

# 2025-2026 SIT/Schoolwide Plan – Southwest Elementary School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2025-2026

Name of School:	Southwest Elementary School
Principal:	Dr. Karen Kregel
Sit Co-Chairs	Lauren Gaffary, Julie Dispigno
Grades Served:	K-5

### 2025-2026 Staff List

## SOUTHWEST ELEMENTARY SCHOOL 2025/2026 ROOM ASSIGNMENTS Dr. Karen Kregel, Principal Nadine Scott, Assistant Principal

<u>KINDERGARTEN</u>		<u>FOURTH GRADE</u>		<u>ROOM</u>
Ms. Nancy Loeber (ENL)	2A	Ms. Jessica Bendetti (ENL)		15
Ms. Nayely Valverde (BIL)	3A	Ms. Ashley Benvengo (ICT)		16
Ms. Melissa Dennehy	5A	Ms. Kimberly Espey (ICT)		16
Ms. Amy Tannuzzo (BIL)	7A	Ms. Christina Nischo (ENL)		18
Ms. Stephanie Romeo	8A	Ms. Kelly O'Keefe (Sp. Ed)		31
Ms. Jeanine McKiernan (ENL)	10A	Mr. Jorge Rodriguez (BIL)		32
		Ms. Grace Roiland		34
		Ms. Ashley Rizzuto		35
<u>FIRST GRADE</u>		<u>FIFTH GRADE</u>		
Ms. Suzana Ruggiero (Sp Ed)	6A	Ms. Karolina Arevalo (BIL)		30
Ms. Christine Fitt	12A	Ms. Allie Schiavo (Sp. Ed)		40
Ms. Alexandria Vallone (BIL)	13A	Ms. Kristen Hittel (ICT)		41
Ms. Emili Cadena (BIL)	15A	Ms. Jennifer Kolongowski (ICT)		41
Ms. Jennifer Doller (ICT)	16A	Ms. Christyann Rafuse (Sp Ed)		42
Ms. Nailah Braxton (ICT)	16A	Ms. Cara Walsh (ENL)		43
Ms. Ariana Vargas (ENL)	18A	Mr. Matthew Laurelli		44
Ms. Ann Marie Most (ENL)	20A	Ms. Kimberly Velez (ENL)		45
Ms. Crystal DeSimone	22A	Mr. Joseph Agro		46
<u>SECOND GRADE</u>		<u>SPECIAL EDUCATION</u>		
Ms. Angela Tornicchio (ENL)	36	Ms. Mecca Eltime-Tricoche		9A
Ms. Kerry Gimbel (ICT)	37	Ms. Brittany Higgins		11A
Ms. Jessica Poulos (ICT)	37	Ms. Lauren Schnal		5
Ms. Maryanne DiMaio (ENL )	38	Ms. Deidra Murray		8
Ms. Brianna Rosa (BIL)	14A	Ms. Vanessa DuRussel (Resource)		36X
Ms. Jessi Iannone	17A	Ms. Kristin Abbate (Behavior Specialist)		10B
Ms. Diana Theodorou (BIL)	19A			
Ms. Andrea Cohen (Sp. Ed)	21A			
<u>THIRD GRADE</u>		<u>ENL</u>		
Mr. Evan Hendrickson (ENL)	17	Ms. Amanda Paschette		20X
Ms. Crispina Philips (ENL)	19	Ms. Maria Steibel		20X
Ms. Ingrid De Los Santos (BIL)	21	Ms. Crystal Guerrero		20X
Ms. Jaisle Chester (CWC)	22	Ms. Frankie De Stio		Annex
Ms. Michelle Flecha-Amisano (CWC)	22	Mr. David Hinde		20X
Ms. Kaitlyn Baldwin (Sp. Ed)	23	Ms. Jennifer Goldhaber		Annex
Ms. Jeannette Delgado	24			
Ms. Rebecca Otto	25	Ms. Carlene Martinez (SIFE)		Main
Ms. Rachel Stalker (BIL)	26			




staff list

**SOUTHWEST I**

**2025/2026 R**

**Dr. Karen Kregel, Principal**

<b>SPECIAL AREA TEACHERS</b>	
Art-Linda Egan	4
Art-Brady Wilkins (M, T, W)	Cart/3
Reading Consultant-Elizabeth Mantione	1A
Math Consultant-Susan Abate	1A
Reading Consultant-Debra Agro	2
Math Consultant-Anna Nuñez	2
Library Media Specialist-Melissa Kennedy	Library
Library Media Specialist-Doreen Coffey	Library
PBIS Instructional Coach Scott Murray	12B
Music-Julie Dispigno	39
Music-Arianna O'Connell RM 33 (Th, F)	Cart/3
Music- DeAnna Mato Feldmann (Wednesday ONLY)	Cart
Phys Ed- Carlos Restrepo	Gym
Phys Ed-Kenneth Koerner	Gym
Phys Ed - Jason Niehr	Gym
Phys Ed - Rich Gonzalez (Th, F)	Gym
Phys Ed - Giacalone, Gina (M, T, W)	Gym
Psychologist-Abigail Rivas	Psych
Social Worker - Courtney Blum TBD	24A
Guidance-Jessica Price	45X
<b>Speech</b>	
Michelle Hupe	6
Jaclyn Jepson	6
Kelly Roberts	6
Danielle Donnatin	6
Nadia Prince (M,W,F)	Annex
Kaitlin Lelinho- at Risk-Provider (TBD)	9
Barbara Mitchell -Speech Evaluator	9
Kaitlyn Licata -Speech Evaluator	9
Hibernia Hernandez-Speech Evaluator	9

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Kinder- garten Full-day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Ungraded Elementary (UGE)
<b>*All Students</b>	<b>975</b>	<b>145</b>	<b>141</b>	<b>180</b>	<b>154</b>	<b>177</b>	<b>168</b>	<b>10</b>
Female	454	72	65	89	62	80	79	7
Male	521	73	76	91	92	97	89	3
*American Indian/Alaska Native	6	1	2	2	0	1	0	0
*Black	108	14	14	17	21	15	26	1
*Hispanic	733	102	105	136	117	141	123	9
*Asian/Pacific Islander	52	15	7	11	5	8	6	0
Asian	49	15	5	10	5	8	6	0
Native Hawaiian/Other Pacific Islander	3	0	2	1	0	0	0	0
*White	61	11	9	10	9	11	11	0
*Multiracial	15	2	4	4	2	1	2	0
General Education Students	735	127	99	132	121	136	120	0
*Students with Disabilities	240	18	42	48	33	41	48	10
Former Students with Disabilities	11	2	0	2	1	1	0	0
Not English Language Learner	579	74	82	106	90	108	112	7
*English Language Learner	396	71	59	74	64	69	56	3
Formerly English Language Learner	96	0	14	18	12	27	25	0
*Economically Disadvantaged	857	120	132	167	136	150	143	9
Not Economically Disadvantaged	118	25	9	13	18	27	25	1
Migrant	2	0	0	0	1	1	0	0
Not Migrant	973	145	141	180	153	176	168	10
Homeless	13	0	4	3	1	2	2	1
Not Homeless	962	145	137	177	153	175	166	9
In Foster Care	4	1	1	0	1	1	0	0
Not In Foster Care	971	144	140	180	153	176	168	10
Parent Not in Armed Forces	975	145	141	180	154	177	168	10

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

2025-2026 District Vision Statement

**Graduation PLUS +**

**Upon Graduation, BUFSD students will be empowered to enter the workforce with the appropriate skills, certification, or program of study. Individual success pathways will be aligned to students' strengths, preferences, and interests, equipping lives.**

2025-2026 School Vision Statement (if applicable)

The mission of the Southwest community is to work together to provide the environment and tools necessary for each student to learn and to use these skills necessary to achieve his/her full potential. We will channel our efforts to enable each student to become a productive member of our community.

2024-2025 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 on the 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 name. The McKinney-Vento liaison is Dorreen Coffey and Jessica Price.

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 they are housed;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other needs will be addressed;
  - 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;

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

	# of Students
McKinney-Vento	7
Children in Foster Care	3
Migrant Students	2

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

#### SIT Plan Development – Consultation and Collaboration

Our 2025-2026 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 t secondary school, students *ESSA Section 1114(b)(2)*. Please find a list of 2025-2026 SIT members below:

Title:	Name:
Parents (More than 1)	Timothy Dheedene
Members of the Community to be served	Shelia Penofsky and Kerry Seyda
Teachers-SWP Sub Committee	<input type="checkbox"/> Kristin Abbate –BCBA <input type="checkbox"/> Kaitlyn Baldwin –3rd Grade self-contained <input type="checkbox"/> Julie Dispigno –Music <input type="checkbox"/> Maryanne DiMaio –2nd <input type="checkbox"/> Doreen Coffey – LMS <input type="checkbox"/> Susan Abate –math consultant <input type="checkbox"/> Debbie Agro – Reading Consultant <input type="checkbox"/> Alexandria Vallone - 1st Bilingual <input type="checkbox"/> Mecca Eltime-Tricoche Special Ed Level 1 <input type="checkbox"/> Ashley Rizzuto – 4th grade <input type="checkbox"/> Andrea Cohen – 2nd grade self-contained <input type="checkbox"/> Ken Koerner - physical education <input type="checkbox"/> Linda Egan – Art <input type="checkbox"/> Christina Nischo - 4th grade <input type="checkbox"/> Liz Mantione - primary reading consultant <input type="checkbox"/> Brittany Higgins- Level E Special Ed <input type="checkbox"/> Kelly Roberts – Speech <input type="checkbox"/> Melissa Kennedy – LMS <input type="checkbox"/> Lauren Schnal - Special Ed <input type="checkbox"/> Michelle Hupe – Speech
Principals	Dr. Karen Kregel
Other School Leaders	Ms. Nadine Scott
Teaching Assistants	Lurrone Charles
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	Jen Polis
Other School Staff *	Eddie Yeznach
Students (for a secondary school)	N/A
Other individuals determined by the school	

\* if appropriate

#### Comprehensive Needs Assessment

##### Needs Assessment Data

#### Comprehensive Needs Assessment

##### Needs Assessment Data

Our 2025-2026 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to t 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 th

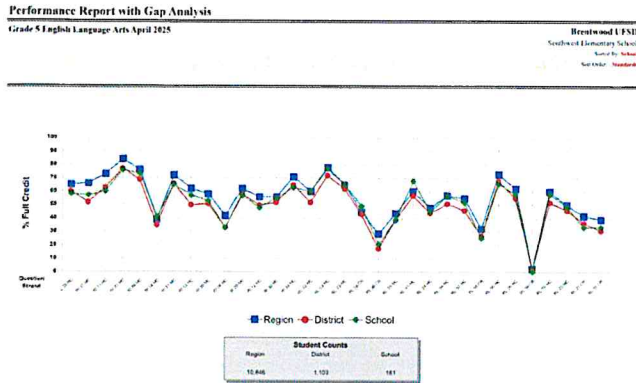
local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or interviews. Data were disaggregated by st Economically Disadvantaged, Black-African American, White, etc.) to help identify students who are failing, or are at-risk of failing, to meet the challenging state a

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

Include/Copy/Paste data from either the BOCES Assessment Reporting System (BARS) or www.data.nysed.gov that summarizes the need(s) identified in the priority Only include data from State assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends
- 



Performance Report with Gap Analysis  
Grade 5 English Language Arts April 2025

Brentwood UFSB  
Southwood Elementary School  
Grade 5 - School  
See Data: [Headbook](#)

Question Number	Standard	Max Points	School			District			ESB			Region			All	BIG	CH	OU	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit					
<b>Reading Comprehension and Use</b>																			
NY.5.1.4 Determine the meaning of words, phrases, sentences, paragraphs, and content-specific words and analyze their effect on meaning, tone, or mood.																			
29-NA	1	1	58%	54%	60%	2%	41%	7%	41%	7%	41%	7%	41%	7%	30%	17%	4%	17%	1%
<b>Craft and Structure</b>																			
NY.5.2.4 Determine the meaning of words, phrases, sentences, paragraphs, and content-specific words and analyze their effect on meaning, tone, or mood.																			
30-NA	1	1	17%	17%	17%	0%	17%	0%	17%	0%	17%	0%	17%	0%	21%	7%	17%	4%	1%
31-NA	1	1	46%	46%	46%	0%	46%	0%	46%	0%	46%	0%	46%	0%	46%	14%	14%	14%	1%
32-NA	1	1	74%	74%	74%	0%	74%	0%	74%	0%	74%	0%	74%	0%	74%	44%	44%	44%	1%
<b>Integration of Knowledge and Ideas</b>																			
NY.5.2.7 Analyze how a central idea or theme is developed and refined by relevant details throughout the text and by relevant connections to other texts.																			
33-NA	1	1	79%	79%	79%	0%	79%	0%	79%	0%	79%	0%	79%	0%	79%	7%	7%	7%	1%
NY.5.2.8 Explain how claims in a text are supported by relevant reasons and evidence; identify a text's main purpose and make a claim about which claim is best supported by relevant reasons and evidence.																			
34-NA	1	1	47%	47%	47%	0%	47%	0%	47%	0%	47%	0%	47%	0%	47%	1%	1%	1%	1%
NY.5.2.9 Use analytical criteria to compare texts and make informed judgments about their quality, including comparisons to other texts, critical perspectives, one's own and personal experiences.																			
35-NA	1	1	47%	47%	47%	0%	47%	0%	47%	0%	47%	0%	47%	0%	47%	4%	4%	4%	1%
<b>Key Ideas and Details</b>																			
NY.5.2.12 Determine a central idea or theme from a text and analyze how it is supported by relevant details throughout the text.																			
36-NA	1	1	37%	37%	37%	0%	37%	0%	37%	0%	37%	0%	37%	0%	37%	3%	3%	3%	1%
37-NA	1	1	31%	31%	31%	0%	31%	0%	31%	0%	31%	0%	31%	0%	31%	4%	4%	4%	1%
NY.5.2.13 In informational texts, analyze the relationships and interactions between two or more individuals, events, ideas, or systems based on specific evidence from the text.																			
38-NA	1	1	31%	31%	31%	0%	31%	0%	31%	0%	31%	0%	31%	0%	31%	3%	3%	3%	1%

Performance Report with Gap Analysis  
Grade 5 English Language Arts April 2025

Brentwood UFSB  
Southwood Elementary School  
Grade 5 - School  
See Data: [Headbook](#)

Question Number	Standard	Max Points	School			District			ESB			Region			All	BIG	CH	OU	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit					
<b>Reading Comprehension and Use</b>																			
NY.5.2.3 In informational texts, analyze the relationships and interactions between two or more individuals, events, ideas, or systems based on specific evidence from the text.																			
39-NA	1	1	37%	37%	37%	0%	37%	0%	37%	0%	37%	0%	37%	0%	37%	4%	4%	4%	1%
40-NA	1	1	46%	46%	46%	0%	46%	0%	46%	0%	46%	0%	46%	0%	46%	1%	1%	1%	1%
41-NA	1	1	55%	55%	55%	0%	55%	0%	55%	0%	55%	0%	55%	0%	55%	1%	1%	1%	1%
42-NA	1	1	83%	83%	83%	0%	83%	0%	83%	0%	83%	0%	83%	0%	83%	7%	7%	7%	1%
<b>Craft and Structure</b>																			
NY.5.2.2 Determine the meaning of words, phrases, sentences, paragraphs, and content-specific words and analyze their effect on meaning, tone, or mood.																			
43-NA	1	1	40%	40%	40%	0%	40%	0%	40%	0%	40%	0%	40%	0%	40%	1%	1%	1%	1%
44-NA	1	1	79%	79%	79%	0%	79%	0%	79%	0%	79%	0%	79%	0%	79%	1%	1%	1%	1%
45-NA	1	1	84%	84%	84%	0%	84%	0%	84%	0%	84%	0%	84%	0%	84%	1%	1%	1%	1%
46-W	2	2	71%	69%	67%	0%	67%	0%	67%	0%	67%	0%	67%	0%	67%	1%	1%	1%	1%
47-W	1	1	71%	71%	71%	0%	71%	0%	71%	0%	71%	0%	71%	0%	71%	1%	1%	1%	1%
<b>Integration of Knowledge and Ideas</b>																			
NY.5.2.8 Explain how claims in a text are supported by relevant reasons and evidence; identify a text's main purpose and make a claim about which claim is best supported by relevant reasons and evidence.																			
48-NA	1	1	46%	46%	46%	0%	46%	0%	46%	0%	46%	0%	46%	0%	46%	1%	1%	1%	1%

Performance Report with Gap Analysis  
Grade 5 English Language Arts April 2025

Brentwood UFSB  
Southwood Elementary School  
Grade 5 - School  
See Data: [Headbook](#)

Question Number	Standard	Max Points	School			District			ESB			Region			All	BIG	CH	OU	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit					
<b>Reading Comprehension and Use</b>																			
NY.5.2.8 Explain how claims in a text are supported by relevant reasons and evidence; identify a text's main purpose and make a claim about which claim is best supported by relevant reasons and evidence.																			
49-NA	1	1	37%	37%	37%	0%	37%	0%	37%	0%	37%	0%	37%	0%	37%	1%	1%	1%	1%

NY 2.12.13 or equivalent course to complete. For all other students, the student's score on the assessment is used to determine placement for the next assessment.

Grade	Subgroup	Count	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
K	All	2	50%	50%	0%	0%	0%	0%
	EL	2	50%	50%	0%	0%	0%	0%
1	All	1	100%	0%	0%	0%	0%	0%
	EL	1	100%	0%	0%	0%	0%	0%
2	All	4	25%	25%	25%	25%	0%	0%
	EL	4	25%	25%	25%	25%	0%	0%
3	All	3	33%	33%	33%	0%	0%	0%
	EL	3	33%	33%	33%	0%	0%	0%

**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 but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

\* All data that includes students' Personally Identifiable Information (PII) should be maintained in the *Binder SIT-SWP Data* tab.



diagnostic-  
results\_rea...

**Diagnostic Results**

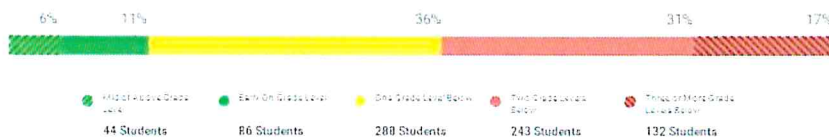


School: SOUTHWEST ELEMENTARY  
 Subject: Reading  
 Academic Year: 2025 - 2026  
 Diagnostic: Fall 2025 - K  
 Prior Diagnostic: None

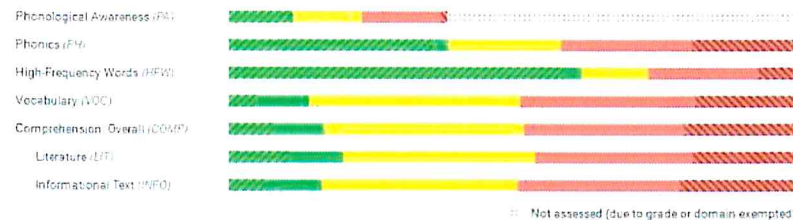
Criterion Referenced

**Overall Placement**

Students Assessed/Total: 793/942



**Placement by Domain**



Switch Table View

Choose to Show Results By

**Placement Summary**

**Grade**

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Below Grade Level	Below Grade Level	On Grade Level/Below	Two or More Grades Below	Three or More Grades Below/Review	Students Assessed/Total
Grade K	100%	0%	0%	100%	0%	0%	1/125
Grade 1	~66%	4%	4%	66%	26%	0%	152/159
Grade 2	~30%	1%	9%	30%	60%	0%	142/154
Grade 3	~25%	6%	17%	25%	27%	25%	175/177

### Diagnostic Results



School: SOUTHWEST ELEMENTARY  
 Subject: Reading  
 Academic Year: 2025 - 2026  
 Diagnostic: Fall 2025 - K  
 Prior Diagnostic: None



### Mathematics Performance

#### State Assessment Math Data, disaggregated by subgroup

- Include/Copy/Paste data from either the BOCES Assessment Reporting System (BARS) or [www.data.nysed.gov](http://www.data.nysed.gov) that summarizes the need(s) identified. Include all raw data. Only include data from State assessments that illustrate student need. This can include, but is not limited to:
  - Subgroup averages
  - Subgroup gaps
  - Subgroup trends
  -



Performance Report with Gap Analysis

Grade 5 Mathematics April 2025

Brewster USD

South of Estabrook School  
South of Estabrook  
South of Estabrook

Question Number	Stand	Max Points	School n = 460		District n = 1,315		ESB n = 7,207		Region n = 10,832		AP	B/G	C/H	D/J	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit							
19.00	5.A	4	24%	20%	10%	7%	4%	11%	4%	1%	1%	1%	1%	1%	1%

Performance Report with Gap Analysis

Grade 5 Mathematics April 2025

Brewster USD

South of Estabrook School  
South of Estabrook  
South of Estabrook

Question Number	Stand	Max Points	School n = 460		District n = 1,315		ESB n = 7,207		Region n = 10,832		AP	B/G	C/H	D/J	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit							
20.00	5.B	2	17%	4%	2%	4%	1%	1%	1%	1%	1%	1%	1%	1%	

Performance Report with Gap Analysis

Grade 5 Mathematics April 2025

Brewster USD

South of Estabrook School  
South of Estabrook  
South of Estabrook

Question Number	Stand	Max Points	School n = 460		District n = 1,315		ESB n = 7,207		Region n = 10,832		AP	B/G	C/H	D/J	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit							
21.00	5.C	2	47%	38%	36%	34%	21%	1%	1%	1%	1%	1%	1%	1%	

Performance Report with Gap Analysis

Grade 5 Mathematics April 2025

Brewster USD

South of Estabrook School  
South of Estabrook  
South of Estabrook

Question Number	Stand	Max Points	School n = 460		District n = 1,315		ESB n = 7,207		Region n = 10,832		AP	B/G	C/H	D/J	Other
			% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit	% Full Credit							
22.00	5.D	2	42%	32%	31%	27%	14%	1%	1%	1%	1%	1%	1%	1%	

Apply and extend previous understanding of multiplication and division to multiply and divide fractions.

Standard	Subgroup	1	2	3	4	5	6	7	8	9	10	11	12
Use equivalent fractions as a strategy to add and subtract fractions.	Overall	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Use equivalent fractions as a strategy to add and subtract fractions.	Subgroup A	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Use equivalent fractions as a strategy to add and subtract fractions.	Subgroup B	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Use equivalent fractions as a strategy to add and subtract fractions.	Subgroup C	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Use equivalent fractions as a strategy to add and subtract fractions.	Subgroup D	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Use equivalent fractions as a strategy to add and subtract fractions.	Subgroup E	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

**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 This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

\* All data that includes students' Personally Identifiable Information (PII) should be maintained in the *Binder SIT-SWP Data* tab.



**Diagnostic Results**

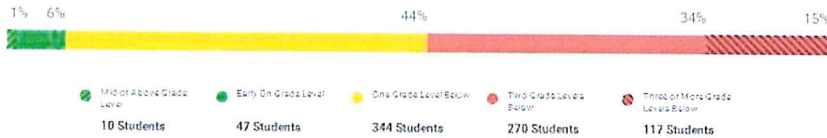


School: SOUTHWEST ELEMENTARY  
 Subject: Math  
 Academic Year: 2025 - 2026  
 Diagnostic: Fall 2025 - K  
 Prior Diagnostic: None

Criterion Referenced

**Overall Placement**

Students Assessed/Total: 788/942



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	On Grade Level Below	Two or Three Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	-	-	-	-	-	-	0/125
Grade 1		0%	1%	57%	41%	0%	150/159
Grade 2		0%	1%	35%	63%	0%	141/154
Grade 3		0%	6%	42%	37%	16%	174/177
Grade 4		3%	10%	47%	20%	21%	146/150
Grade 5		3%	11%	38%	15%	34%	177/177

### Diagnostic Results



### Surveys

#### Survey Data

Include/Copy/Paste data that summarizes the need(s) identified in last school year's *Data Triangle* surveys. It is not necessary or advisable to include all raw data. Only include dat

**\* Survey data spreadsheets should be maintained in the *Binder SIT-SWP Data* tab.**

**T30 – My children I required to self-monitor their progress and keep track of their learning at 78.8% favorable**

Family Engagement Survey

Statement	3-4	3	2	1	0	NA	50	50	NA
T28. My children know about the benefit of being safe and healthy and get them by their teachers.	75.5%	48.4%	31.5%	23.0%	9.3%	1.9%	407	54	
T26. My children feel safe in taking risks and asking questions in class.	81.0%	49.2%	34.5%	22.7%	2.6%	2.0%	429	55	
T27. My children are challenged by their teachers.	75.5%	40.5%	34.0%	22.5%	3.4%	0.0%	413	53	
T40. My children are given the opportunity to keep track of their learning.	78.8%	50.7%	40.2%	31.1%	0.4%	0.4%	436	52	

**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 **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 Learners).

- Southwest Elementary uses iReady ELA & Math as our local assessments to gauge data from subgroups. iReady is a computer program that provides valuable information to teach students' individual needs and support meaningful progress. *After disaggregating and analyzing 2024-2025 State ELA and math assessment results and the local assessment data : in our school* falls below appropriate grade level expectations. This year we decided our focus was on the All Students group. This gap is reflective of a general language deficit tha challenging state academic standards. Our 2025-2026 schoolwide plan will focus on closing achievement gaps in language acquisition, and math concepts and skills for all students student growth results on iReady. We are also focusing on improving strategies for reading comprehension as this seemed to be an area in need of improvement on both iReady a literacy in our reading program and the use of all new interventions such as Sonday and spire. For Math we are focusing on decreasing our gap by increasing our student growth re skills as this seemed to be an area in need of improvement on both iReady and the State testing. We will use tips form Bill Atwood on how to build geometry talks into morning m
- After analyzing 2024-2025 State and local math assessment results and the 2025 beginning of year local math assessment results it is evident that geometry fractions and measur and Ell students particularly in content heavy standards requiring academic language comprehension. Additionally our non-ells and non-sped students are underperforming in con will focus on closing gaps in fractions, geometry and measurement/data increasing the use of high leverage instructional strategies and strengthening academic language instructi by using Bill Atwood strategies that we are going to be learning about in upcoming PD and the use of the new curriculum.
- We know through John Hatti that students monitoring their own progress in learning is very impactful. We picked T30 – My children are required to self-monitor their progress a number over a 5 year span to 80% or above. We feel that if more children are tracking their own data through data chats and self-reflection they will take ownership of their learn

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

- Sparta Tv – highlighting student achievement and school wide events
- iReady math and reading scores from beginning of year are higher than previous years
- High frequency words and phonological awareness are strength of our overall student group
- High dosage tutoring offered after/before school
- According to the survey- teacher care about their students, the school creates an environment of acceptance, we use technology in our classroom and lessons.
- Algebra is our highest domain overall
- Teachers are using high leverage strategies such as 'I can statements' and 'success criteria'
- On the 2024 testing we scored the same as the district overall score
- On the Math state tests we seem to do better on Constructed response.
- Our opt out rates decreased from previous years
- Our ELL and SPED population increased overall on the math state test from 2023 to 2024
- 1<sup>st</sup> grade showed an 18% movement in phonics and phonological awareness BOY to mid last year we only moved 12%
- Teachers are using technology in the classroom.
- Fraction - on NY5 NF 5a dropped form 7% in 2023 to 3% in 2024 while the regional gap declined from 20 to 8

**School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2025-2026):**

- Geometry - local and state assessment data indicated that students scored significantly lower in these areas, with district –wide performance lagging behind regional average
- Fraction - a substantial gap exists in the student's ability to apply multiplication and division to fractions district performance on NY5 NF 5a dropped form 7%in 2023 to 3% in :
- Academic language
- Multi step word problems
- Our overall Score in I-Ready for math and reading are still below grade level
- Comprehension, especially informational text, is still a need in overall student groups
- Comparing and contrasting continues to be an area of weakness
- Non-ELLs and non-special ed students showed negative gaps compared to the district average
- Procedural fluency – apply skills they can do in isolation

**2025-2026 Schoolwide Plan Priorities**

	Subgroup:	Priority Area:
1.	<u>5<sup>th</sup> grade state exam</u> <u>ELA</u>	<u>ELA</u> : Language Acquisition Skills
2.	<u>5<sup>th</sup> grade state exam</u> <u>Math</u>	<u>Math</u> : Math Concepts and Skills
3.	All Teachers	<u>Survey</u> : Providing opportunities for children to use self- monitor in their progress and keep track of their own learning.
4.	I-Ready – all students	Typical Annual Growth.
5.	K-2 I-Ready	Literacy Acquisition Skills

**2025-2026 SIT Goals**

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals<sup>[2]</sup>. State-level goals are derivative of data that inform the New York State Education Department NYSESLAT, and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monit are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group c

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 sch developed for the current school year.

The State-level and local ELA and math goals, along with the survey goal, identified in this plan are informed by our school's 2025-2026 Schoolwide Plan priorities listed above. The sustainable, and motivating.

### English Language Arts (ELA) Performance Goals

State-Level ELA Goal (State exam results, NYSESLAT, ESSA Indicator, i.e. performance, growth, etc.):

- o Ela: By June 2029 all students in grade 5 will show an increase in NYSED's ELA achievement index from a baseline of 20% proficient established in May 2024 to 30% proficient as m target represents a long-term goal of a 10% gap in reduction between the baseline performance and the long-term goal.
- o June 2025 – 22% proficient - last year
- o June 2026 24% proficient
- o June 2027 26% proficient
- o June 2028 28% proficient
- o June 2029 30% proficient

Local ELA Goal (i.e., iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored thr  
By June 2026 the all students group will show an increase in annual typical growth, from the baseline level of performance establish in fall 2025 to 120% annual typical growth as n

### Mathematics Performance Goals

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

By June 2026 the all students group, will show an increase in annual typical growth from the baseline level of performance , established in fall 2025 to 110% annual typical growth, etc.

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

- o Math : By June 2029 all students in grade 5 will show an increase in NYSED's ELA achievement index from a baseline of 19% proficient established in May 2024 to 29% proficient a: This target represents a long-term goal of a 10% gap in reduction between the baseline performance and the long-term goal.
- o June 2025 – 21% proficient - Last year
- o June 2026 23% proficient
- o June 2027 25% proficient
- o June 2028 27% proficient
- o June 2029 29% proficient

Local Math Goal (i.e., CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data - see "[Other Examples of Student Outcome Data](#)", below), to be monitored thr  
By June 2026 the all students group, will show an increase in annual typical growth from baseline level of performance, established in Fall of 2025 to 110% as measured/indicated .  
In 2025 we reached 106% - goal was 110

### Survey Goal

By June 2026 the Teacher category ,will show an increase in percentage favorable from 67.9 % favorable standard in 2025-2026 to 72% favorable as measured/indicated by the fa  
T30 – My children I required to self-monitor their progress and keep track of their learning at 72% favorable

4 % per year increase till June 2028 goal

### Schoolwide Strategies

#### 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/ 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 del  
The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our school's overall MTSS strategy, including identifying individu

##### 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  
(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 significa

- Continued I can statements and Success criteria PD
- New teacher I can statements
- PBIS – matrix, parent information session , reward system
- provided PD
- provided HMH follow up –ELA
- Math Rollout of New Program and PD

- Bill Atwood Math PD
- AnnMarie Madsen and Dr. Grella - Science Investigations
- CPI training
- Wisdom walks
- PBL
- Goal attainment meetings
- Co-teaching workshops for new Teachers in this model
- Leveraged leadership - meeting
- BARS Analysis
- Standard breakdown
- iReady analysis
- Technology integration within lessons
- Family engagement through afterschool activities and communication
- Scaffolding
- Provide counseling to students for Academics, College & Career Ready and Social Emotional Issues
- Responsive Services, student support, crisis response, individual and group counseling, plan goals and action
- Deliver District classroom lessons- SEL, College and Career counseling
- Provide resources for students that may need outside counseling for mental health
- Participate in School Improvement Team
- Establish and maintain standards for behavior that foster student self-discipline and positive relationships among students
- Advocate for all students on caseload and communicate with parents/guardians of students.
- 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 State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**
- **Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of *Graduation PLUS +* for additional context with respect to each tenet)**

### The Four Tenets of Graduation PLUS +

#### Success Pathways

- **We believe in the utility of NYSED diploma seals (bi-literacy, civics) and students' ability to earn college credit while in high school**
  - **1. Scaffolding Instruction and standards**
    - Breaks down complex standard into smaller, more manageable steps, gradually removing support as students gain independence.
    - Helps students build confidence and mastery over time.
  - **2. Explicit Instruction with clear success criteria**
    - Provides clear, direct explanations and modeling of concepts and skills.
    - Includes guided practice followed by independent work with immediate feedback.
  - **BARS analysis – this strategy aligns to our belief that each child's plus aligns to their strength/areas in needs of improvement**

#### Growth Culture

- **We believe that having high expectation for ALL student is the key to unlocking their full potential**
- Establish and maintain standards for behavior that foster student self-discipline and positive relationships among student
  - Focuses on effort, strategy, and perseverance rather than just results.
  - a. Encourages students to embrace challenges and view mistakes as learning opportunities.
- We set challenging learning goals for our students in both the classroom and as a school
- eliciting and interpreting student thinking, checking for student understanding, providing feedback, and analyzing instruction.
- Teachers evaluate what students know and can do based on academic standards, then carefully design a sequence of smaller milestones that guide steady progress toward overarching objectives.
- Teachers and staff create both long and short term objectives for the student body as a whole and individual
  - **Growth Mindset Feedback**
- **2. Cooperative Learning**
  - Encourages peer collaboration to solve problems, discuss ideas, and learn from another.
  - Develops social skills, teamwork, and deeper understanding of content.

**We believe that critical thinking is an essential competency for 21st-century success.**

**Strategy: Inquiry-Based Learning (PBL) and technology integration**

	<ul style="list-style-type: none"> <li>Encourages students to analyze and question information critically.</li> <li>Engages student in solving authentic problems that connect to their lives and communities.</li> </ul>
<p><b><u>Meaningful and Relevant Instruction and Assessment</u></b></p> <ul style="list-style-type: none"> <li>We believe in cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real-world application.</li> <li>Strategy: Project and Problem-Based Learning (PBL &amp; PBLA)</li> <li>Engages students in solving authentic problems that connect to their lives and communities.</li> <li>We believe in leveraging our student's strengths, preferences, and interests to revitalize the Brentwood community.</li> <li>Strategy: Student-Led Conferences &amp; Portfolios</li> <li>Encourages students to take ownership of their academic progress and future goals.</li> </ul>	<p><b><u>Empowered Stakeholders</u></b></p> <ul style="list-style-type: none"> <li>We believe that student success is proportional to the extent and quality of stakeholder engagement.</li> <li>Strategy: Family &amp; Community Engagement Initiatives</li> <li>Creates partnerships between families at schools to support student achievement. Such as winter family story and craft night, star student and welcome back picnic, P and PBIS</li> <li>We believe that attendance is vital to maximize student potential</li> <li>Strategy: 100% attendance awards and recognition/acknowledgment within the school</li> <li>Encourages students to take ownership of their academic progress and future goals</li> </ul>

Planned ELA Professional Development for 2025-2026

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

- Create a bulleted list of intended ELA PD that is aligned to support improved capacity to implement the ELA strategies identified above. There should be a 1:1 correlation between the PD and the strategies identified above.
  - SPIRE 9/11
  - Sound sensible training.
  - Sunday level 1
  - Sunday level 2
  - Sunday LPL

Planned Math Professional Development for 2025-2026

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

- Create a bulleted list of intended math PD that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the PD and the strategies identified above.
  - HMH math getting started with coachly 9/15
  - Coach Leader Success 9-12
  - Moving with math 10-10
  - HMH Math Teacher training- 9/9, 9/10, 9/11, 9/12, 9/17, 9/18, 10/24, 10/28
  - HMH Admin/consultant training- 9/10, 9/15
  - HMH Experience Science training- 10/16
  - Bill Atwood- 10/22, 11/17, 11/18, 1/29/26 and 1/30/26

Plans to Increase Learning Time Beyond the Instructional Day in 2025-2026

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, activities are 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

- Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment



HDT  
SCHEDULE

Teacher	Subject & Grade	Start Date	End Date	Days of the Week	At
Arevalo	Math 5th	9/29/25	1/12/26	Mon-Tues-Wed	PM
Arevalo	ELA 5th	9/29/25	1/12/26	Mon-Thurs	AM

OneNote

Teacher	Subject	Start Date	End Date	Days of the Week	AM or PM?
Laurelli	Math-5th	9/29/25	1/12/26	M, Tuesday, Fri	AM
J.Agro	Math 5th	9/29	12/19	M-Thursday	AM
Velez	Math 5 <sup>th</sup>	9/29/2025	12/19/2025	MW	AM
Velez	Math 5 <sup>th</sup>	9/29/2025	12/19/2025	TF	AM
Rafuse	ELA- 5	9/29	12/17	M-W	AM
Rafuse	ELA-5	9/29	12/17	M-W	PM
Delgado	ELA-3rd	10/6	1/14	M, Tues, Wed	PM
D.Agro	ELA-3	10/6	12/23	M-Thursday	AM
Paschette	ELA-5	9/29	12/17	M, Tues, Wed	AM
Spence	Math-1 <sup>st</sup>	9/22	12/16	Monday & Tuesday	PM
Spence	ELA-1 <sup>st</sup>	9/25	12/18	Wednesday & Thursday	PM
DeStio	ELA-3rd	10/6	1/28	M, Tues., Wed.	AM
DelGiorno	ELA-4 <sup>th</sup> (LLI)	10/7	1/15	Tues, Wed, Thurs	AM
Schiavo	Math- 5th	9/30/25	12/17/25	Tues., Wed.	PM
Hittel	ELA - 5th	9/30/25	12/18/25	Tues, Thurs	PM
Mantione	ELA 3rd	9/22/25	12/18/25	Mon-Thurs	AM
Mantione	ELA 1 <sup>st</sup> & 2nd	9/22/25	12/18/25	Mon-Thurs	PM

Teacher	Subject & Grade	Start Date	End Date	Days of the Week	AM or PM?	Location/Rm
Dargis	ELA - 1 <sup>st</sup>	9/29/25	12/18/25	Monday, Wednesday	PM	22A
Kolongowski	Math-5th	9/29	12/18	Tuesday, Wednesday	PM	41
Goldhaber	ELA-3rd	10/6/25	1/14/26	Monday-Wednesday	AM	My room APPR
Benvengo	Math-4th	10/7/25	12/23/25	Tuesday, Thursday	AM	16
Bendetti	ELA- 4th	10/7	1/15	Tuesday, Wednesday, Thursday	Tues. & Weds.-PM Thurs. -AM	15
Coffey	ELA 4th	10/8	12/23	Monday, Wednesday	AM	Library
Vallone	HLA-1st	10/7	1/29	Tuesday, Wednesday, Thursday	PM	13A
Roiland	Math-4th	10/20				

o Article 26 -

- o OLYMPICS of the VISUAL ARTS CLUB
- o STUDENT ART LEAGUE
- o Yearbook club

- o Student Council
- o Together we grow
- o Soccer basketball
- o Looming club
- o Kindness club
- o Kindness art
- o Game galore
- o Elementary unified sports
- o Dart math club
- o Cheerleading club
- o Soccer basketball baseball basics
- o Morning mindset
- o Girls soccer stars
- o Title 1
- o Fall story time fun
- o Growing my writing
- o Title 3
- o Bilingual theater

Plans to Increase Parent and Family Engagement in 2025-2026

The Brentwood Union Free School District and the Board of Education believe that the involvement of parents in the education of their children is a necessary and desirable part of the education process. 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, in cooperation with, the implementation of our school's 2024-2025 Schoolwide/SIT plan.

- Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment
  - o Supply drop 8/28
  - o K-orientation 8/28
  - o Welcome back picnic 9/9
  - o Meet the teacher 9/16
  - o Meet the teacher UG 9/30
  - o Sports night 10/20
  - o Hispanic Heritage Night 10/15
  - o Holiday Fair 12/16-12/19
  - o Winter Concert 12/15 and 12/10
  - o Clothing Mall 12/8
  - o Parent Teacher Conference 12/5-12/6, 3/12
  - o Star Student – Fall 12/3
  - o Star Student –Spring 5/19
  - o Devin Moore – Book Reading Q+A 1/23
  - o Winter Family Fun Night 2/11
  - o PARP 2/25
  - o Family Game Night 3/25
  - o Spring Concert – 4/14-15
  - o Junior Olympics – 5/28
  - o Graduation Moving up 6/10
  - o 5<sup>th</sup> grade Moving up 6/11
  - o Paren Tea and Concert 6/4

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 (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

2025-2026 ESSA Title I Budget - Southwest Elementary School	
Code	Specific Expenditure
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I elig
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.

<b>1500 - Salaries</b>	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 123.7 hrs per 11 elementary b elementary schools = \$6,929/school. School-based discretion for the development of supplemental, Title IA Programs.
<b>1500 - Salaries</b>	Title I Elementary Summer Enrichment Program - Literacy Camp - based on 500 students – 35 general ed. teachers + 3 Special education I 2,500 hours X \$56/hr = \$140,000 / 11 elementary schools = \$12,727.27/school (227 hrs per building).
<b>1500 - Salaries</b>	Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liasions = \$37,500 / 11 elementary s
<b>Code 4000 - Purchased Services</b>	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowled \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Progra
<b>Code 5000 - Supplies and Materials</b>	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities of supplemental, Title IA Programs.
<b>Code 5000 - Supplies and Materials</b>	Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909.09/school.
<b>Code 5000 - Supplies and Materials</b>	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$363.63/school.
<b>Code 5000 - Supplies and Materials</b>	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,407.63/school.
<b>Code 8000 - Benefits</b>	Employee Benefits for non-contractual elementary Title I services (rows 5 through 11, above).
<b>Code 8000 - Benefits</b>	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent
<b>Code 9000 - Indirect Cost</b>	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.
<b>Title I Sub-total:</b>	
<b>Title I Total w/ Salaries &amp; Fringe:</b>	

2025-2026 School-Parent-Student Compact

**Southwest**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (parti 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 pa parent compact is in effect during the 2025-2026 school year.



COMPACT en2425

### Southwest Elementary School –Parent Compact

The Southwest Elementary School and the parents of the students participating in activities, serv funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this c how parents, the entire school staff, and the students will share the responsibility for improved aca and the means by which the school and parents will build and develop a partnership that will help the State's high standards.

- Southwest School will:**
1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic standards. To meet this goal the school will use District adopted curriculum and researched based instructional practices.
  2. Hold Parent Teacher Conferences during which time this compact will be discussed as it relates to the individual child's achievement.
  3. Provide parents with frequent reports on their children's progress during parent teacher conferences, through report cards, and weekly reports if needed.
  4. Provide parents with reasonable access to staff. Parents may schedule meetings with teachers during the school day or can arrange phone conferences.
  5. Provide parents with opportunities to volunteer and participate in their child's class Parents may participate in activities, read to students and chaperone field trips.
  6. Provide parents with opportunities to participate in professional development activities and workshops related to the Common Core Standards.
  7. Provide Spanish translations of notices and fliers.

- The parent/guardian will:**
1. Monitor student attendance
  2. Ensure that students come to each day.
  3. Ensure that homework is completed
  4. Volunteer in their child's class events.
  5. Participate in decisions related to education.
  6. Communicate with the teacher regarding educational needs.
  7. Read to first graders for 15-20 minutes in the evening. Listen to second graders for 15-30 minutes in the evening.
  8. Monitor the amount of television and video games.
  9. Stay informed by communicating with the teacher and promptly reading all notices from the District.
  10. Become involved in the PTA as a representative of the School.

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

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_



COMPACT  
SP (2)

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

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

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

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

Firma del padre tutor: \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma del maestro/a: \_\_\_\_\_

Fecha: \_\_\_\_\_

School Responsibilities

Southwest will:

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

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. Spe 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, Aca 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, te 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 h
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);
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 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 poss 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 disability;
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 proficie
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 educat 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
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 with

#### 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 assisti
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
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 bo

#### 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

(ELEMENTARY SCHOOLS ONLY AND CAN BE DELETED BY SECONDARY SCHOOLS)

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 th may be seen below: **Please customize the bulleted list below for your school (Elementary Only)**

- Each year, our kindergartens are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the bu setting. The administrative team is available to greet these families as they arrive and depart. For the 2026-27 school year, parents will be invited to come to the school with their 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, stud 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 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 Sp
- In 2025-2026, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

[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 meeting agendas, minutes, and sign-in sheets must be maintained in the Binder SIT-5**

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