.39%                            |
| Male                       | 31<br>50.00%   | 20<br>32.26%   | 8<br>12.90%    | 3<br>4.84%     | 62                        | 17.74%                            |
| American Indian            | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| Black                      | 1<br>14.29%    | 4<br>57.14%    | 2<br>28.57%    | 0<br>0.00%     | 7                         | 28.57%                            |
| Hispanic                   | 47<br>47.96%   | 34<br>34.69%   | 13<br>13.27%   | 4<br>4.08%     | 98                        | 17.35%                            |
| Asian/Pacific Islander     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| White                      | 0<br>0.00%     | 1<br>100.00%   | 0<br>0.00%     | 0<br>0.00%     | 1                         | 0.00%                             |
| Multiracial                | 2<br>100.00%   | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 2                         | 0.00%                             |
| GenEd                      | 30<br>40.00%   | 30<br>40.00%   | 11<br>14.67%   | 4<br>5.33%     | 75                        | 20.00%                            |
| SWD                        | 19<br>61.29%   | 9<br>29.03%    | 3<br>9.68%     | 0<br>0.00%     | 31                        | 9.68%                             |
| Former SWD                 | 1<br>50.00%    | 0<br>0.00%     | 1<br>50.00%    | 0<br>0.00%     | 2                         | 50.00%                            |
| LEP                        | 40<br>67.80%   | 17<br>28.81%   | 2<br>3.39%     | 0<br>0.00%     | 59                        | 3.39%                             |
| Former LEP                 | 0<br>0.00%     | 8<br>50.00%    | 6<br>37.50%    | 2<br>12.50%    | 16                        | 50.00%                            |
| Economically Disadvantaged | 44<br>45.36%   | 37<br>38.14%   | 13<br>13.40%   | 3<br>3.09%     | 97                        | 16.49%                            |

**Grade 5 English Language Arts April 2023** **Brentwood UFSD**  
Laurel Park Elementary School  
Sorted by: **School**

| <u>Group</u>               | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u> | <u>Percent At Level 3 &amp; 4</u> |
|----------------------------|----------------|----------------|----------------|----------------|---------------------------|-----------------------------------|
| All Students               | 30<br>43.48%   | 23<br>33.33%   | 13<br>18.84%   | 3<br>4.35%     | 69                        | 23.19%                            |
| Female                     | 11<br>44.00%   | 6<br>24.00%    | 6<br>24.00%    | 2<br>8.00%     | 25                        | 32.00%                            |
| Male                       | 19<br>43.18%   | 17<br>38.64%   | 7<br>15.91%    | 1<br>2.27%     | 44                        | 18.18%                            |
| American Indian            | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| Black                      | 1<br>100.00%   | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 1                         | 0.00%                             |
| Hispanic                   | 29<br>43.28%   | 23<br>34.33%   | 13<br>19.40%   | 2<br>2.99%     | 67                        | 22.39%                            |
| Asian/Pacific Islander     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| White                      | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 1<br>100.00%   | 1                         | 100.00%                           |
| Multiracial                | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| GenEd                      | 15<br>33.33%   | 16<br>35.56%   | 11<br>24.44%   | 3<br>6.67%     | 45                        | 31.11%                            |
| SWD                        | 15<br>62.50%   | 7<br>29.17%    | 2<br>8.33%     | 0<br>0.00%     | 24                        | 8.33%                             |
| Former SWD                 | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| LEP                        | 28<br>68.29%   | 12<br>29.27%   | 1<br>2.44%     | 0<br>0.00%     | 41                        | 2.44%                             |
| Former LEP                 | 0<br>0.00%     | 3<br>75.00%    | 1<br>25.00%    | 0<br>0.00%     | 4                         | 25.00%                            |
| Economically Disadvantaged | 30<br>46.15%   | 22<br>33.85%   | 12<br>18.46%   | 1<br>1.54%     | 65                        | 20.00%                            |

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



State Assessment Math Data, disaggregated by subgroup

|                                     |                               |
|-------------------------------------|-------------------------------|
| <b>Grade 4 Mathematics May 2023</b> | <b>Brentwood UFSD</b>         |
|                                     | Laurel Park Elementary School |
|                                     | Sorted by: <b>School</b>      |

| <u>Group</u>    | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u> | <u>Percent At Level 3 &amp; 4</u> |
|-----------------|----------------|----------------|----------------|----------------|---------------------------|-----------------------------------|
| All Students    | 39<br>36.11%   | 27<br>25.00%   | 34<br>31.48%   | 8<br>7.41%     | 108                       | 38.89%                            |
| Female          | 21<br>45.65%   | 7<br>15.22%    | 15<br>32.61%   | 3<br>6.52%     | 46                        | 39.13%                            |
| Male            | 18<br>29.03%   | 20<br>32.26%   | 19<br>30.65%   | 5<br>8.06%     | 62                        | 38.71%                            |
| American Indian | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
|                 | 2              | 1              | 1              | 3              |                           |                                   |

|                            |              |              |              |             |    |        |
|----------------------------|--------------|--------------|--------------|-------------|----|--------|
| Black                      | 28.57%       | 14.29%       | 14.29%       | 42.86%      | 7  | 57.14% |
| Hispanic                   | 37<br>37.37% | 24<br>24.24% | 33<br>33.33% | 5<br>5.05%  | 99 | 38.38% |
| Asian/Pacific Islander     | 0<br>0.00%   | 0<br>0.00%   | 0<br>0.00%   | 0<br>0.00%  | 0  | 0.00%  |
| White                      | 0<br>0.00%   | 1<br>100.00% | 0<br>0.00%   | 0<br>0.00%  | 1  | 0.00%  |
| Multiracial                | 0<br>0.00%   | 1<br>100.00% | 0<br>0.00%   | 0<br>0.00%  | 1  | 0.00%  |
| GenEd                      | 18<br>23.38% | 22<br>28.57% | 30<br>38.96% | 7<br>9.09%  | 77 | 48.05% |
| SWD                        | 20<br>68.97% | 5<br>17.24%  | 3<br>10.34%  | 1<br>3.45%  | 29 | 13.79% |
| Former SWD                 | 1<br>50.00%  | 0<br>0.00%   | 1<br>50.00%  | 0<br>0.00%  | 2  | 50.00% |
| LEP                        | 31<br>52.54% | 19<br>32.20% | 9<br>15.25%  | 0<br>0.00%  | 59 | 15.25% |
| Former LEP                 | 1<br>5.88%   | 1<br>5.88%   | 11<br>64.71% | 4<br>23.53% | 17 | 88.24% |
| Economically Disadvantaged | 37<br>38.14% | 24<br>24.74% | 30<br>30.93% | 6<br>6.19%  | 97 | 37.11% |

**Grade 5 Mathematics May 2023**

**Brentwood UFSD**

Laurel Park Elementary School

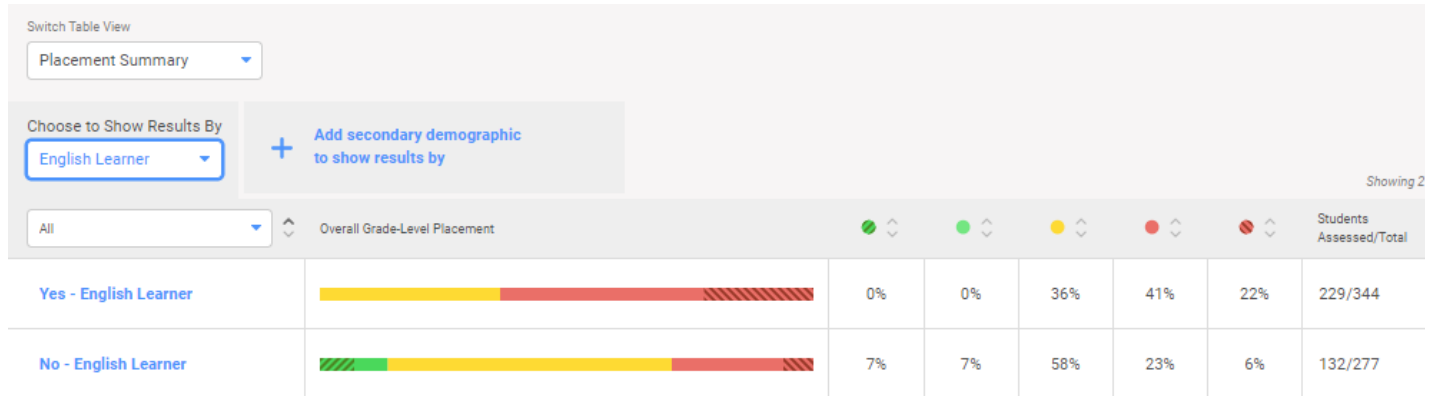
Sorted by: School

| <u>Group</u>           | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u> | <u>Percent At Level 3 &amp; 4</u> |
|------------------------|----------------|----------------|----------------|----------------|---------------------------|-----------------------------------|
| All Students           | 34<br>45.33%   | 28<br>37.33%   | 10<br>13.33%   | 3<br>4.00%     | 75                        | 17.33%                            |
| Female                 | 10<br>38.46%   | 13<br>50.00%   | 3<br>11.54%    | 0<br>0.00%     | 26                        | 11.54%                            |
| Male                   | 24<br>48.98%   | 15<br>30.61%   | 7<br>14.29%    | 3<br>6.12%     | 49                        | 20.41%                            |
| American Indian        | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| Black                  | 1<br>100.00%   | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 1                         | 0.00%                             |
| Hispanic               | 33<br>45.21%   | 28<br>38.36%   | 10<br>13.70%   | 2<br>2.74%     | 73                        | 16.44%                            |
| Asian/Pacific Islander | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| White                  | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 1<br>100.00%   | 1                         | 100.00%                           |
| Multiracial            | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0<br>0.00%     | 0                         | 0.00%                             |
| GenEd                  | 22<br>40.00%   | 20<br>36.36%   | 10<br>18.18%   | 3<br>5.45%     | 55                        | 23.64%                            |
| SWD                    | 12<br>60.00%   | 8<br>40.00%    | 0<br>0.00%     | 0<br>0.00%     | 20                        | 0.00%                             |



|                            |              |              |             |             |    |        |
|----------------------------|--------------|--------------|-------------|-------------|----|--------|
| Former SWD                 | 0.00%        | 0.00%        | 0.00%       | 0.00%       | 0  | 0.00%  |
| LEP                        | 30<br>62.50% | 16<br>33.33% | 2<br>4.17%  | 0<br>0.00%  | 48 | 4.17%  |
| Former LEP                 | 2<br>33.33%  | 3<br>50.00%  | 0<br>0.00%  | 1<br>16.67% | 6  | 16.67% |
| Economically Disadvantaged | 34<br>47.22% | 27<br>37.50% | 9<br>12.50% | 2<br>2.78%  | 72 | 15.28% |

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



**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**

After disaggregating and analyzing 2023-2023 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 students with ELL's subgroups in our school. This gap is reflective of variations in cognitive levels as well as varying disabilities within each classroom. Our 2023-20234 schoolwide plan will focus on closing achievement gaps in reading proficiency, and math skills for ELL's.

**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. | ELLs      | Language Acquisition Skills |

|    |      |                          |
|----|------|--------------------------|
| 2. | ELLs | Math Concepts and Skills |
| 3. |      |                          |
| 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.):**

*By June, 2024, English Language Learners in Grades 3-5 will show an increase in NYSED’s ELA Achievement Index from a baseline of 41.1 established in May, 2023 to 49.5 as measured by the New York State Education Department ELA assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 82.9.*

**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 June, 2024, the ELLs group at Laurel Park Elementary School will equal or exceed 50% median progress toward stretch growth as measured/indicated by the 2023-2024 iReady Diagnostic end-of-year assessment in May, 2024.

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

*By June, 2024, English Language Learners in Grades 3-5 will show an increase in NYSED’s math Achievement Index from a baseline of 70.9 established in May, 2023 to 78.1 as measured by the New York State Education Department Math assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 106.7.*

**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 June, 2024, the All Student group at Laurel Park Elementary School will equal or exceed 50% median progress toward stretch growth as measured/indicated by the 2023-2024 iReady Diagnostic end-of-year assessment in May, 2024.

**Survey Goal**

*By June 2024, our school will show an increase in the percentage of respondents who strongly agree with the statement, S.69 “Student behavior does not interfere with instruction” from 36.8% to 44.44% as measured/indicated by our implementation of PBIS with this frequency, 2 times a year (March & June).*

**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> <br/> <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)]:

- Reinventing the Classroom Experience – Learning Anytime, Anywhere
- Professional Learning Experiences (PLE)
- PBIS
- PBL
- LATIC
- Cultivating an equity lens
- Science PD with AnnMarie Madsen
- Data-Mate Training (grade 4)
- October Grade Level Meetings-HMH Training
- Superintendent's Day Grade Level Meetings
- SIT/MTSS Full Faculty Meeting
- School Safety Full Faculty Meeting

**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:

- Steam Club
- Microsoft Skills Club
- Level Up
- Book Club

- Digital Arts & Technology Club
- Robot Club
- Social Learning Club
- Instrument Club
- High Dosage Tutoring Math (many teachers)
- High Dosage Tutoring ELA (many teachers)

**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 - Laurel Park Elementary School |                                                                                                                                                                                                                                                                                                                      |               |                   |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|
| Allocations                                                   | Specific Expenditure                                                                                                                                                                                                                                                                                                 | Rate of Pay   | Project Salary    |
| Title IA                                                      | Salary & fringe - AIS Teachers - Teacher's On Special Assignment.                                                                                                                                                                                                                                                    | Varies        | \$ 64,798         |
| Title IA                                                      | Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers and Teaching Assistants - 909 hours X \$53/hr = \$48,177 + fringe \$9,591 = \$57,768 / 11 elementary schools = \$5,252/school (82.5 hours per building).                                                     | \$53.00       | \$ 5,252          |
| 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 Elementary Summer Enrichment Program - Literacy Camp - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X \$53/hr = \$132,500 + Fringe \$26,377 = \$158,877 / 11 elementary schools = \$14,444/school (227 hrs per building). | \$53.00       | \$ 14,444         |
| Title IA                                                      | Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liaisons = \$37,500 + fringe \$7,465 = \$44,965 / 11 elementary schools = \$4,088/school.                                                                                                                         | \$625 per day | \$ 4,088          |
| Title IA                                                      | Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909/school.                                                                                                                                                                                                          | varies        | \$ 909            |
| Title IA                                                      | Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$364/school.                                                                                                                                                                                               | Varies        | \$ 364            |
| Title IA                                                      | Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,408/school.                                                                                                                                                                                                          | Varies        | \$ 1,408          |
| Title IA                                                      | Salary for Title I Homeless Liaison. \$141,403 + fringe \$66,629 = \$208,032 / 17 schools = \$12,238 /school.                                                                                                                                                                                                        | Varies        | \$ 12,238         |
| Title IA                                                      | Homeless Liaison 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 Liaison 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>\$ 54,465</b>  |
| <b>Title I Total w/ Salaries:</b>                             |                                                                                                                                                                                                                                                                                                                      |               | <b>\$ 119,263</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.

- Meet the Teacher Night: 9/12
- Parent Portal Training with Lisa Landry: 9/12
- Welcome Back Movie Night: 9/12
- Applebee's Pancake Breakfast: 10/15
- Parent Information Night: 10/24
- Halloween Parade/Trunk or Treat: 10/31
- PTA Meeting: 11/9
- Bilingual/ENL Community Plaza Parent Information Night: 11/16
- Balloons Over Laurel Park: 11/21

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

Laurel Park, 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**

#### **Laurel Park** 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;

Distrito Escolar de Brentwood  
 Convenio de Escuela-Padres  
 Laurel Park

Nombre del Niño/a: Scyler Eslava Cobarrillos

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| <p><b>La Escuela Se Compromete:</b><br/>                 A auspicar, junto a la oficina central, una reunión anual para informarles a los padres, cuyos niños reciben servicios del Programa Título I, acerca del programa y de su derecho a estar involucrados. Este foro involucrará a los padres activamente en la planificación, revisión, y mejoramiento de los Programas de Título I y la póliza de involucrar a los padres.<br/>                 A ser flexible en cuanto a la cantidad y las horas de las reuniones, para acomodar los horarios de los padres.<br/>                 A proveerles a los padres información oportuna acerca de todos los programas.<br/>                 A proveerles una descripción de rendimiento y resultados de las evaluaciones individuales de cada estudiante y otros informes educativos pertinente al distrito.<br/>                 A proveerles enseñanza y un plan de estudios de la más alta calidad.<br/>                 A hacer frente a la comunicación entre padres y maestros a través de:<br/>                 *conferencias anuales de padres y maestros<br/>                 *reportes a los padres frecuentemente acerca del progreso de sus hijos<br/>                 *acceso razonable al personal<br/>                 *oportunidades para ofrecer su tiempo y participar en el salón de su hijo(a)<br/>                 A asegurar que los padres tengan oportunidad de participar en actividades de desarrollo profesional siempre y cuando la escuela lo vea apropiado, i.e. clases de alfabetización, talleres sobre estrategias de lectura.</p> | <p><b>El Padre/guardian Se Compromete:</b><br/>                 A involucrarse en el desarrollo, la implementación, evaluación, y revisión de la póliza de involucrar a los padres en la escuela.<br/>                 A usar o solicitar entrenamiento técnico ofrecido por la escuela o autoridad educacional local, sobre la crianza de los niños y las estrategias de enseñanza y aprendizaje.<br/>                 A ayudarles a nuestro(s) hijo(s) con la tarea, i.e. leer diariamente de 15 a 30 minutos a los niños del jardín de infantes y primer grado, y para los estudiantes del 2do al 5to grado, escucharles mientras leen diariamente de 15 a 30 minutos, revisar la tarea todos los días para todos los estudiantes de los grados K-12<br/>                 A vigilar a nuestro(s) niño(s) en cuanto a:<br/>                 *asistencia y puntualidad en la escuela<br/>                 *la tarea<br/>                 *la cantidad de tiempo que ve televisión<br/>                 A compartir la responsabilidad de mejorar los logros académicos del estudiante.<br/>                 A mantener la comunicación con los maestros de nuestro(s) niño(s) acerca de sus necesidades educacionales.<br/>                 A pedirles a los grupos de padres y a los padres que les provean información a la escuela sobre el tipo de entrenamiento o asistencia que les gustaría y/o que necesitan para poder ser más efectivos ayudando a sus hijos en el proceso educacional.<br/>                 A asegurar que todos los estudiantes asistan a la escuela completamente preparados cada día.</p> |
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El estudiante : Hacer las tareas todos los días y pedir ayuda cuando sea necesario. Leer por lo menos 30 minutos cada noche. Dar todos los avisos e información a sus padres

Firma del padre/guardian: [Signature] Fecha: 09-26-2023  
 Firma del maestro(o): [Signature] Fecha: 9-27-23

Distrito Escolar de Brentwood  
 Convenio de Escuela-Padres  
 Laurel Park

Nombre del Niño/a: Teilyn Gomez

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El estudiante : Hacer las tareas todos los días y pedir ayuda cuando sea necesario. Leer por lo menos 30 minutos cada noche. Dar todos los avisos e información a sus padres

Firma del padre/guardian: [Signature] Fecha: 9/12/23  
 Firma del maestro(o): \_\_\_\_\_ Fecha: \_\_\_\_\_

**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.
- Students were sent a color assignment depending on their teacher. First grade teachers have color circles depending on their assigned color, in front of their door and colored balloons so the first graders can recognize which room they are in.
- 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.**

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