

2023-2024 SIT/Schoolwide Plan – Southwest Elementary

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

| | |
|--------------------------------|----------------------------------|
| Name of School: | Southwest Elementary School |
| Principal: | Dr. Karen Kregel |
| Assistant Principal(s): | Nadine Scott |
| SIT Co-Chairs: | Lauren Schnal and Julie Dispigno |
| Grades Served: | K-5 |

2023-2024 Staff List



FACULTY
ROOM

| <u>KINDERGARTEN</u> | | <u>FOURTH GRADE</u> | | <u>ROOM</u> |
|-------------------------------|-----|---------------------------------|--|-------------|
| Ms. Amable Hidalgo (BIL) | 1A | Mr. Jorge Rodriguez (BIL) | | 16 |
| Ms. Nancy Loeber | 2A | Ms. Desiree Cernuto (Sp Ed) | | 18 |
| Ms. Amanda Medina-Necci (BIL) | 3A | Ms. Veronica Cusack | | 30 |
| Ms. Melissa Dennehy | 5A | Ms. Michele Walters | | 32 |
| Ms. Stephanie Romeo (ENL) | 8A | Ms. Donna Bagdziunas (CWC) | | 33 |
| Ms. Donna Plunkett | 9A | Ms. Kaitlyn Baldwin (CWC) | | 33 |
| Ms. Jeanine McKiernan (ENL) | 10A | Ms. Rebecca Otto | | 34 |
| | | Ms. Cara Walsh (ENL) | | 35 |
| <u>FIRST GRADE</u> | | | | |
| Ms. Suzana Ruggiero (Sp Ed) | 6A | <u>FIFTH GRADE</u> | | |
| Mr. Scott Murray (CWC) | 12A | Ms. Michele Hanlon (Sp Ed) | | 31 |
| Ms. Elizabeth Mantione (CWC) | 12A | Ms. Christine Fitt | | 40 |
| Ms. Amy Tannuzzo (BIL) | 13A | Ms. Kimberly Velez (ENL) | | 41 |
| Ms. Lexi Larkin | 14A | Ms. Christyann Rafuse (Sp Ed) | | 42 |
| Ms. Eileen Soriano (BIL) | 15A | Ms. Karolina Arevalo (BIL) | | 43 |
| Ms. Jennifer Doller (ENL) | 16A | Mr. Joseph Keleher | | 44 |
| Ms. Jessica Bendetti | 18A | Ms. Danielle Abrahams | | 45 |
| Ms. Crispina Philips (ENL) | 21A | Mr. Joseph Agro (CWC) | | 46 |
| Ms. Crystal DeSimone | 22A | Ms. Mackenzie Burnette (CWC) | | 46 |
| | | | | |
| <u>SECOND GRADE</u> | | <u>SPECIAL EDUCATION</u> | | |
| Ms. Angela Tornicchio | 36 | Ms. Mecca Tricoche | | 4 |
| Ms. Kerry Gimbel (CWC) | 37 | Ms. Brittany Higgins | | 5 |
| Ms. Jessica Poulos (CWC) | 37 | Ms. Lauren Schnal | | 7 |
| Ms. Maryanne DiMaio | 38 | Ms. Bernadette Giuliani | | 8 |
| Ms. Desiree Olaechea (BIL) | 39 | Ms. Peggy Curran (Resource) | | 36X |
| Ms. Jessi Iannone (ENL) | 17A | Ms. Vanessa DuRussel (Resource) | | Test Rm. |
| Ms. Diana Theodorou (BIL) | 19A | | | |
| Ms. Ann Marie Most (ENL) | 20A | <u>ENL</u> | | |
| Ms. Andrea Cohen (Sp. Ed) | 23A | Carissa McKillop (C.G.-LOA) | | 20X |

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|--|---------|-------------------------------------|---------------------|-----------|
| | | Amanda Paschette | | 20X |
| THIRD GRADE | | Maria Steibel | | 20X |
| Ms. Dana Abruzzo | 17 | TBD (McCarthy) (sub-S. DiMaio) | | 20X |
| Ms. Christina Nischo (ENL) | 19 | David Hinde | | 20X |
| Ms. Ingrid De Los Santos (BIL) | 21 | Jennifer Goldhaber | | Annex |
| Ms. Jaisle Chester (CWC) | 22 | Frankie De Stio | | Annex |
| Ms. Michelle Flecha-Amisano (CWC) | 22 | Carlene Martinez (embedded coach) | | Main |
| Ms. Espey (Sp. Ed) | 23 | | | |
| Ms. Jeannette Delgado (ENL) | 24 | | | |
| Ms. Leigh Saliani | 25 | | | |
| Ms. Aris Velez (BIL) | 26 | | | |
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| SPECIAL AREA TEACHERS | | Health | | |
| Art-Linda Egan | 7A | Nurse-Margaret Jeran | | Main |
| Art-Brady Wilkins (M, T, W, F) | Cart | Nurse-Marcia Panton | | Annex |
| Reading Consultant-Laura Symons | 11A | | | |
| Math Consultant-Susan Abate | 11A | OT | | |
| Reading Consultant-Erica Stoller | 2 | Jessica Pauciuлло | | 4A |
| Math Consultant-Jennifer DiMarco | 2 | Jillian Byrnes | | 4A |
| Library Media Specialist-Melissa Kennedy | Library | | | |
| Library Media Specialist-Doreen Coffey | Library | PT | | |
| Instructional Coach-Debra Agro | IC Room | Linda Hillman | | 4A |
| Music-Julie Dispigno | 15 | | | |
| Music-Zachary Cohen | Cart | | | |
| Music - Amanda Blum (Thursday only) | Cart | PERM SUBS | | |
| Phys Ed-Carlos Restrepo | Gym | <i>Matthew Laurelli (Theodorou)</i> | | |
| Phys Ed-Kenneth Koerner | Gym | <i>Alyssa Mantione</i> | | |
| Phy Ed - Jason Niehr | Gym | <i>Sophia DiMaio (McCarthy)</i> | | |
| Phys Ed - Rich Gonzalez (M, T, F) | Gym | <i>Diedra Murray (Ruggiero)</i> | | |
| Psychologist-Dan Fishkind | 12C | <i>Amelia Cusack (Olaechea)</i> | | |
| Psychologist-Abigail Agostino (T,W) | 24A | | | |
| Social Worker - Courtney Blum (M,TH,F) | 24A | | | |
| Guidance-Millie de la Concha | 45X | | | |
| | | | | |
| | | | | |
| Speech | | | | |
| Michelle Hupe | 6 | | | |
| Jaclyn Jepson | 6 | | Sensory Room | 20 |
| Kelly Roberts | 6 | | | |
| Danielle Donnatin (Tues, Wed) | 6 | | | |

Student demographic information:



| Student Subgroup (accountability subgroups are marked with an asterisk (*)) | Total (PreK-12, UGE, UGS) | Kinder- garten Full-day | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Ungraded Elementary (UGE) |
|--|---------------------------------|-------------------------------|------------|------------|------------|------------|------------|---------------------------------|
| *All Students | 981 | 156 | 177 | 167 | 147 | 141 | 182 | 11 |
| Female | 454 | 77 | 75 | 73 | 66 | 67 | 93 | 3 |
| Male | 527 | 79 | 102 | 94 | 81 | 74 | 89 | 8 |
| *American Indian/Alaska Native | 6 | 1 | 1 | 1 | 0 | 2 | 1 | 0 |
| *Black | 107 | 13 | 20 | 14 | 16 | 19 | 23 | 2 |
| *Hispanic | 759 | 121 | 137 | 137 | 114 | 97 | 144 | 9 |
| *Asian/Pacific Islander | 41 | 8 | 9 | 7 | 4 | 8 | 5 | 0 |
| Asian | 38 | 7 | 8 | 7 | 4 | 7 | 5 | 0 |
| Native Hawaiian/Other Pacific Islander | 3 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| *White | 55 | 9 | 9 | 7 | 10 | 11 | 9 | 0 |
| *Multiracial | 13 | 4 | 1 | 1 | 3 | 4 | 0 | 0 |
| General Education Students | 758 | 125 | 148 | 128 | 115 | 109 | 133 | 0 |
| *Students with Disabilities | 223 | 31 | 29 | 39 | 32 | 32 | 49 | 11 |
| Former Students with Disabilities | 12 | 0 | 2 | 3 | 4 | 1 | 2 | 0 |
| Not English Language Learner | 584 | 74 | 93 | 87 | 95 | 101 | 124 | 10 |
| *English Language Learner | 397 | 82 | 84 | 80 | 52 | 40 | 58 | 1 |
| Formerly English Language Learner | 63 | 0 | 7 | 8 | 14 | 21 | 13 | 0 |
| *Economically Disadvantaged | 867 | 134 | 159 | 143 | 124 | 127 | 170 | 10 |
| Not Economically Disadvantaged | 114 | 22 | 18 | 24 | 23 | 14 | 12 | 1 |
| Not Migrant | 981 | 156 | 177 | 167 | 147 | 141 | 182 | 11 |

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 **SW**, the McKinney- Vento liaison is **Doreen Coffey and Millie De La Concha**.

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
 - Provide students with a basic needs kit;
- Facilitate training at the building level;
 - In cases of domestic violence, know who is authorized to pick up students;
 - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
 - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
 - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
 - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
 - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
 - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
 - Make sure parents feel welcome and set the tone for further parental involvement;

- Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

| | # of Students |
|-------------------------|---------------|
| McKinney-Vento | 0 |
| Children in Foster Care | 0 |
| Migrant Students | 0 |

SIT Plan Development – Consultation and Collaboration

Our 2023-2024 SIT plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, district administrators; and, if the plan relates to a secondary school, students *ESSA Section 1114(b)(2)*. Please find a list of 2023-2024 SIT members below:

| Title: | Name: |
|---------------------------------------|---|
| Parents (More than 1) | Timothy Deehdean |
| Members of the Community to be served | |
| Teachers-SWP Sub Committee | Julie Dispigno <i>Jaisle Chester</i> |
| | Vanessa DuRussel Sue Abate |
| | Debbie Agro Michelle Hanlon |
| | Melissa Kennedy Maria Stiebel |
| | Mackenzie Burnette Amanda Paschette |
| | Danielle Abrahams Jen Goldhaber |
| | Scott Murray Frank DeSito |
| | Michelle Hupe Jessica Bendetti |
| | Jen DiMarco Danielle Donnatin |
| | Jeannette Delgado Erica Stoller |
| | Abigail Agostino Nancy Loeber |
| | Liz Mantione Maryanne Di Maio |
| | Donna Plunkett Amable Hidalgo |
| | Kelly Roberts Doreen Coffey |
| | Crystal Demma Mecca Tricoche |
| | Kerry Seyda Rebecca Otto |
| | Brittany Higgins <i>Michele Walters</i> |
| | Stephanie Romeo Millie de la Concha |
| | Amanda Medina-Necci Kaitlyn Baldwin |
| | Suzana Ruggiero Aris Velez |
| Lauren Schnal Karolina Arevalo | |
| Rebecca Otto Doreen Coffey | |
| Millie de la Concha Mecca Tricoche | |
| Principals | Dr. Kregel and Ms. Scott |
| Other School Leaders | N/A |
| Teaching Assistants | Lurrone Charles |

| | |
|--|--|
| 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 * | N/A |
| Other School Staff * | N/A |
| Students (for a secondary school) | N/A |
| Other individuals determined by the school | N/A |

* 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 9/19/23 | Chairs, events and committees. |
| October 10/23/23 | Star student , PTC day, Superintendent conference day, thanksgiving baskets, updates |
| November 11-21-23 | Committee updates, folders, iReady data, goal vote |
| December 12-19-23 | Survey goal, data, winter family fun night |
| 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

| Grade 3 English Language Arts April 2023 | | | | | |
|--|--------------|--------------|--------------|------------|--------------------|
| Group | Level 1 | Level 2 | Level 3 | Level 4 | Total Valid Scores |
| All Students | 60 44.44% | 38 28.15% | 29 21.48% | 8 5.93% | 135 |
| Female | 28 46.67% | 16 26.67% | 13 21.67% | 3 5.00% | 60 |
| | 32 | 22 | 16 | 5 | 75 |

| | | | | | |
|----------------------------|--------------|--------------|--------------|-------------|-----|
| maac | 42.67% | 29.33% | 21.33% | 6.67% | 12 |
| American Indian | 0 0.00% | 0 0.00% | 0 0.00% | 0 0.00% | 0 |
| Black | 7 41.18% | 5 29.41% | 3 17.65% | 2 11.76% | 17 |
| Hispanic | 47 45.63% | 27 26.21% | 24 23.30% | 5 4.85% | 103 |
| Asian/Pacific Islander | 0 0.00% | 2 50.00% | 1 25.00% | 1 25.00% | 4 |
| White | 6 66.67% | 2 22.22% | 1 11.11% | 0 0.00% | 9 |
| Multiracial | 0 0.00% | 2 100.00% | 0 0.00% | 0 0.00% | 2 |
| GenEd | 40 38.46% | 30 28.85% | 26 25.00% | 8 7.69% | 104 |
| SWD | 19 70.37% | 6 22.22% | 2 7.41% | 0 0.00% | 27 |
| Former SWD | 1 25.00% | 2 50.00% | 1 25.00% | 0 0.00% | 4 |
| LEP | 34 70.83% | 13 27.08% | 0 0.00% | 1 2.08% | 48 |
| Former LEP | 0 0.00% | 5 38.46% | 8 61.54% | 0 0.00% | 13 |
| Economically Disadvantaged | 52 46.43% | 31 27.68% | 23 20.54% | 6 5.36% | 112 |

Grade 4 English Language Arts April 2023

Brentwood
Southwest Elementary
Sorted

| <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 Level 4</u> |
|------------------------|----------------|----------------|----------------|----------------|---------------------------|------------------------|
| All Students | 33 35.48% | 28 30.11% | 24 25.81% | 8 8.60% | 93 | 34.4 |
| Female | 12 30.00% | 11 27.50% | 12 30.00% | 5 12.50% | 40 | 42.5 |
| Male | 21 39.62% | 17 32.08% | 12 22.64% | 3 5.66% | 53 | 28.3 |
| American Indian | 1 50.00% | 1 50.00% | 0 0.00% | 0 0.00% | 2 | 0.0 |
| Black | 3 23.08% | 3 23.08% | 6 46.15% | 1 7.69% | 13 | 53.8 |
| Hispanic | 25 39.68% | 20 31.75% | 14 22.22% | 4 6.35% | 63 | 28.5 |
| Asian/Pacific Islander | 0 0.00% | 2 50.00% | 1 25.00% | 1 25.00% | 4 | 50.0 |
| White | 4 50.00% | 2 25.00% | 2 25.00% | 0 0.00% | 8 | 25.0 |
| Multiracial | 0 0.00% | 0 0.00% | 1 33.33% | 2 66.67% | 3 | 100.0 |
| GenEd | 20 ----- | 23 ----- | 22 ----- | 8 ----- | 73 | 41.1 |

| | | | | | | |
|----------------------------|--------------|--------------|--------------|-------------|----|------|
| | 27.40% | 31.51% | 30.14% | 10.96% | | |
| SWD | 13 68.42% | 4 21.05% | 2 10.53% | 0 0.00% | 19 | 10.5 |
| Former SWD | 0 0.00% | 1 100.00% | 0 0.00% | 0 0.00% | 1 | 0.0 |
| LEP | 19 63.33% | 8 26.67% | 3 10.00% | 0 0.00% | 30 | 10.0 |
| Former LEP | 1 7.14% | 5 35.71% | 4 28.57% | 4 28.57% | 14 | 57.1 |
| Economically Disadvantaged | 30 35.29% | 27 31.76% | 21 24.71% | 7 8.24% | 85 | 32.5 |

Grade 5 English Language Arts April 2023 **Brentwood UFS**
Southwest Elementary School

Sorted by: School

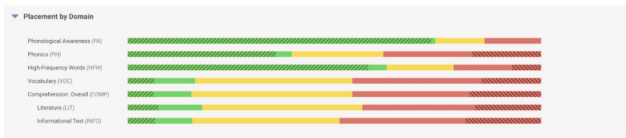
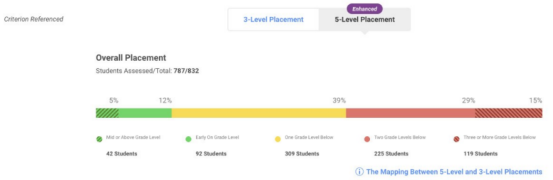
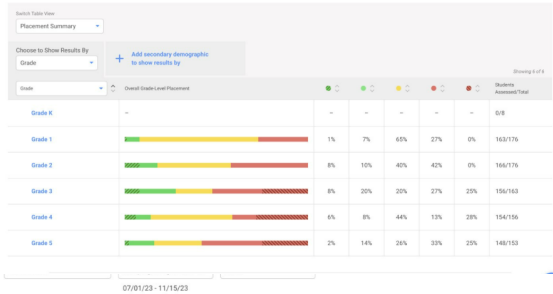
| <u>Group</u> | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u> | <u>Percent At Level 3 & 4</u> |
|----------------------------|----------------|----------------|----------------|----------------|---------------------------|-----------------------------------|
| All Students | 49 42.98% | 37 32.46% | 27 23.68% | 1 0.88% | 114 | 24.56% |
| Female | 19 31.15% | 26 42.62% | 15 24.59% | 1 1.64% | 61 | 26.23% |
| Male | 30 56.60% | 11 20.75% | 12 22.64% | 0 0.00% | 53 | 22.64% |
| American Indian | 0 0.00% | 0 0.00% | 1 100.00% | 0 0.00% | 1 | 100.00% |
| Black | 8 50.00% | 3 18.75% | 5 31.25% | 0 0.00% | 16 | 31.25% |
| Hispanic | 39 45.88% | 30 35.29% | 16 18.82% | 0 0.00% | 85 | 18.82% |
| Asian/Pacific Islander | 1 20.00% | 1 20.00% | 2 40.00% | 1 20.00% | 5 | 60.00% |
| White | 1 14.29% | 3 42.86% | 3 42.86% | 0 0.00% | 7 | 42.86% |
| Multiracial | 0 0.00% | 0 0.00% | 0 0.00% | 0 0.00% | 0 | 0.00% |
| GenEd | 25 30.49% | 31 37.80% | 25 30.49% | 1 1.22% | 82 | 31.71% |
| SWD | 24 77.42% | 6 19.35% | 1 3.23% | 0 0.00% | 31 | 3.23% |
| Former SWD | 0 0.00% | 0 0.00% | 1 100.00% | 0 0.00% | 1 | 100.00% |
| LEP | 24 72.73% | 7 21.21% | 2 6.06% | 0 0.00% | 33 | 6.06% |
| Former LEP | 2 22.22% | 3 33.33% | 4 44.44% | 0 0.00% | 9 | 44.44% |
| Economically Disadvantaged | 46 44.23% | 33 31.73% | 25 24.04% | 0 0.00% | 104 | 24.04% |

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

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

student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends



Grade 3 Mathematics May 2023

Brentwood Southwest Elementary

| Group | Level 1 | Level 2 | Level 3 | Level 4 | Total Valid Scores | P |
|------------------------|--------------|--------------|--------------|------------|--------------------|---|
| All Students | 32 22.38% | 63 44.06% | 43 30.07% | 5 3.50% | 143 | |
| Female | 15 22.73% | 34 51.52% | 16 24.24% | 1 1.52% | 66 | |
| Male | 17 22.08% | 29 37.66% | 27 35.06% | 4 5.19% | 77 | |
| American Indian | 0 0.00% | 0 0.00% | 0 0.00% | 0 0.00% | 0 | |
| Black | 1 5.88% | 6 35.29% | 9 52.94% | 1 5.88% | 17 | |
| Hispanic | 30 27.27% | 46 41.82% | 30 27.27% | 4 3.64% | 110 | |
| Asian/Pacific Islander | 0 0.00% | 2 50.00% | 2 50.00% | 0 0.00% | 4 | |
| White | 1 10.00% | 8 80.00% | 1 10.00% | 0 0.00% | 10 | |
| Multiracial | 0 0.00% | 1 50.00% | 1 50.00% | 0 0.00% | 2 | |
| GenEd | 16 14.55% | 51 46.36% | 38 34.55% | 5 4.55% | 110 | |
| SWD | 16 55.17% | 10 34.48% | 3 10.34% | 0 0.00% | 29 | |
| Former SWD | 0 0.00% | 2 50.00% | 2 50.00% | 0 0.00% | 4 | |

| | | | | | |
|----------------------------|--------------|--------------|--------------|------------|-----|
| LEP | 21 40.38% | 24 46.15% | 7 13.46% | 0 0.00% | 52 |
| Former LEP | 0 0.00% | 5 38.46% | 8 61.54% | 0 0.00% | 13 |
| Economically Disadvantaged | 30 25.21% | 54 45.38% | 30 25.21% | 5 4.20% | 119 |

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

State Assessment Math Data, disaggregated by subgroup

| | |
|-------------------------------------|------------------------------------|
| Grade 4 Mathematics May 2023 | Brentwood UFSD |
| | Southwest 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 & 4</u> |
|----------------------------|----------------|----------------|----------------|----------------|---------------------------|-----------------------------------|
| All Students | 32 32.32% | 34 34.34% | 29 29.29% | 4 4.04% | 99 | 33.33% |
| Female | 13 29.55% | 17 38.64% | 12 27.27% | 2 4.55% | 44 | 31.82% |
| Male | 19 34.55% | 17 30.91% | 17 30.91% | 2 3.64% | 55 | 34.55% |
| American Indian | 1 50.00% | 0 0.00% | 1 50.00% | 0 0.00% | 2 | 50.00% |
| Black | 3 23.08% | 4 30.77% | 6 46.15% | 0 0.00% | 13 | 46.15% |
| Hispanic | 26 37.68% | 25 36.23% | 15 21.74% | 3 4.35% | 69 | 26.09% |
| Asian/Pacific Islander | 0 0.00% | 2 40.00% | 3 60.00% | 0 0.00% | 5 | 60.00% |
| White | 2 25.00% | 3 37.50% | 2 25.00% | 1 12.50% | 8 | 37.50% |
| Multiracial | 0 0.00% | 0 0.00% | 2 100.00% | 0 0.00% | 2 | 100.00% |
| GenEd | 21 26.25% | 30 37.50% | 25 31.25% | 4 5.00% | 80 | 36.25% |
| SWD | 11 61.11% | 4 22.22% | 3 16.67% | 0 0.00% | 18 | 16.67% |
| Former SWD | 0 0.00% | 0 0.00% | 1 100.00% | 0 0.00% | 1 | 100.00% |
| LEP | 22 64.71% | 11 32.35% | 1 2.94% | 0 0.00% | 34 | 2.94% |
| Former LEP | 2 13.33% | 5 33.33% | 5 33.33% | 3 20.00% | 15 | 53.33% |
| Economically Disadvantaged | 31 34.07% | 30 32.97% | 26 28.57% | 4 4.40% | 91 | 32.97% |

Grade 5 Mathematics May 2023

Brentwood U
Southwest Elementary

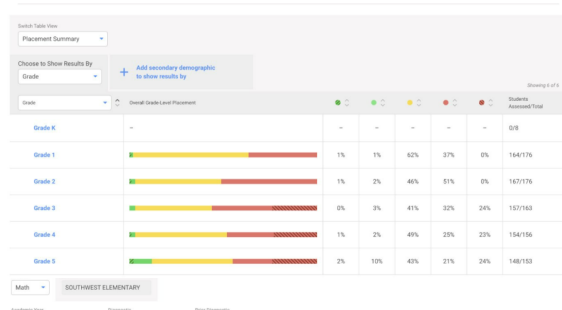
| <u>Group</u> | <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | <u>Level 4</u> | <u>Total Valid Scores</u> | <u>Percent Level 3</u> |
|----------------------------|----------------|----------------|----------------|----------------|---------------------------|------------------------|
| All Students | 54 47.79% | 30 26.55% | 25 22.12% | 4 3.54% | 113 | 25.66 |
| Female | 26 45.61% | 17 29.82% | 14 24.56% | 0 0.00% | 57 | 24.56 |
| Male | 28 50.00% | 13 23.21% | 11 19.64% | 4 7.14% | 56 | 26.79 |
| American Indian | 0 0.00% | 0 0.00% | 1 100.00% | 0 0.00% | 1 | 100.00 |
| Black | 6 40.00% | 4 26.67% | 5 33.33% | 0 0.00% | 15 | 33.33 |
| Hispanic | 43 50.59% | 24 28.24% | 15 17.65% | 3 3.53% | 85 | 21.18 |
| Asian/Pacific Islander | 2 40.00% | 1 20.00% | 2 40.00% | 0 0.00% | 5 | 40.00 |
| White | 3 42.86% | 1 14.29% | 2 28.57% | 1 14.29% | 7 | 42.86 |
| Multiracial | 0 0.00% | 0 0.00% | 0 0.00% | 0 0.00% | 0 | 0.00 |
| GenEd | 33 38.37% | 28 32.56% | 22 25.58% | 3 3.49% | 86 | 29.07 |
| SWD | 21 80.77% | 2 7.69% | 2 7.69% | 1 3.85% | 26 | 11.54 |
| Former SWD | 0 0.00% | 0 0.00% | 1 100.00% | 0 0.00% | 1 | 100.00 |
| LEP | 22 64.71% | 6 17.65% | 6 17.65% | 0 0.00% | 34 | 17.65 |
| Former LEP | 1 11.11% | 4 44.44% | 3 33.33% | 1 11.11% | 9 | 44.44 |
| Economically Disadvantaged | 50 48.54% | 26 25.24% | 23 22.33% | 4 3.88% | 103 | 26.21 |

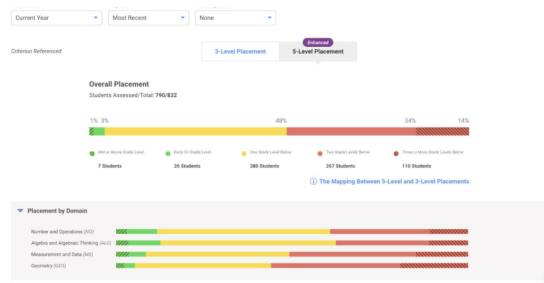
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

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.**

F+P data graph being made

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

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

Southwest Elementary uses iReady ELA & Math as our local assessments to gauge data from subgroups. iReady is a computer program that provides valuable information to teachers including sophisticated data and actionable insight to help them address students' individual needs and support meaningful progress. *After disaggregating and analyzing 2022-2023 State ELA and math assessment results and the local assessment data stated above, it was evident that our the performance of the All Students group in our school falls below appropriate grade level expectations. This year we decided our focus was on the All Students groups in grades 3, 4 & 5. This gap is reflective of a general language deficit that exists for all students, 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 all students in our school.*

Southwest will use, Fountas and Pinnell Benchmark Assessment System which provides teachers with precise tools and texts to observe and quantify specific reading behaviors and then interpret and use that data to plan meaningful instruction. This will also give us valuable data to compare the iReady data to. Using an authentic assessment with a full diagnostic allows us to patient a full picture of our student body's needs.

Furthermore, after analyzing the 2022-2023 School Performance Scan (Data Triangle) surveys, it was evident that the

majority of all students only somewhat agree with the statement, "My family helps at home with school work." Our 2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "My family helps at home with school work."

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

- Our overall starting iReady scores in math and reading are higher than 22-23 year
- High frequency words and phonological awareness are strength of our overall student group
- Algebra and measurement/data are our highest domains in math overall
- Teachers are using I can statements in their lessons which is a high leveraged practice according to survey

- According to the survey teacher care about their students , the school creates an environment of acceptance, we use technology in our classrooms and lessons.
- According to the survey student feel their teachers believe in them.

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

- Comprehension, especially information text is a need of our overall student group
- Vocabulary is also a weakness of our overall student group
- Our overall score in iReady for math and reading are still below grade level
- Geometry is our lowest score domain in math
- 3rd grade was our largest gap between standard grade average and their scores
- Behavior still affects classroom instruction according to survey data
- According to the survey we need to improve student self-monitoring their progress.
- According to the survey children don't feel they see "people like me" in books they read, and want to be leader in the classroom.

2023-2024 Schoolwide Plan Priorities

| | Subgroup: | Priority Area: |
|----|--------------|--|
| 1. | All Students | <u>IReady Growth Score</u> |
| 2. | All Students | <u>IReady Growth Score</u> |
| 3. | All Students | <u>Survey</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, all students in Grades 3-5 will show an increase in NYSED’s ELA Achievement Index from a baseline of 70.7 established in May, 2023 to 77.9 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 106.6.

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:

By June, 2024, the All Student group at Southwest Elementary School will equal or exceed 112% median progress toward typical 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, all students in Grades 3-5 will show an increase in NYSED’s math Achievement Index from a baseline of 80.4 established in May, 2023 to 87.2 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 114.3.

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 Southwest Elementary School will equal or exceed 112% median progress toward typical growth as measured/indicated by the 2023-2024 iReady Diagnostic end-of-year assessment in May, 2024.

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 <ul style="list-style-type: none"> • I can statements • Success criteria • Professional Learning Experiences (PLE) • PBIS roll out – matrix, parent information session • LATIC • Teacher College training and lab classroom • HMH roll out • Annemarie Madison - Science Investigations • CPI training • Wisdom walks • PBIS team • Goal attainment • Leveraged leadership |
| Teachers: | <ul style="list-style-type: none"> • Reinventing the Classroom Experience – Learning Anytime, Anywhere • Eric Hermann training on HMH and literacy foundational skills • Collins/SIOP writing model • Use of online reading programs such as I-Ready • Data Chats • Ongoing assessment of all students including those with disabilities' reading levels using the Fountas and Pinnell Benchmark System • Leveraging electronic resources from the Go Math curriculum and HM • LATIC collaboration meetings • Teacher College training lab classrooms Writers workshop implementation and professional development • Annemarie Madison - Science Investigations • Turn key of I can statements for new teachers • Use of online reading programs such as iReady • SEL – Second Step • PBIS • Success criteria • Buidling anchor charts with goals based on standards |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> • Spotlight on Literacy • NYSESLAT Writing • Grade level Common Planning time • Andrew Rudd – turn key success criteria • Purple dot training – special education in general education understanding and implementing an IEP |
| 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 • Must maintain a counseling caseload as mandated by the CSE/CPSE • 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 • Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary |
| 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 • Performance reevaluation and new referral testing in accordance to IEP and state regulations |

Professional Development

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

- **Copy/paste a bulleted list of PD that is aligned to support improved capacity to implement the strategies identified above. There should be a 1:1 correlation between the prioritized strategies above, and the PD listed below. SEE PLACEHOLDERS BELOW. PLEASE CUSTOMIZE FOR YOUR SCHOOL.**

-
- Reinventing the Classroom Experience – Learning Anytime, Anywhere
- Professional Learning Experiences (PLE)
- Cultivating an equity lens
- LATIC
- TC – Teachers College writers Workshop
- Virtual Computer Based Training
- Arriba Training
- L.L.I. Training
- Andrew Rudd – Success Criteria Team
- Read 180
- PECS Training
- Erick Herrmann – HMH
- PBL
- Helping students deal with grief
- IEP case managers training
- Mentoring best practices
- VRC
- Creating and managing learning centers
- What components of HMH can I use to increase my iReady scores
- Canva to create parent flyers
- IReady data chats
- More than a purple dot

Strategies for Increasing Learning Time Beyond the Instructional Day

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)], improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this SIT plan, and have been conceived to ensure both interim and ultimate goal attainment. See strategies below:

- Include a bulleted list of before-/after-school activities designed to ensure both interim and ultimate goal attainment
 - High Dosage Tutoring – Math – Ms. Bagdziunas, Ms. Cusack, Ms. Walters, Ms. Rafuse, Ms., Nischo, Ms. Arvelo, Ms. Ahrhams, and Ms. Burnette
 - High Dosage Tutoring – Reading – Ms. Bendetti, Ms. Chester, and Ms. Mantione
 - We run as one club – Tuesday mornings starting oct till June
 - Looming club – Nov to dec Monday and Thursday afternoons
 - Darts club – Tuesday and Thursday mornings Nov

- o Soccer club – Oct to Nov Monday and Thursday afternoons
- o NYSESLAT prep Jan to April Tuesday and Thursday mornings
- o Buddy social skills club – November to December Tuesday/Thursday afternoons
- o Storybook fun – Nov to Jan Tuesday mornings
- o Fun with math – Nov to February Thursday mornings
- o Yearbook club – Thursday morning Nov- March
- o Vex Robotics club

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 - Southwest Elementary School | | | |
|---|--|---------------|-------------------|
| Allocations | Specific Expenditure | Rate of Pay | Project Salary |
| Title IA | Salary & fringe - AIS Teachers - Teacher’s On Special Assignment. | Varies | \$ 112,929 |
| 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 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: | | | \$ 167,394 |
| 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.

- Include a bulleted list of parent/family engagement activities which, specifically, support SIT goal attainment
 - Welcome Back Picnic
 - Star Student
 - Clothing Mall
 - Hispanic Heritage Night
 - Dyslexia information night
-

2023-2024 School-Parent-Student Compact

Southwest, 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

Southwest 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;



img-151145

Southwest Elementary School –Parent Compact 2023-2024

The Southwest Elementary School 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), agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved 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.

| | |
|---|---|
| <p>Southwest School will:</p> <ol style="list-style-type: none"> 1. 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 standards. To meet this goal the school will use District adopted curriculum and researched based instructional practices. 2. Hold Parent Teacher Conferences during which time this compact will be discussed as it relates to the individual child’s achievement. 3. Provide parents with frequent reports on their children’s progress during parent teacher conferences, through report cards, and weekly reports if needed. 4. Provide parents with reasonable access to staff. Parents may schedule meetings with teachers during the school day or can arrange phone conferences. 5. Provide parents with opportunities to volunteer and participate in their child’s class Parents may participate in activities, read to students and chaperone field trips. 6. Provide parents with opportunities to participate in professional development activities and workshops related to the Common Core Standards. 7. Provide Spanish translations of notices and fliers . | <p>The parent/guardian will:</p> <ol style="list-style-type: none"> 1. Monitor student attendance. 2. Ensure that students come to school fully prepared each day. 3. Ensure that homework is completed. 4. Volunteer in their child’s classroom or at school events. 5. Participate in decisions relating to the child’s education. 6. Communicate with the teacher regarding educational needs. 7. Read to first graders for 15-30 minutes each evening. Listen to second to fifth graders read each evening for 15-30 minutes. 8. Monitor the amount of television children watch. 9. Stay informed by communicating with the school, and promptly reading all notices from the school and District. 10. Become involved in the PTA, or becoming a Title I representative of the School Improvement Team, the Title I Policy Advisory Committee, as well as other local and State school support teams. |
|---|---|

The student will do their homework every night. Ask for help when needed. Read with their family every night.
Give all notices from the school to their parents.

Parent Signature _____

Date: _____

Teacher Signature _____

Date: _____

Escuela Primaria de Southwest 2023-2024 Contrato de escuela – padres

La escuela primaria de Southwest y los padres de los estudiantes que participan en actividades, servicios y programas financiados por Título I de la parte A del Acta de Educación Primaria y Secundaria (ESEA), concuerdan que este contrato describe como los padres, toda la facultad, y los estudiantes compartirán la responsabilidad para mejorar logros académicos y los medios por los cuales la escuela y los padres construirán y desarrollarán unidad que ayudará a los niños a alcanzar los estándares altos del estado.

- La escuela de Southwest:**
1. Proveerá un currículo de alta calidad e instrucción en un ambiente de aprendizaje propicio y eficaz que permitirá a los niños participantes a cumplir con las normas académicas del estado. Para cumplir con este objetivo la escuela utilizará el currículo adoptado por el Distrito y prácticas de enseñanza basadas en investigaciones.
 2. Mantendrá conferencias de padres y maestros durante las cuales este contrato se discutirá lo que se refiere al logro individual del niño/a.
 3. Proveer a los padres con informes frecuentes sobre el progreso de sus hijos durante las conferencias de padres y maestros, a través de las boletas de calificaciones y los informes semanales si es necesario.
 4. Proveer a los padres con acceso razonable al personal. Los padres pueden programar reuniones con los maestros durante el día escolar o pueden organizar conferencias telefónicas para los padres que no pueden salir del trabajo para asistir a reuniones en persona.
 5. Proveer a los padres la oportunidad de ser voluntarios y participar en la clase de sus hijos. Los padres pueden participar en las actividades, leer a los estudiantes y ser acompañantes en viajes educativos.
 6. Proveer a los padres la oportunidad de participar en actividades de desarrollo profesional y talleres relacionados con los Estándares Básicos Comunes.
 7. Proporcionar traducciones en español de avisos y volantes.

- Los padres/tutores:**
1. Supervisarán la asistencia del estudiante.
 2. Asegurarán de que los estudiantes lleguen a la escuela totalmente preparados cada día.
 3. Asegurarán de que la tarea sea completada.
 4. Serán voluntarios en el aula de sus hijos.
 5. Participarán en las decisiones relacionadas con la educación del niño/a.
 6. Se comunicarán con el profesor/a en relación con las necesidades educativas.
 7. Leerán a niños de primer grado durante 15-30 minutos cada noche. Escucharán a los niños de segundo a quinto grado leer cada noche.
 8. Supervisarán la cantidad de televisión que los niños ven.
 9. Se mantendrán informados mediante la comunicación con la escuela y la lectura inmediata de todos los avisos de la escuela y el distrito.
 10. Participarán en el PTA (Asociación de Padres y Maestros) o se convertirán en un representante del Equipo de Mejoramiento Escolar, el Comité de Asesoramiento de Políticas de Título I, el concilio de Asesoramiento de Políticas de todo el Distrito, así como otros equipos locales y estatales de apoyo escolar.

El estudiante hará su tarea cada noche. Va a pedir ayuda cuando sea necesario. Leerá con su familia todas las noches. Dará todos los avisos de la escuela a sus padres.

Firma del padre/tutor: _____

Fecha: _____

Firma del maestro/a: _____

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 Kindergartens are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2023-24 school year, parents will be invited to come to

the school with their Kindergartens for a brief presentation from the building administrators. Students will then be invited into their 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!
- K-2 supply drop off with parents before school opening
- Welcome back picnic
-

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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