

2023-2024 SIT/Schoolwide Plan – Pine Park

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	Pine Park Elementary School
Principal:	Rosa Nieves
Assistant Principal(s):	N/A
SIT Co-Chairs:	Virginia Grieco & Susan Abbamonte
Grades Served:	K

2023-2024 Staff List

Please include staff list from the school...

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Kinder- garten Full-day	Grade 1
*All Students	534	512	22
Female	275	268	7
Male	259	244	15
*American Indian/Alaska Native	15	15	0
*Black	25	22	3
*Hispanic	464	445	19
*Asian/Pacific Islander	5	5	0
Asian	5	5	0
*White	23	23	0
*Multiracial	2	2	0
General Education Students	427	427	0
*Students with Disabilities	107	85	22
Not English Language Learner	192	183	9
*English Language Learner	342	329	13
*Economically Disadvantaged	487	467	20
Not Economically Disadvantaged	47	45	2
Not Migrant	534	512	22
Homeless	7	7	0
Not Homeless	527	505	22
In Foster Care	2	1	1

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 **Pine Park Elementary School**, the McKinney-Vento liaison is Justine Corio.

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	7
Children in Foster Care	2
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)	
Members of the Community to be served	Pine Park Elementary Students
Teachers-SWP Sub Committee	Beautification Committee- Ashely White/Shannon Torres NYSESLAT Support- Maria Tata
Principals	Rosa Nieves
Other School Leaders	Janine Pellieterie, Cythnia Faicco, Andrea Gonzalez
Teaching Assistants	Laura Durante
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 *	Nicole Coscia
Other School Staff *	Ingrid Acosta & Natasha Sagredo (Community Plaza)
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) ^[1]
September	Reflection on ROCKS, Hispanic Heritage Day, Trunk or Treat, Unity Week. Conference Day, Farm Trip/Meet the Animals, Food Donations for Thanksgiving.
October	Reflection of Hispanic Heritage/Farm Trip/Author Assembly, Trunk or Treat/Pajama Day, Tentative BOY Data, Election day/Conference day, Parent Academy, National Children's Book Week.
November	Reflection of Trunk or Treat/Pajama Day/Parent Academy, Food Donations, Photo Night with Santa, Winter Fun Craft, Cookie Swap
December	Reflection on Santa Photo Night, Last minute Winter Craft discussion, Martin Luther King goal writing
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	ELA Ach. Index	Math Ach. Index
PINE PARK ELEMENTARY SCHOOL	All	61.5	126.9
PINE PARK ELEMENTARY SCHOOL	Black		
PINE PARK ELEMENTARY SCHOOL	ED	61.5	126.9
PINE PARK ELEMENTARY SCHOOL	ELL	33.3	100
PINE PARK ELEMENTARY SCHOOL	Hispanic	58.3	116.7
PINE PARK ELEMENTARY SCHOOL	SWD	58.3	116.7
PINE PARK ELEMENTARY SCHOOL	White		

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

We analyzed the Sound Symbol for all students. Our goal is for students to know between 23-26 Upper Case, Lower Case letters, and their sounds. Our mainstream students' data is 53% upper case letters, 36% lower case, and 10% sounds respectively. When we looked at our ELLs data, they were significantly lower. The Upper case, Lower Case, and Sound Symbol for ELLs was 22% upper case letters, 14% lower case letters, 4% sounds respectively. Because of the significant difference, we decided to focus on our ELLs.

Row Labels	Sum of 1st Trimester		Sum of 1st Trimester		Sum of 1st Trimester		% Fall Sound Met Goal
	Uppercase Met Goal	% Fall Uppercase Met Goal	Lowercase Met Goal	% Fall Lowercase Met Goal	Sounds Met Goal	% Fall Sounds Met Goal	
ELL	69	22%	42	14%	11	4%	
GEN ED	80	53%	55	36%	15	10%	

SWD	17	43%	14	33%	8	20%
SWD & ELL	25	45%	14	25%	10	18%
Grand Total	191	34%	125	22%	44	8%

State Assessment Math Data, disaggregated by subgroup

District/School Name	Subgroup	ELA Ach. Index	Math Ach. Index
PINE PARK ELEMENTARY SCHOOL	All	61.5	126.9
PINE PARK ELEMENTARY SCHOOL	Black		
PINE PARK ELEMENTARY SCHOOL	ED	61.5	126.9
PINE PARK ELEMENTARY SCHOOL	ELL	33.3	100
PINE PARK ELEMENTARY SCHOOL	Hispanic	58.3	116.7
PINE PARK ELEMENTARY SCHOOL	SWD	58.3	116.7
PINE PARK ELEMENTARY SCHOOL	White		

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

After disaggregating and analyzing 2023 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. Our 2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition, and math concepts and skills for ELLs in our school.

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

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

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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.	<u>Example</u> : All Students	<u>Survey Example</u> : 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^[2]. 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 will show an increase in NYSED's ELA Achievement Index from a baseline of 33.3 established in May, 2023 to 42 as measured by the New York State Education Department in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 76.6.

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:

While looking at the data, we noticed a different between the ENL students and the general population. Our focus group became the ENL students. By the end of the year, we will show an increase of sounds and letter recognition by 65% as measured/indicated by teacher administered exam in June 2024.

The Pine Park ELA goal for the 2023-2024 school year is for the students to identify all letters and letter sounds. Our goal is that 75% of continuously enrolled students will be able to increase by 65% in identifying 23-26 upper and lower case letters. Our data sources include:

- Kindergarten Literacy Benchmark
- Letter recognition assessments (formative)
- Pre & Post Test Writing Sample (formative and summative)

By June our subgroups will show a 65% increase in letter recognition and sounds. (ENL, BIL,)

New students and students who have had an RTI initiated, will meet individual progress indicators.

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

By June, 2024, English language learners will show an increase in NYSED's math Achievement Index from a baseline of 100 established in May, 2023 to 106 as measured by the New York State Education Department in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 130.

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:

While looking at the data, we noticed a different between the ENL students and the general population. Our focus group became the ENL students. By the end of the year, we would like the CAM test scores to increase by 65% in our ENL subgroup.

The Pine Park Math goal for the 2022-2023 school year is for the students to increase in numeracy proficiency. Our goal is that 75% of continuously enrolled students will be able to demonstrate growth in their numeracy proficiency by 65%. Our data sources include:

- Kinder CAM 1 & 4
- Happy Numbers (formative and summative)

By June our subgroups will show a 65% increase in numeracy proficiency. (ENL, BIL,)

New students and students who have had an RTI initiated, will meet individual progress indicators.

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"> • Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens
Teachers:	<ul style="list-style-type: none"> • Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens • Language Acquisition Vs. Learning Disabilities • Supporting students with disabilities During Remote Teaching • Collins/SIOP writing model • Use of online reading programs such as I-Ready • Ongoing assessment of students with disabilities’ reading levels using the Fountas and Pinnell Benchmark System • Leveraging electronic resources from the Go Math curriculum • HMH Training • PBIS Training
Teaching Assistants:	<ul style="list-style-type: none"> • Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals • 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

Social Workers:	<ul style="list-style-type: none"> Plays an active role as a member of the building team as well as the Crisis Intervention Team Provides counseling services to students in their assigned building Spends a considerable amount of time working with families, which may require visits to the homes to assess needs
Psychologists:	<ul style="list-style-type: none"> Attends scheduled CSE/CPSE meetings to present information Must maintain a counseling caseload as mandated by the CSE/CPSE Responsible for maintaining an active role as a member of the building and Crisis Intervention Team Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary

Professional Development

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

- o Reinventing the Classroom Experience – Learning Anytime, Anywhere
- o Professional Learning Experiences (PLE)
- o Cultivating an equity lens
- o HMH Training to support with the new reading program for the 2023-2024 school year.
- o PBIS training to help improve behaviors within the classroom and understanding how to implement our ROCKS program.

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:

-
- 3 Before School intensive tutoring (Article 26) clubs for SWD/ELLs.
- 1 After school intensive tutoring (Article 26) club for SWD/ELLs.
- 2 Before school intensive tutoring (Article 26) club for mainstream/ELLs.
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-

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:

Repopulated 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 - Pine Park Elementary School			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher’s On Special Assignment.	Varies	\$ 39,670
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 I Elementary Summer Reading Books – Lending library. \$10,000		

Title IA	/ 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 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		
Title I Sub-total:			\$	54,465
Title I Total w/ Salaries:			\$	94,135
Homeless Supplies, District-wide: \$13,500				

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.

- September- Kindergarten Orientation & Pine Park Rocks Event to help families learn about our PBIS initiative
- October- Hispanic Heritage and Multi-cultural Night to celebrate all families heritage
- October- Trunk or Treat- a safe way for families to trick or treat in their local area
- November- Parent Academy- teaching families math and reading skills that they can use with their children at home to help them succeed in Kindergarten
- December- Santa Photo Night- giving families an opportunity to take photos for the holidays.
- December- Winter Craft- families joining their child during the school day to create a craft
- February- Count on Parents for the 100th day of school
- March- NYSESLAT/Bingo Night- learn about the best way to prep for the NYSESLAT and play Bingo
- May- Field Day
- June- Moving Up Ceremonies

2023-2024 School-Parent-Student Compact

PINE PARK ELEMENTARY, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2022-2023.

School Responsibilities

PINE PARK ELEMENTARY will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;

6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring 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: Each year, our pre-school students 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 were invited to come to the school and attend a brief presentation from the building administrators on August 30th. Students were then be invited into their Kindergarten classroom to meet the teacher. Parents were provided with important dates, behavior plans and information for the first day of school, buses, meals, etc.
- 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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