

2023-2024 SIT/Schoolwide Plan – Twin Pines

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	Twin Pine Elementary School
Principal:	Dr. Gloria Jackson
Assistant Principal	Mrs. Yeny Correa
SIT Co-Chairs:	Holly O'Keefe Peggy Tarantino
Grades Served:	Grades 1 - 5

2023-2024 Staff List

Please include staff list from the school...

GRADES		SPECIAL AREA TEACHERS	TITLE	RM.
FIRST GRADE	RM.	Francisca Kim	Speech	35A
		Mary Molinari	Media Specialist	Library
Faith Gee/Hallam	1A	Peggy Tarantino	TOSA	24
Holly O'Keefe/Pascalis	2A	Pam Pavone	TOSA	24
Julieann Anderson/Rivera	1	Jeannette Santos	TOSA	35B
Nicole Conti	2	Rosemarie Staudt	LRC	Lab A
Tatiana Quintana/Bil	3	Kelly Intartaglia	LRC	22
Elizabeth Torres/Bil	4	Bonnie LaGatta	Music	38P
James Rubino	5	Brad Hartman	Music	Cart
Juanita Montalbano/Pahuja	8	Melissa Migliano	Music	Cart
Leydy Yanes/Bil	12	Crystal Cavanaugh	Art	37P
		Vasiliki Sourlis	Art	Cart
SECOND GRADE		Dana Los	Phys Education	Gym
Christine Sacco	6	Caroline Amatulle	Phys Education	Gym
Gabriela Cruz Portillo/Bil	7	Jon Urbom	Phys Education	Gym
Kim Profeta/Pahuja	9	Gessy Fuentes	Social Worker	15A
Dave Simonson/Tassone	10	Jessica Manzo Torres	Guidance Counselor	15B
Gina Cerone/Hallam	11	Eva Hallam	ENL	22
Javier Camacho/Bil	13	Caileen Pascalis	ENL	22
Brianna Rosa/Bil	14	Namrata Pahuja	ENL	35B
Waleska Pichardo	16	Bethany Rivera	ENL	22
		Shannon Tassone	ENL	Lab A
THIRD GRADE		Justin Mickaliger	Psychologist	F/O
		TEACHER ASSISTANTS		
Lanora Truglio	25	Donna Ferrara	Reading	
Alma Maldonado/Bil	26	Faith Lowe	Reading	
Veruska Summers/Bil	27	Patricia Rankin	Reading	
Jacque Azzizzo/Hallam	28	Vacancy	Reading	
Robert Melo/Rivera	29	Alexandra Vallejo	Reading	
Amy Bello/Pascalis	30	Vacancy	Math	
		Hilda Al Radaideh	ENL	
FOURTH GRADE		JulieAnn Boss	ENL	
		Mahbubba Mesbahuddin	ENL	
Debbie Dowling	31	Rehanna Nadeem	ENL	
Alicia Cobb/Pascalis	32	Rabia Umar	ENL	
Rosinda Lodestro/Bil	33	Vacancy	BIL	
Caroline Torres/Bil	34			
Sarah Seiler/Tassone	35			

Carly Croteau/ B. Rivera	36			
MONITORS				
FIFTH GRADE			Jonaki Hossain	Cafeteria
			Maribel De la Cruz	Cafeteria
Barbara Zembrzycki	17		VACANCY	Cafeteria
Melissa Aruta/Tassone	18		VACANCY	Cafeteria
Helen Marandola/Pahuja	19		Rachel Garcia	Cafeteria
Evelyn Montanez/BIL	20		Iris Rodriguez	Cafeteria
Jason Rivera	21			
Melissa Martinez/BIL	23		NURSE	HEALTH MONITOR
			Marie Rosen	VACANCY
OFFICE ASSISTANTS - F/O				
CUSTODIANS				
			Joshua Young	Head Custodian
Patricia Sasek			James Musa	Day Custodian
Katie Tronolone			Sean Hoey	Night Senior
Tomika Oliver			Caitlin Matos-Rodriguez	Night Custodian
Linette Sica	Library		Bashkim Mehmedi	Night Custodian
Nusrat Khan				
PERM SUBS				
			Sophia DiMaio	
			Nicollete Roppelt	
			Amanda Schults	
			Debra Valdez	
			Vanessa Velasco	
SEMI PERM SUBS				
			Ann Blore	
CAFETERIA STAFF				
			Maria Konstantatos	Head Cook
			Rosa Reyes	Assistant
			Ingrid Aguilar	Helper
			Loly Arevalo	Helper
			Delal Ekren	Helper
			Liz Gonzalez	Helper
			Ingrid McLaughlin	Helper

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
*All Students	744	178	139	150	135	142
Female	394	87	77	80	70	80
Male	350	91	62	70	65	62
*American Indian/Alaska Native	4	2	0	1	0	0
*Black	35	8	10	6	4	7
*Hispanic	682	163	125	136	129	129
*Asian/Pacific Islander	6	1	0	2	2	1
Asian	5	1	0	1	2	1
Native Hawaiian/Other Pacific Islander	1	0	0	1	0	0
*White	12	1	4	4	0	3
*Multiracial	5	2	0	1	0	2
General Education Students	669	160	131	132	121	125
*Students with Disabilities	75	18	8	18	14	17
Former Students with Disabilities	8	1	2	2	3	0

Not English Language Learner	374	78	62	74	81	79
*English Language Learner	370	100	77	76	54	63
Formerly English Language Learner	86	12	11	17	33	13
*Economically Disadvantaged	664	160	117	136	121	130
Not Economically Disadvantaged	80	18	22	14	14	12
Migrant	1	0	0	1	0	0

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

2023-2024 School and/or district Vision Statement:

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

2023-2024 School and/or district Mission Statement:

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

2023-2024 School McKinney-Vento Plan:

Our 2023-2024 SIT plan takes into account the needs of migratory children as defined in section 1309(2) (ESSA Section 1114(b)(1)). The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with **Michele Stylianos**, the McKinney-Vento District-Level Liaison. The family is notified of the liaison’s role in assisting them with their needs. At Twin Pines, the McKinney- Vento liaison is Gessy Fuentes.

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	First Grade: 2 Second Grade: 1 Third Grade: 0 Fourth Grade: 2 Fifth Grade: 0
Children in Foster Care	0
Migrant Students	1

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)	Mr. Okyere	
Members of the Community to be served		
Teachers-SWP Sub Committee	First Grade Representative(s)	Holly O’Keefe, Co-chair
	Second Grade Representative(s)	Christine Sacco

	Third Grade Representative(s)	Alma Maldonado Veruska Summers
	Fourth Grade Representative(s)	Alicia Cobb Debbie Dowling
	Fifth Grade Representative(s)	Barbara Zembrzycki
	BTA Representative(s)	Helen Marandola
	Special Area Teacher Representative(s)	Bethany Rivera Peggy Tarantino, Co-chair
	Support Staff Representative(s)	Gessy Fuentes Jessica Manzo Torres
Principals	Dr. Gloria Jackson, Principal	
Other School Leaders	Mrs. Yeny Correa, Assistant Principal	
Teaching Assistants	Donna Ferrara Rehana Nadeem Rabia Umar Alexandra Vallejo	
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 *	Matthew, IT Technician Nusrat Khan, Communication Aide	
Other School Staff *	Omar Sealey, School Security Officer	
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) [U]
September 9/12/23 9/26/23 (SIT Plan Binder & Title I Funding Meeting)	<p>SIT Meeting Agenda</p> <p>Review of ESSA Title 1 Compliance Calendar 2022-2023</p> <p>Review SIT Meeting Dates</p> <p>Review of Scheduled SIT Events</p> <p>Start With Hello</p> <p>Childhood Cancer Awareness (September 30, 2022)</p> <p>Plan for Bulletin Board (per grade level)</p> <p>Parent participation / New PTA President</p> <p>Curriculum Night</p> <p>Hispanic Heritage Night</p> <p>Unity Day</p> <p>Review of ESSA Title 1 Compliance Calendar 2022-2023</p> <ul style="list-style-type: none"> • Discuss interim and ultimate goals for ELA and mathematics • Discuss strategies for above and align professional development • Begin discussion/planning for comprehensive needs assessment and review dates. • Discuss and establish timeline for gathering and analyzing data <p>Preliminary State and Local Data Report Update</p> <p>ESSA Annual Review of SIT/SWP Effectiveness Rubric</p> <p>Discussion of 22-23 SIT/SWP & ESSA Budgets</p>
October 10/11/23	<p>SIT Meeting Agenda</p> <p>SIT Targets & Review Meeting with the Office of Funded Programs</p> <p>Funding For Events</p> <p>Hispanic Heritage Night Updates</p> <p>Unity Day Updates</p>

	Applebee's Fundraiser Suffolk Transportation Bus Safety Program Curriculum Night / AIS Lists Event Volunteer Reminders
November	SIT Meeting Agenda 11/9/2022 SIT School Wide Goals Curriculum Night Overview: Event Tonight Applebee's Breakfast Fundraiser Grade Level Bulletin Boards Update Theme Winter Building Theme Craft Night in December Parent Teacher Conferences Spirit Week Thanksgiving
December	SIT Meeting Agenda Schoolwide Plan: Complete SIT/SWP and set dates for regular review and revisions of plan. Ensure that SIT plan requirements are included (refer to Schoolwide Program Plan Review Form and Annual Review Effectiveness Rubric).
12/4/23 12/11/23 12/14/23 (SWP Data Team Meeting)	
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					Brentwood UFSD	
					Twin Pines 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	47 38.52%	31 25.41%	33 27.05%	11 9.02%	122	36.07%
Female	29 43.94%	15 22.73%	18 27.27%	4 6.06%	66	33.33%
Male	18 32.14%	16 28.57%	15 26.79%	7 12.50%	56	39.29%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 28.57%	4 57.14%	0 0.00%	1 14.29%	7	14.29%
	44	26	32	10		

Hispanic	39.29%	23.21%	28.57%	8.93%	112	37.50%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	44 39.29%	27 24.11%	31 27.68%	10 8.93%	112	36.61%
SWD	3 37.50%	4 50.00%	1 12.50%	0 0.00%	8	12.50%
Former SWD	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
LEP	38 65.52%	13 22.41%	6 10.34%	1 1.72%	58	12.07%
Former LEP	0 0.00%	5 35.71%	8 57.14%	1 7.14%	14	64.29%
Economically Disadvantaged	45 40.91%	28 25.45%	28 25.45%	9 8.18%	110	33.64%

Grade 4 English Language Arts April 2023

Brentwood UFSD

Twin Pines 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	21 22.83%	36 39.13%	25 27.17%	10 10.87%	92	38.04%
Female	10 21.28%	16 34.04%	16 34.04%	5 10.64%	47	44.68%
Male	11 24.44%	20 44.44%	9 20.00%	5 11.11%	45	31.11%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	0 0.00%	1 33.33%	0 0.00%	2 66.67%	3	66.67%
Hispanic	21 24.14%	35 40.23%	24 27.59%	7 8.05%	87	35.63%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	18 21.95%	33 40.24%	22 26.83%	9 10.98%	82	37.80%
SWD	3 42.86%	2 28.57%	2 28.57%	0 0.00%	7	28.57%
Former SWD	0 0.00%	1 33.33%	1 33.33%	1 33.33%	3	66.67%
LEP	19 20.00%	16 16.67%	3 3.33%	0 0.00%	38	7.89%

	50.00%	42.11%	7.89%	0.00%		
Former LEP	0 0.00%	11 47.83%	9 39.13%	3 13.04%	23	52.17%
Economically Disadvantaged	18 22.78%	31 39.24%	23 29.11%	7 8.86%	79	37.97%

Grade 5 English Language Arts April 2023

Brentwood UFSD
Twin Pines 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	35 35.71%	35 35.71%	23 23.47%	5 5.10%	98	28.57%
Female	22 36.07%	22 36.07%	15 24.59%	2 3.28%	61	27.87%
Male	13 35.14%	13 35.14%	8 21.62%	3 8.11%	37	29.73%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
Hispanic	35 37.23%	33 35.11%	21 22.34%	5 5.32%	94	27.66%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	30 33.71%	33 37.08%	21 23.60%	5 5.62%	89	29.21%
SWD	5 55.56%	2 22.22%	2 22.22%	0 0.00%	9	22.22%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	27 61.36%	15 34.09%	2 4.55%	0 0.00%	44	4.55%
Former LEP	1 10.00%	6 60.00%	2 20.00%	1 10.00%	10	30.00%
Economically Disadvantaged	35 38.04%	31 33.70%	21 22.83%	5 5.43%	92	28.26%

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

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

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

State Assessment Math Data, disaggregated by subgroup

Grade 3 Mathematics May 2023

Brentwood UFSD

<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	20 17.24%	35 30.17%	42 36.21%	19 16.38%	116	52.59%
Female	15 24.19%	23 37.10%	18 29.03%	6 9.68%	62	38.71%
Male	5 9.26%	12 22.22%	24 44.44%	13 24.07%	54	68.52%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 33.33%	0 0.00%	3 50.00%	1 16.67%	6	66.67%
Hispanic	18 16.82%	33 30.84%	38 35.51%	18 16.82%	107	52.34%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	18 16.98%	30 28.30%	39 36.79%	19 17.92%	106	54.72%
SWD	2 25.00%	5 62.50%	1 12.50%	0 0.00%	8	12.50%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	15 25.86%	25 43.10%	13 22.41%	5 8.62%	58	31.03%
Former LEP	0 0.00%	3 27.27%	5 45.45%	3 27.27%	11	72.73%
Economically Disadvantaged	17 16.50%	34 33.01%	36 34.95%	16 15.53%	103	50.49%

Grade 4 Mathematics May 2023

Brentwood UFSD

Twin Pines 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	29 27.10%	34 31.78%	37 34.58%	7 6.54%	107	41.12%
Female	17 32.08%	14 26.42%	20 37.74%	2 3.77%	53	41.51%
Male	12 22.22%	20 37.04%	17 31.48%	5 9.26%	54	40.74%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	0 0.00%	0 0.00%	3 100.00%	0 0.00%	3	100.00%

	0.00%	0.00%	100.00%	0.00%		
Hispanic	29 28.71%	34 33.66%	32 31.68%	6 5.94%	101	37.62%
Asian/Pacific Islander	0 0.00%	0 0.00%	2 66.67%	1 33.33%	3	100.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	26 27.37%	30 31.58%	33 34.74%	6 6.32%	95	41.05%
SWD	3 33.33%	3 33.33%	2 22.22%	1 11.11%	9	33.33%
Former SWD	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
LEP	26 54.17%	16 33.33%	5 10.42%	1 2.08%	48	12.50%
Former LEP	0 0.00%	8 32.00%	15 60.00%	2 8.00%	25	68.00%
Economically Disadvantaged	28 30.43%	28 30.43%	31 33.70%	5 5.43%	92	39.13%

Grade 5 Mathematics May 2023

Brentwood UFSD
Twin Pines 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	26 26.80%	48 49.48%	22 22.68%	1 1.03%	97	23.71%
Female	18 31.58%	30 52.63%	9 15.79%	0 0.00%	57	15.79%
Male	8 20.00%	18 45.00%	13 32.50%	1 2.50%	40	35.00%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
Hispanic	25 27.17%	45 48.91%	21 22.83%	1 1.09%	92	23.91%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	23 26.14%	44 50.00%	20 22.73%	1 1.14%	88	23.86%
SWD	3 33.33%	4 44.44%	2 22.22%	0 0.00%	9	22.22%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

LEP	16 34.04%	26 55.32%	5 10.64%	0 0.00%	47	10.64%
Former LEP	2 22.22%	4 44.44%	3 33.33%	0 0.00%	9	33.33%
Economically Disadvantaged	23 25.56%	44 48.89%	22 24.44%	1 1.11%	90	25.56%

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

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

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

Survey Data

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

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

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

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

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

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

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

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

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

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

-

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

-

2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	<u>Example:</u> ELLs	<u>ELA Example:</u> Language Acquisition Skills
2.	<u>Example:</u> ELLs	<u>Math Example:</u> Math Concepts and Skills
3.	<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 in Grades 3-5 will show an increase in NYSED's ELA Achievement Index from a baseline of 62.5 established in May, 2023 to 70 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 100.

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

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

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

By June, 2024, English language learners in Grades 3-5 will show an increase in NYSED's math Achievement Index from a baseline of 86.1 established in May, 2023 to 92.7 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 118.9.

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

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

Survey Goal

By (insert date or timeframe) our school will show an increase in the percentage of respondents who strongly agree with the statement, (insert survey statement) from (baseline percentage) to (desired percentage) as measured/indicated by (method for measuring the change in performance) with this frequency (how often the goal will be measured, i.e. 4xs per year).

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

Our school will utilize the strategies identified below to upgrade the entire educational program to improve the achievement of the lowest achieving students [ESSA Section 1114(b)(7)(A)(i-iii)]. The strategies are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

MTSS is an instructional model that aims at prevention and early intervention through a tiered system that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of students. The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our school's overall MTSS strategy, including identifying individual students that need targeted support in various skill areas.

Schoolwide Improvement Strategies

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)]. Improvement strategies/activities should be purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure interim and ultimate goal attainment
- Include strategies to be employed by all staff, i.e. principals, teachers, Teaching Assistants, Social Workers, Psychologists
- **Secondary schools are encouraged to consider alignment between SIT goals and strategies, and drop-out prevention goals and strategies**
- **The table below is populated with placeholders. Please customize the strategies for principals and teachers for your school! Feel free to add to/delete from the strategies for teaching assistants, social workers, and psychologists as well.**

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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
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)]:

- **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

	Subgroup:	Professional Learning:	Dates:
1.	All Students Grades 1 - 5	ELA: HMH Embedded Professional Learning Supports	September 11, 2023 (Grade 1) September 12, 2023 (Grade 2) September 13, 2023 (Grade 3) September 14, 2023 (Grade 4) September 15, 2023 (Grade 5) September 28, 2023 (Bilingual Teachers) September 29, 2023 (TOSAs) November 7, 2023 (All Grades) November 1, 2023 (Grade 3) November 2, 2023 (Grade 4) November 21, 2021 (Bilingual Teachers Grade 5)
2.	All Students Grades 1 & 2	ELA: Reciprocal Teaching and Performance Based Learning with an Interdisciplinary Approach Embedded HMH Professional Learning facilitated by Michelle McCabe	January 8, 2024 January 16, 2024 January 29, 2024 February 5, 2024 March 4, 2024 March 25, 2024
3.	All Students Grades 3 - 5	Math: in Motion facilitated by Bill Atwood	October 17 – 18, 2023 November 14 – 15, 2023 December 5 – 6, 2023 January 9 –10, 2024 February 12 – 13, 2024 March 18 – 19, 2024 April 2 & 5, 2024
4.	All Students In the PBL Cohort	Science: Project-Based Learning (PBL) facilitated by Jeanette Santiago and AnnMarie Madsen (PBL Team)	September 19 & 21, 2023 (PBL) October 10, 2023 (PBL) October 25, 2023 (PBL) December 19, 2023 (PBL) January 24, 2024 (PBL)
5.	All Students Grades 1 - 5	Science: Fidelity of Implementation of NYS Next Generation Science Standards with an Interdisciplinary Approach Embedded Professional Learning Facilitated by AnnMarie Madsen (Grades 1-5)	September 13, 2023 (Grade 5) September 22, 2023 (New Teachers) November 8, 2023 (Grade 5) November 28, 2023 (Grade 3)

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

Name of Program	Brief Description	Provider(s)	Grade	# of Students	Length of Program
Title I - Academic enrichment before/after school activities	Remediation will be provided to students performing two or more grade levels below expectation in English Language Arts and Math evidenced by multiple measures and teacher recommendation for remedial support. Activities will be focused on Grade 3 ELA and Math standards.	Amy Bello	3	15	2, one-hour sessions per week for 10 weeks
Title I - Academic enrichment before/after school activities	Remediation will be provided to students performing 1 or more grade levels below expectation in Math as evidenced by multiple measures and teacher recommendation for remedial support. Activities will include: Small group strategy lessons, use of manipulatives and math games to reinforce skills.	Dave Simonson	2	16	2, one-hour sessions per week for 10 weeks
Title I - Academic enrichment before/after school activities	Students will receive remedial support in mathematics and the program will target students who are failing, or at risk of failing, to meet the State’s challenging academic standards. The program will support students who are identified as needing academic support in Math. Teacher recommendation or I Ready diagnostic results may be used as a way of identifying and supporting low achieving students.	Barbara Zembrzycki	5	15	2, one-hour sessions per week for 10 weeks
Title I - Academic enrichment before/after school activities	The purpose of this program is to utilize Leveled Literacy Intervention (LLI) to increase oral fluency, syntax, comprehension, and reading accuracy for fourth grade English Language Learner students who are not achieving grade-level expectations in reading.	Peggy Tarantino	1	20	2, one-hour sessions per week for 10 weeks
High-Dosage Tutoring - ELA/ Math	Objective or Learning Goal Grade 4 Math: New York State Next Generation Mathematics Learning Standard Grade 4 Number & Operations in Base Ten: Through their learning in the Number and Operations in Base Ten domain, students: generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place; apply their understanding of models for multiplication place value, and properties of operations as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers; select and accurately apply appropriate methods to estimate or mentally calculate products, depending on the numbers and the context; develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems;	Alicia Carly Croteau Debbie Dowling	4	25	2, one-hour sessions for 12 weeks
Title III - ELA ELLs NYSESLAT		Juanita Montalbano			
Title III - ELA ELLs NYSESLAT	Students will be participating in activities/ projects/assignments improving and strengthening their academic needs in ELA. The Afterschool program will provide the students with additional practice and assistance with the material currently being taught to improve outcomes in ELA.	Namrata Pahuja	2-3	15-20	2, one-hour sessions for 12 weeks
Title III - ELA ELLs NYSESLAT		Gabriella Cruz-Portillo	4-5		
Title IV - Coding	Students will be participating in coding activities on laptops as well as with robotic equipment from the Brentwood UFSD. As part of the Well-Rounded Education initiative, students will be engaged in technology, science, and math type activities to increase knowledge and familiarization of the rapidly popular and demanding coding field.	Rob Melo	4	14	2, one-hour sessions for 10 weeks

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

Our SIT plan was developed to improve BUFSD secondary students’ opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) *ESSA Section 1114(b)(7)(A)(iii)(II)*. Examples of these activities are listed below:

Prepopulated by the OFP.

SIT Plan Funding Sources

In accordance with ESSA law for schools operating a schoolwide program, our school will consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program *[ESSA Section 1114(a)(1)]* to best meet the needs of students who are failing, or, at-risk of failing to meet the state’s challenging state academic standards *[ESSA Section 1114(b)(7)(A)(i-iii)]*. Title I funds, strategically aligned to support this plan may be seen below:

2023-2024 ESSA Title I Budget - Twin Pines Elementary School			
Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher’s On Special Assignment.	Varies	\$ 73,883
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	Varies	\$ 1,222

	and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities.		
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:			\$ 128,348
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)(iii)*). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2023-2024 Schoolwide/SIT plan.

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

2023-2024 School-Parent-Student Compact

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

School Responsibilities

Twin Pines Elementary School will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring 2022);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible

number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;

10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

Parent Responsibilities

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

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

Student Responsibilities

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

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

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

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

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2023-24 school year, parents will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 2023-2024, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

Mid-Year SIT Meeting

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

Final SIT Meeting

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

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

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

