2023-2024 SIT/Schoolwide Plan – Brentwood High School

Friday, July 28, 2023   1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	Brentwood High School
Principal:	Dr. Dashana Dulin
Assistant Principal(s):	Mr. James Gesseck, Mr. Wayne Loper, Ms. Jessica Price, Mr. Edward Coleman, Ms. Kate Lasky, Dr. Chief Taylor
SIT Co-Chairs:	Patricia Orechovsky and Jessica Sanchez
Grades Served:	10-12

2023-2024 Staff List

[pdf] Sonderling Staff

BRENTWOOD HIGH SCHOOL
SONDERLING CENTER STAFF 2023-2024

ART DEPARTMENT
Perez, Angel-Dr. Dulin (AP)
Alexander, Andrea
Burkhardt, Sean
Calvo, Lisa
Grossi, Kristin
Haug, Jillian
Korovezos, Peter
Mato, Joseph
Moss, Joanne
Potuzak, Marisa
Rackoff, Joshua
Schultz, James
Wharton, Sequoyah

ENGLISH DEPARTMENT
Heintze, Jennifer(DH)
Chamberlin, Chris
Dan, Amy
Hadsell, Melissa
Jackson, Marc
Kennedy, Elizabeth
Kenny-Cincotta, Vincent
Kohl, Tracy
Makboulian, Julia
Masotto, Kristen
Monacchio, Peter
O'Brien, Natalia
Orechovsky, Patricia
Roberto, Gabrielle
Sickler, Diana
Williams, Kimberly

ENL
TBD (DH)
Anajovich, Michael
Atay, Nafiye
Costa, Heather
Czimber, Stephanie
Hayduscko, Yvonne
Levine, Betzabe Veronica
Markowski, Lisa
Marmo, Catherine
Miller, Jillian
Minushkin, Renee
Morris, Deborah
Pagan, Marisol (dean)

WORLD LANGUAGE
Ribeiro, Carla (DH)
Cohen, Kimberly
Edwards, Kathleen
Korovezos, Lilianne
Larsen, Keri
Lopez, Eva
Pellegrino, Giacomo
Tutuska, Jennifer
Umana, Armando
Vacancy

MATHEMATICS
DeVita, Kristin (DH)
Amador, Victoria
Battifarano, Andrea
Berger, David (dean)
Bergs, Jenny
Bowden, Nicole
Calzetta, Anthony
Devane, Danielle
Gray, Theresa
Florio, Maria
Marino, Stephanie
Melendez-Leon, Delia
Mitchell, Kathleen
Morris, Brittany
Rivera, Rebeca
Rowlette, Michelle
Schwaner, Jennifer
Tracey, Nicholas
Wilson, Spencer (dean)
Wulfken, Marissa

PHYSICAL ED
Herrera, Francisco-Loper, Wayne (AP)
Barsky, Alexander
Crespo, Blake
Dilello, Robert
Goumba, Suzanne
Harrison, Christina
Kaplan, Patrick
Newell, Michael
Nuara, Anthony
Sorbera, Jonathan

ROTC
Hanna, Wayne SMSgt
Perez, Armando MSgt

SCIENCE DEPARTMENT
Costa, Jennifer (DH)
Alestra, Kyle
Baritis, George
Bellafiore, Benjamin
Borelli, Michael
Carrara, Kenneth
Connell, Megan
DeBlasi, Maria
Dirkschneider, Kim
Giannakos, Angelo
Hayes, Robert
Howell Amato, Alia
Lambert, Connor
Loperfido, Denise
Medwig, Jacquelyn
O'Neill, Sean
Patch, Robert
Roderick, Joseph
Rotella, Anthony
Schnakenberg, Conrad
Sikorsky, Gregory
Sundaran, Bindu

BILINGUAL
TBD (DH)
Anajovich, Joy
Calderon, Juan
Desouza, Nora
Gomez, Christyanne
Herguth, Kyle
Lopez, Maria
Morales, Ana
Passin, Dana
Restmeyer, Jessica
Schuck, Marcia
Valderrama, Brayana
Vargas, Charles

SOCIAL STUDIES
Santorelli, Paula (DH)
Bateman, Ian
Bennett, Douglas
Bien, Christopher
Castillo, Marilyn
Crean, Sean
Deorag, Arniel
Espinoza, Marco
Hermann, Jessica
Johnson, Jessica
Muller, John
Neikam, Robert
Ramo, Denise
Salanitri, Giuseppe
Sutch, Joseph
Ullrich, Michael
Watson, Edward

SPECIAL EDUCATION
Gross, Karen (Coord)
Citrin, Ingrid (DH)
Brown, Bryan
Capozzoli, Linda
Conroy, Jeremy
Csutor, Lori
Farrell, James
Forte, Janine
Gentile, Mary
Hoffman, Ian
Joseph, Karin
Knuth, Michelle
LaCova, Joseph
LaScala, Anthony
Latuga, Kristen
McCrossin, Kristin
McDermott, Brittany
Murphy, Gina
Narracci, Kayleigh
Newmeyer, Heidi
Nicolotti, Amanda
Pell, Lisa
Porrini, Barbara
Ramsaran, Janelle
Taylor, Maggie
Umanzor Reyes, Naun

Ullrich, Jessica   11/21/2023

HEALTH
Herrera, Francisco-Gesseck, James(AP)
Dunn, Danielle
Lundquist, Maureen
Lupo, Leonard

TECHNOLOGY
Taylor, Chief (AP)
Brooks, Brian
Mulderig, Jacob
Zeman, Timothy

SPECIALISTS
Garrett, Arlene	Nurse
Hacker, Kristie	Speech
Herron, Daphne	Attend Teacher
Levy, Patrice	Soc. Work
Lewis, Susan	Library
Littman, Sharon	Speech
Maia, Ana	Psych.-Bilingual
Mitchner, Lolita	Psychologist
Ponce, Lisa	Soc. Work
Portillo, Omar	Soc. Work
Quinn, Gabriella	Psychologist
Rostas, Alyse	Speech
Ryan, Maureen	Library
Schmidt, Kaylin	Speech
Vera, Karla	Nurse

GUIDANCE DEPARTMENT
Abenes, Wayne (Coord)
Altamirano, Nicole
Cohen, Jill
Cooke, Kiersten
Cosme-Taveras, Ruth
Davidson, Scott
Feil, Karin
Ferguson, Melissa
Gudema, Wendy
Lanzetta, Dawn Marie
Lerikos, Kristina
Montoya, Jennifer
Popal, Michelle
Tricoche, Sarah

CUSTODIANS
Acosta, Casey	(11-7)
Alvarez Joseph	(11-7)
Aponte, David	Chief
Columbia, Thomas	(11-7)
Cruz, Mike Jr.	(11-7)
Deorag, Ramrissoon	(3-11)
Flaherty, Scott	(11-7)
Forte, Korey	(7-3)
Garamy, Zoltan	(11-7)
Iorio, Ralph	(11-7)
Love, Marcus	(3-11)
Mayer, Dan	(11-7)
Mojica, Juan	(11-7)
Price, Wesley	(11-7)
Sentowski, Charles	(7-3)
Sheridan, Kevin	(7-3)

BOCES
Benjamin, Kenia

CAFETERIA
Aziz, Fatiha	New
Casimir, Marie	Old
Fosmire, Jennie (Cook)	Old
Franquiz, Marta (Cook)	New
Gonzalez, Juanita	Old
Grant, Joanne	New
Hernandez, Heidi	Old
Morales, Ada	Old
Osorio, Luci	New
Paz, Maria	Old
Shahid, Meena	New
Tucker, Ana	Old
Urena, Reina	Old
Ventura Adams, Marlem	New
Zelaya, Alba	New

BUSINESS
Dulin, Dashana (Act Prin)
Horner, Steven
Ingram, Mark

TA's & MONITOR'S
Aleman Chacon, Cinthya	Teacher Aide
Ally, Lydia	TA
Andersen, Lisa	Mon
Argueta, Eleonora	TA
Angulo, Yanira	Health Aide
Bonilla, Franklin	TA
Born, Lisa	Health Aide
Burdett, Melissa	Mon
Candelier, Maria	Comp TA
Coffin, Rosemary	Mon
Daniels, Judy	Comp TA
Dopwell, Arlene	TA
Dorvil, Myrlande	Health Aide
Euceda, Kamberly	Mon
Flores, Jessica	TA
Giorgio, Nancy	Mon
Greenhaus, Rosemarie	TA
Harris, Franceda	Mon
Hernandez, Carlos	TA
Hernandez Brizuela, Fredy	Mon
Mathieu, Gina	TA
Otero, Lori Ann	TA
Martinez, Karina	Att. Mon
Nocita, Robert	TA
Parim, Cristina	TA
Pelegrin, Fatima	TA
Pena, Francy	TA
Perci, Thomas	TA
Pimentel, Carmen	Mon
Schaller, Deborah	TA
Vermilyea, Samantha	TA
Washington, Neil	Mon
Zelaya, Rogelio	TA

FACS
Price, Jessica (AP)
Bachmann, Patricia
McDermott, Lorie
Pombonyo, Laura
Rotella, Christina

CLERICAL
Bartlett, Carol	OA
Berry, Lisa	SOA
Bonilla, Kassandra	OA
Bowser, Cathy	POA
Cordovano, Lauren	OA
Crudele, Lisa	SOA
Leon, Michael (EHS)	OA
D'Agostino, Cheryl	OA
Decotis, Patricia	POA
DiMaria, Theresa	OA
Fox, Jillian	SOA
Garcia, Corina	OA
Hamlani, Rashida	SOA
Leon, Danielle (EHS)	SOA
Oliveira, Maribel (EHS)	SOA
Pulinario Garcia, Madelyn	OA
Rickey, Maria	OA
Schook, Janine	OA

CONT. EDUCATION
Cheng, Jerry (Principal)
Rodriguez, Lisalvelisse (AP/Coord ESL)

TEACHERS SP. ASSIGN/DEANS
David Berger
Spencer Wilson
Marisol Pagan

PERMANENT SUBSTITUTES
Administrators	6
Cafeteria	15
Clerical	18
Custodians	16
Deans	3
Dept. Chairpersons	4
Guidance Counselors	13
TA's & Monitors	33
Perm. Substitutes	0
Specialists	15
Teachers	166
Total	289

11/21/2023

Staff by
Dept Ross

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded Secondary (UGS)	Enrollment in HS Grades
*All Students	**4,640**	**240**	**1,574**	**1,462**	**1,289**	**75**	**4,639**
Female	2,158	102	739	681	612	24	2,158
Male	2,482	138	835	781	677	51	2,481
*American Indian/Alaska Native	13	2	5	3	2	1	13
*Black	366	0	129	119	112	6	366

*Hispanic	4,023	236	1,373	1,250	1,105	59	4,022
*Asian/Pacific Islander	110	1	30	45	30	4	110
Asian	104	0	28	42	30	4	104
Native Hawaiian/Other Pacific Islander	6	1	2	3	0	0	6
*White	115	1	29	44	36	5	115
*Multiracial	13	0	8	1	4	0	13
General Education Students	4,047	235	1,372	1,299	1,141	0	4,047
*Students with Disabilities	593	5	202	163	148	75	592
Former Students with Disabilities	21	1	8	6	6	0	21
Not English Language Learner	3,350	9	1,165	1,092	1,058	26	3,350
*English Language Learner	1,290	231	409	370	231	49	1,289
Formerly English Language Learner	518	1	215	145	157	0	518
*Economically Disadvantaged	3,903	200	1,326	1,235	1,072	70	3,902
Not Economically Disadvantaged	737	40	248	227	217	5	737
Migrant	3	0	2	0	1	0	3

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 Sonderling High School, the McKinney-Vento liaison is Michele Stylianos.

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	38
Children in Foster Care	12
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)	Marcela Paracat-Rojas Gerri Coleman-Odom Angela Mercado
Members of the Community to be served	
Teachers-SWP Sub Committee	Ms. Patricia Orechovsky Ms. Jessica Sanchez Ms. Elizabeth Kennedy Ms. Melissa Hadsell Ms. Bindu Sundaran Mr. Omar Portillo Ms. Marlyn Garcia Dr. Sequoyah Wharton Mr. Edward Coleman Ms. Jessica Price
Principals	Dr. Dashana Dulin, Acting Principal
Other School Leaders	Mr. James Gesseck, Assistant Principal Mr. Wayne Loper, Assistant Principal Ms. Kate Macrae-Lasky, Assistant Principal Dr. Chief Taylor, Assistant Principal Ms. Jessica Price, Assistant Principal Mr. Edward Coleman, Assistant Principal
Teaching Assistants	Cinthya Chacon Lydia Ally Eleonora Argueta Franklin Bonilla Arlene Dopwell Jessica Flores Rosemarie Greenhaus Carlos Hernandez Gina Mathieu Lori Ann Otero Robert Nocita Cristina Parim Fatima Pelegrin Francy Pena Thomas Perci Deborah Schaller Samantha Vermilyea Rogelio Zelaya Angela Blair Marcia Grimes Tanisha Pessoa Humera Sharieff
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 *	Ms. Candice Cheng
Other School Staff *	Ms. Judy Daniels
Students (for a secondary school)	Jalline Guevara
Other individuals determined by the school	

* if appropriate

Annual Program Evaluation:

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

SIT Meeting Dates:	Topic(s)[1]
September 11th	Schoolwide Plan Committee; Pathways to Success; Restorative Practice Committee; Wellness Committee; Mix it Up Day; SIT Goals; Duty Teams; Sonderling ISS; Water Bottle Distribution; Start with Hello; New Teacher Profiles; PSAT/SAT information
October 23rd	Emergency Closet; School Wide Plan Committee; Pathways to Success; Restorative Practice Committee; Wellness Committee; Mix it Up Day; New Teacher Profiles; ISS Posters and Building-Wide Compliment Posters; Meet the Teacher Night
November 13th	Schoolwide Plan Committee; Pathways to Success; Restorative Practice Committee; Wellness Committee; Mix it Up Day; New and Improved BHS Hall Pass Sample; "Good News from Brentwood Postcards;" Meet the Teacher Night; Election Day PD; School Store; School Liaisons; SIT "highlight reel"
December 11th	Treasurer, HS Pantry, Kids Clothing Closet, Schoolwide Plan, Pathways to Success, Restorative Justice Committee, Wellness Committee, Mix It Up Day, Student Liaisons, New and Improved BHS Hall Pass, Good News from Brentwood Postcards, Progress Reports and Report Card Comment Updates, Meet the Teacher Night 2023, SIT Highlight Reel Newsletter
January 8th	
February 12th	
March 11th	
April 8th	
May 13th	
June 10th	
July N/A	
August N/A	

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

Regents Common Core ELA - Jan 2023

Brentwood UFSD

Brentwood Senior High School

Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	88 / 45.60%	15 / 7.77%	46 / 23.83%	20 / 10.36%	24 / 12.44%	193	46.63%
Female	39 / 51.32%	7 / 9.21%	15 / 19.74%	7 / 9.21%	8 / 10.53%	76	39.47%
Male	49 / 41.88%	8 / 6.84%	31 / 26.50%	13 / 11.11%	16 / 13.68%	117	51.28%
American Indian	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	0	0.00%
Black	4 / 26.67%	0 / 0.00%	4 / 26.67%	2 / 13.33%	5 / 33.33%	15	73.33%
Hispanic	80 / 47.34%	15 / 8.88%	40 / 23.67%	18 / 10.65%	16 / 9.47%	169	43.79%

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
Asian/Pacific Islander	1 / 33.33%	0 / 0.00%	0 / 0.00%	0 / 0.00%	2 / 66.67%	3	66.67%
White	3 / 60.00%	0 / 0.00%	2 / 40.00%	0 / 0.00%	0 / 0.00%	5	40.00%
Multiracial	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	1 / 100.00%	1	100.00%
GenEd	73 / 44.24%	15 / 9.09%	36 / 21.82%	18 / 10.91%	23 / 13.94%	165	46.67%
SWD	15 / 53.57%	0 / 0.00%	10 / 35.71%	2 / 7.14%	1 / 3.57%	28	46.43%
Former SWD	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	0 / 0.00%	0	0.00%
LEP	79 / 80.61%	8 / 8.16%	10 / 10.20%	1 / 1.02%	0 / 0.00%	98	11.22%
Former LEP	0 / 0.00%	2 / 15.38%	8 / 61.54%	1 / 7.69%	2 / 15.38%	13	84.62%
Economically Disadvantaged	74 / 47.13%	12 / 7.64%	37 / 23.57%	15 / 9.55%	19 / 12.10%	157	45.22%

Regents Common Core ELA - Jun 2023

Brentwood UFSD

Brentwood Senior High School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	221 / 15.73%	153 / 10.89%	308 / 21.92%	225 / 16.01%	498 / 35.44%	1,405	73.38%
Female	88 / 13.10%	62 / 9.23%	144 / 21.43%	102 / 15.18%	276 / 41.07%	672	77.68%
Male	133 / 18.14%	91 / 12.41%	164 / 22.37%	123 / 16.78%	222 / 30.29%	733	69.44%
American Indian	0 / 0.00%	0 / 0.00%	2 / 66.67%	1 / 33.33%	0 / 0.00%	3	100.00%
Black	10 / 8.26%	13 / 10.74%	30 / 24.79%	26 / 21.49%	42 / 34.71%	121	80.99%
Hispanic	204 / 17.11%	133 / 11.16%	260 / 21.81%	185 / 15.52%	410 / 34.40%	1,192	71.73%
Asian/Pacific Islander	2 / 4.55%	3 / 6.82%	9 / 20.45%	6 / 13.64%	24 / 54.55%	44	88.64%
White	4 / 9.52%	4 / 9.52%	6 / 14.29%	7 / 16.67%	21 / 50.00%	42	80.95%
Multiracial	1 / 33.33%	0 / 0.00%	1 / 33.33%	0 / 0.00%	1 / 33.33%	3	66.67%
GenEd	179 / 14.34%	114 / 9.13%	264 / 21.15%	209 / 16.75%	482 / 38.62%	1,248	76.52%
SWD	42 / 27.63%	39 / 25.66%	42 / 27.63%	16 / 10.53%	13 / 8.55%	152	46.71%
Former SWD	0 / 0.00%	0 / 0.00%	2 / 40.00%	0 / 0.00%	3 / 60.00%	5	100.00%
LEP	189 / 54.47%	81 / 23.34%	64 / 18.44%	8 / 2.31%	5 / 1.44%	347	22.19%
	4	17	51	30	21		

Former LEP	3.25%	13.82%	41.46%	24.39%	17.07%	123	82.93%
Economically Disadvantaged	193 16.48%	132 11.27%	249 21.26%	195 16.65%	402 34.33%	1,171	72.25%

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

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SWP ELA
Regents

📄 pdf

RI Fall
2023

ELL ELA Regents Scores June 2023

Total Test Taken 377   188 Scores over 55   189 Scores Under 55
                                        188   189

ELL ELA Regents Scores June 2023

- 50%
- 50%

■ Total Test Taken 377
■ 188 Scores over 55
■ 189 Scores Under 55

State Assessment Math Data, disaggregated by subgroup

Regents Common Core Algebra I - Jan 2023							Brentwood UFSD
							Brentwood Senior High School
							Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	337 58.92%	131 22.90%	98 17.13%	5 0.87%	1 0.17%	572	18.18%
Female	136 60.44%	48 21.33%	36 16.00%	4 1.78%	1 0.44%	225	18.22%
Male	201 57.93%	83 23.92%	62 17.87%	1 0.29%	0 0.00%	347	18.16%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	31 67.39%	5 10.87%	8 17.39%	1 2.17%	1 2.17%	46	21.74%
Hispanic	294 58.33%	121 24.01%	85 16.87%	4 0.79%	0 0.00%	504	17.66%

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
	58.33%	24.01%	16.87%	0.79%	0.00%		
Asian/Pacific Islander	4 40.00%	3 30.00%	3 30.00%	0 0.00%	0 0.00%	10	30.00%
White	3 50.00%	1 16.67%	2 33.33%	0 0.00%	0 0.00%	6	33.33%
Multiracial	4 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	4	0.00%
GenEd	219 52.39%	107 25.60%	86 20.57%	5 1.20%	1 0.24%	418	22.01%
SWD	116 76.82%	24 15.89%	11 7.28%	0 0.00%	0 0.00%	151	7.28%
Former SWD	2 66.67%	0 0.00%	1 33.33%	0 0.00%	0 0.00%	3	33.33%
LEP	239 61.44%	90 23.14%	58 14.91%	2 0.51%	0 0.00%	389	15.42%
Former LEP	18 50.00%	11 30.56%	7 19.44%	0 0.00%	0 0.00%	36	19.44%
Economically Disadvantaged	302 60.52%	111 22.24%	82 16.43%	3 0.60%	1 0.20%	499	17.23%

Regents Common Core Algebra I - Jun 2023

Brentwood UFSD

Brentwood Senior High School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	113 30.13%	119 31.73%	122 32.53%	16 4.27%	5 1.33%	375	38.13%
Female	39 26.71%	51 34.93%	48 32.88%	5 3.42%	3 2.05%	146	38.36%
Male	74 32.31%	68 29.69%	74 32.31%	11 4.80%	2 0.87%	229	37.99%
American Indian	0 0.00%	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	14 41.18%	9 26.47%	9 26.47%	1 2.94%	1 2.94%	34	32.35%
Hispanic	94 29.01%	101 31.17%	112 34.57%	14 4.32%	3 0.93%	324	39.81%
Asian/Pacific Islander	3 33.33%	4 44.44%	1 11.11%	0 0.00%	1 11.11%	9	22.22%
White	1 33.33%	1 33.33%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
Multiracial	1 33.33%	2 66.67%	0 0.00%	0 0.00%	0 0.00%	3	0.00%
GenEd	68 25.19%	83 30.74%	98 36.30%	16 5.93%	5 1.85%	270	44.07%
SWD	44 42.72%	35 33.98%	24 23.30%	0 0.00%	0 0.00%	103	23.30%
Former SWD	1 50.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
LEP	76 28.04%	89 32.84%	86 31.73%	16 5.90%	4 1.48%	271	39.11%

	28.04%	52.84%	51.73%	5.90%	1.48%		
Former LEP	8	6	6	0	0	20	30.00%
	40.00%	30.00%	30.00%	0.00%	0.00%		
Economically Disadvantaged	97	98	104	12	4	315	38.10%
	30.79%	31.11%	33.02%	3.81%	1.27%		

Regents Common Core Algebra II - Jun 2023

Brentwood UFSD
Brentwood Senior High School
Sorted by: **School**

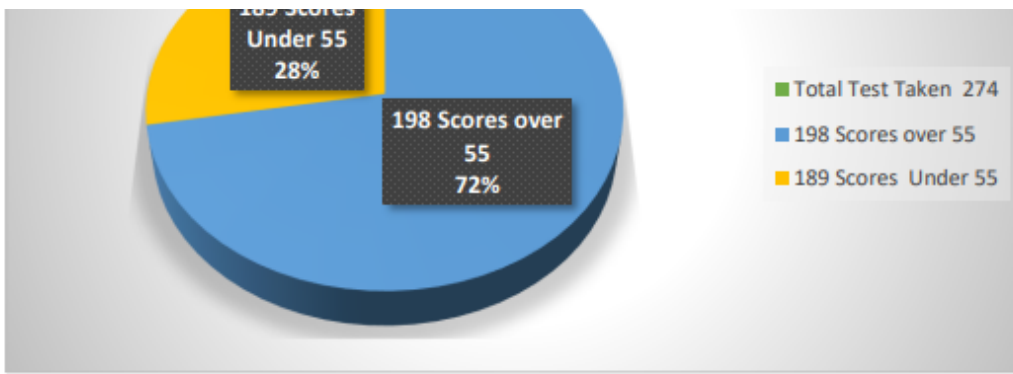| Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	13	17	148	113	66	357	91.60%
	3.64%	4.76%	41.46%	31.65%	18.49%		
Female	11	9	88	56	36	200	90.00%
	5.50%	4.50%	44.00%	28.00%	18.00%		
Male	2	8	60	57	30	157	93.63%
	1.27%	5.10%	38.22%	36.31%	19.11%		
American Indian	0	1	2	1	0	4	75.00%
	0.00%	25.00%	50.00%	25.00%	0.00%		
Black	0	0	12	13	7	32	100.00%
	0.00%	0.00%	37.50%	40.63%	21.88%		
Hispanic	13	15	122	87	54	291	90.38%
	4.47%	5.15%	41.92%	29.90%	18.56%		
Asian/Pacific Islander	0	1	8	6	3	18	94.44%
	0.00%	5.56%	44.44%	33.33%	16.67%		
White	0	0	4	6	2	12	100.00%
	0.00%	0.00%	33.33%	50.00%	16.67%		
Multiracial	0	0	0	0	0	0	0.00%
	0.00%	0.00%	0.00%	0.00%	0.00%		
GenEd	13	16	147	110	64	350	91.71%
	3.71%	4.57%	42.00%	31.43%	18.29%		
SWD	0	1	1	2	0	4	75.00%
	0.00%	25.00%	25.00%	50.00%	0.00%		
Former SWD	0	0	0	1	2	3	100.00%
	0.00%	0.00%	0.00%	33.33%	66.67%		
LEP	0	1	4	2	0	7	85.71%
	0.00%	14.29%	57.14%	28.57%	0.00%		
Former LEP	2	5	23	8	6	44	84.09%
	4.55%	11.36%	52.27%	18.18%	13.64%		
Economically Disadvantaged	11	15	121	82	53	282	90.78%
	3.90%	5.32%	42.91%	29.08%	18.79%		

Regents Common Core Geometry - Jun 2023

Brentwood UFSD
Brentwood Senior High School
Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5

All Students	74 16.82%	101 22.95%	222 50.45%	30 6.82%	13 2.95%	440	60.23%
Female	42 18.18%	60 25.97%	114 49.35%	10 4.33%	5 2.16%	231	55.84%
Male	32 15.31%	41 19.62%	108 51.67%	20 9.57%	8 3.83%	209	65.07%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	7 21.88%	12 37.50%	13 40.63%	0 0.00%	0 0.00%	32	40.63%
Hispanic	66 16.92%	85 21.79%	199 51.03%	27 6.92%	13 3.33%	390	61.28%
Asian/Pacific Islander	0 0.00%	2 18.18%	6 54.55%	3 27.27%	0 0.00%	11	81.82%
White	1 14.29%	2 28.57%	4 57.14%	0 0.00%	0 0.00%	7	57.14%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	71 16.67%	99 23.24%	214 50.23%	30 7.04%	12 2.82%	426	60.09%
SWD	3 27.27%	1 9.09%	6 54.55%	0 0.00%	1 9.09%	11	63.64%
Former SWD	0 0.00%	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	66.67%
LEP	13 28.26%	10 21.74%	19 41.30%	3 6.52%	1 2.17%	46	50.00%
Former LEP	11 16.92%	14 21.54%	32 49.23%	7 10.77%	1 1.54%	65	61.54%
Economically Disadvantaged	63 17.70%	80 22.47%	178 50.00%	24 6.74%	11 3.09%	356	59.83%

Local Assessment Math Data, disaggregated by subgroup

pdf

IXL Base
Line ENL

pdf

ELL
Algebra

ELL Algebra I Regents Scores June 2023

Total Test 1198 Scores over 55   189 Scores Under 55
           198   76

ELL Algebra 1 Regents Scores June 2023

189 Scores

■ Total Test Taken 274	
■ 198 Scores over 55	
■ 189 Scores Under 55	

Survey Data

SWP
Report

BHS 1st Marking Period Report Card Views

	Not Viewed	Viewed
Marking Period 1 Report Card Views 4691 Total Students	3372	1319
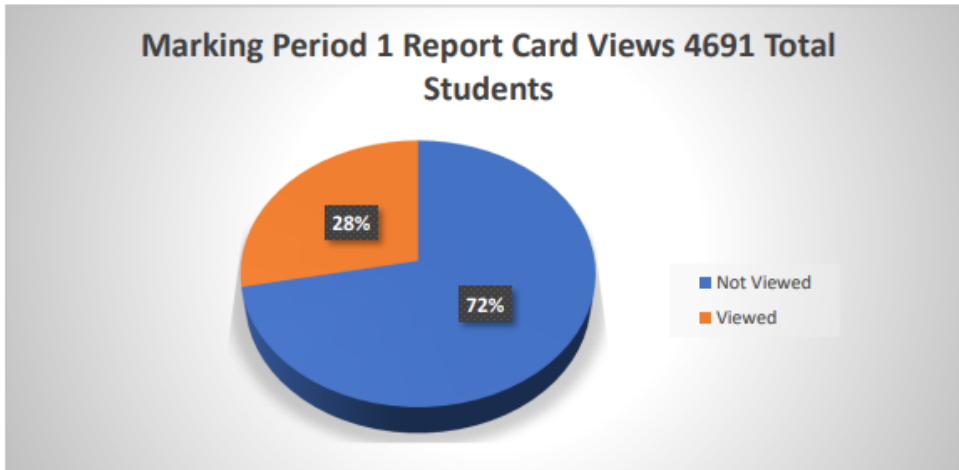
Conclusions Drawn from the Comprehensive Needs Assessment: ELA, Mathematics, and Surveys

After disaggregating and analyzing 2022/23 state ELA and math assessment results, it is 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 ELL's, 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 ELL's in our school. Furthermore, after analyzing the most recent data available from 2023 on parent login/ involvement on the Parent Portal, we want to focus on increasing the percentage of parent participation in order to help connect parents with their students' academic status.

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.	ELLs	Language Acquisition Skills
2.	ELLs	Math Concepts and Skills
3.	All Students	Increasing parent involvement on Parent Portal
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, LEP's in the High School will show an increase in NYSED's ELA Achievement Index from a baseline of 64.7 established in May, 2023 to 72.11 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 101.76.

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 of 2024, the ELL subgroup will show an increase in the ELA state assessment from a 47.8% with a 55 or higher to a 58% with a 55 or higher as indicated by the 2024 ELA state exam with the results being available in June 2024.

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

By June, 2024, LEP's in the High School will show an increase in NYSED's math Achievement Index from a baseline of 24.8 established in May, 2023 to 33.80 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 69.84.

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 ELL subgroup will show an increase in the Algebra I state exam from a 72% with a 55 or higher to a 80% with a 55 or higher as measured/indicated by the 2024 Algebra I state exam with the results being available in June 2024.

Survey Goal

By June 2024, our school will show an increase in the percentage of parents who are logging in to the Parent Portal in order to access their students' academic information from 28% viewed in November 2023 to 50% viewed by June 2024.

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:	• Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens
Teachers:	• Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Cultivating an equity lens • Language Acquisition Vs. Learning Disabilities • Supporting students with disabilities During Remote Teaching • Collins/SIOP writing model • Use of online reading programs such as I-Ready • Ongoing assessment of students with disabilities' reading levels using the Fountas and Pinnell Benchmark System • Leveraging electronic resources from the Go Math curriculum
Teaching Assistants:	• 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:	• 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 • Actively engage in the re-entry process with students following the re-entry process • Organize and oversee Restorative Justice initiative
Psychologists:	• 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

Strategies for Increasing Learning Time Beyond the Instructional Day

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards *[ESSA Section 1114(b)(7)(A)(i-*

iii)], improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this SIT plan, and have been conceived to ensure both interim and ultimate goal attainment. See strategies below:

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

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

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

Prepopulated by the OFP.

SIT Plan Funding Sources

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

2023-2024 ESSA Title I Budget - High School

Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title IA	Salary & fringe - AIS Teachers - Teacher's On Special Assignment.	Varies	$ 609,855
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 High School Credit Recovery. Project Graduation. 340 hours X $53/hr = $18,020 + fringe = $1,828 = $19,848.	$53.00	$ 19,848
Title IA	Title I High School Secondary Regents Preparation (Fall/Winter/Spring). 1,200 hours X $53/hr = $63,600 + fringe = $12,661 = $76,261.	$53.00	$ 76,261
Title IA	Additional Hours for Summer School Drop-out Prevention Counselor at the High School. 35 days in the summer @ 1/200th of annual salary ($90,000) per day = $450/day X 35 days = $15,750 + fringe $3,135 = $18,885.	$450.00	$ 18,885
Title IA	Title I High School Regents Preparation Supplies and Materials.	Varies	$ 1,000
Title IA	Salary for Title I Homeless Liason. $141,403 + fringe $66,629 = $208,032 / 17 schools = $12,238 /school.	Varies	$ 12,238
Title IA	Homeless Liason for Summer Enrichment Programs - Stipend. $25,000 + fringe $4,977 = $29,977 / 17 schools = $1,764/school.	Varies	$ 1,764
Title IA	Title I Translation Services - District-wide. 600 hours X $53/hr = $31,800 + fringe $6,330 = $38,130 / 17 schools = $2,243/school.	$53.00	$ 2,243
Title IA	Title I Homeless Tutoring - District-wide. 100 Hours X $53/hr = $5,300 + fringe $1,055 = $6,355 / 17 schools = $374/school.	$53.00	$ 374
Title IA	Title I Bilingual Technology Liason to Assist Parents with AIS Distance Learning Activities - Bilingual Hotline! 500 hours X $53/hr = $37,100 + fringe $13,506 = $50,606 / 17 schools = $2,977/school.	$53.00	$ 2,977
Title IA	Principal Clerk Confidential. $60,000 + fringe $41,315 = $101,315 / 17 schools = $5,960/school.	Varies	$ 5,960
Title IA	Indirect Cost	Varies	
		Title I Sub-total:	**$ 143,994**
		Title I Total w/ Salaries:	**$ 753,849**

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

2023-2024 School-Parent-Student Compact

Brentwood High 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) (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

Brentwood High 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:

N/A

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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