

2025-2026 SIT/Schoolwide Plan – Frank J. Cannon Southeast Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	Frank J. Cannon Southeast Elementary School
Principal:	Stacey Brdey
Assistant Principal(s):	N/A
SIT Co-Chairs:	Kimberly Donovan & Katie Limbach
Grades Served:	1-5

2025-2026 Staff List

**FJC SOUTHEAST ELEMENTARY SCHOOL
STACEY BRDEY, PRINCIPAL
FACULTY LIST
2025-2026**

Grade	Rm	Teacher	Courtness	Jenna Gallegos
CWC	101	Jessica Owen & Julia Vetter	Psychologist	Madison Pizarro
1	1	Ashley Acosta	Social Worker	Courtney Blum
1	10	Wendy Chase		
1	11	Elizabeth Lapate-DiLauro	Art	Stephane Clark
1	12	Alysa Della	Music Teacher	Victoria Byrne
2	4	Lorraine Tapp		Michael Castellano
2	5	Kim Donovan & Robert Alvarez		
2	6	Samantha Perez	Physical Education	Brian Pedroni
2	7	Francesca Dupre		Madison Gonzalez
2	8	Victoria Belkavento		
3	11	Maria Solano	Math Lab/Room 1	Cristina Benitez
3	15	Sabrina Capasso	Reading Lab/Room 1	Jennifer Booth
3	17	Deborah Milligan	Interventional	Jennifer Luciani
3	18	Laura Pappert	Nurse	Jessica Wood
3	19	Colleen McCarthy	Health Aide	Maria Guzman
4	20	Lynnda Troodan	Speech	Emma Truitt
4	22	Kayla Cruz		Carolina Kogler
4	24	Lina Ajajna		
4	26	Yvonne Lopez & Nancy Hernandez	Resource Room	Christina Caldera
5	21	Michael Canale	Perm Sub.	Stephane Blum
5	25	Erin John	Perm Sub.	Samantha MacFarland
5	27	Nelly Mendez	Perm Sub.	Erica Scavia
5	28	Lisa MacGonigle	Perm Sub.	Haley Sporn
5	29	Cathy Marandis	Perm Sub.	
5	30	Maria Perez		
Classroom Staff	Day	Head Custodian Julian Fort-Segarra Rich Chesario	ENL Teachers Room 3	Keri Hepala Katie Limbach Janet Hoca Elizabeth Seitzard
	Night	Head Custodian Veronica Juez-Ferns Linet Espinoza	Teaching Assistants ENL Lab ENL Lab	Sally Corleone Cherida Santiago

Michigan Staff	Jessamyn Acosta Sara Corona Maha Luna Bridget Lopez Ingrid McLoughlin Leticia Fortis Dorika Juarez	ENL Lab SPE Math/Reading Lab 1Aa	Leahna Lichon Emily Giardina Beth Lane Juana Acosta Vacancy Vacancy
Senior Office Assistant Office Asst. Attendance Office Assistant Library Library Media Specialist Communications Asst IT	Cristina Borrell Adrian Espinoza Ebene Higuera Cecilia Chavali Angela McLoughlin	Special Ed 1Aa	Ashley Corbett Yvonne Seban Katie Vaidler
Security	Erica Seban	School Monitors	Aggie Calero Yvonne Copon Lashelle [18002642000] Sara Pineda Santana Parada Nella Hoca Clara Santa de Salvador

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
*All Students	533	101	99	109	117	107
Female	255	50	44	57	52	52
Male	278	51	55	52	65	55
*American Indian/Alaska Native	2	0	2	4	1	0
*Black	36	8	6	5	8	2
*Hispanic	459	86	86	93	102	92
*Asian/Pacific Islander	7	1	1	1	3	1
Asian	5	1	1	1	2	0
Native Hawaiian/Other Pacific Islander	2	0	0	0	1	1
*White	19	5	3	3	3	5
*Multiracial	5	1	1	3	0	0
General Education Students	456	86	85	91	101	93
*Students with Disabilities	77	15	14	18	16	14
Former Students with Disabilities	8	2	2	1	3	0
Not English Language Learner	294	55	54	52	67	66
*English Language Learner	239	46	45	57	50	41
Formerly English Language Learner	118	14	23	23	30	28
*Economically Disadvantaged	507	91	95	106	108	107
Not Economically Disadvantaged	26	10	4	3	9	0
Not Migrant	533	101	99	109	117	107
Homeless	13	3	3	2	2	3
Not Homeless	520	98	96	107	115	104
Not in Foster Care	533	101	99	109	117	107
Parent Not in Armed Forces	533	101	99	109	117	107

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 licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students’ strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.

2025-2026 School Vision Statement (if applicable)

At FJC Southeast Elementary, we believe every child is capable of achieving greatness. We are committed to fostering a culture of high expectations, where students are empowered to grow academically, socially, and emotionally in a safe, supportive, and inclusive environment. Through meaningful and relevant instruction, we cultivate curiosity, critical thinking, and a lifelong love of learning. Our school community celebrates diversity and ensures equity by honoring each student’s unique identity, voice, and potential. We provide clear success pathways for all learners by delivering engaging, culturally responsive teaching and personalized support. Together, we prepare every student to thrive today and lead tomorrow—with confidence, compassion, and a strong foundation for lifelong success.

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 (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 **FJC Southeast Elementary School**, the McKinney- Vento liaison is **Courtney Blum**.

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	13
Children in Foster Care	0
Migrant Students	0

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 teachers, principals, district administrators; and, if the plan relates to a secondary school, students *ESSA Section 1114(b)(2)*. Please find a list of 2025-2026 SIT members below:

Title:	Name:
Parents (More than 1)	Santana Parada, Yanera Alfaro
Members of the Community to be served	Deborah Hanna & Laura Beard
Teachers-SWP Sub Committee	Katie Limbach, Kim Donovan, Colleen McCarthy, Victoria Batkiewicz, Deb Milligan, Jenn Oliveri, Nancy Hernandez, Cecilia Chiarelli, Wendy Chase, Criseila Bautista, Samantha Perez, Jennifer Toscano, Jennifer Booth, Kerri Hegarty, Mariel Perez, Maria Stallard, Elzbieta Swicord, Ashley Augello, Sabrina Capasso
Principals	Stacey Brdey
Other School Leaders	NA
Teaching Assistants	Beth Law
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 *	NA
Other School Staff *	NA
Students (for a secondary school)	NA
Other individuals determined by the school	NA

* if appropriate

Comprehensive Needs Assessment

Needs Assessment Data

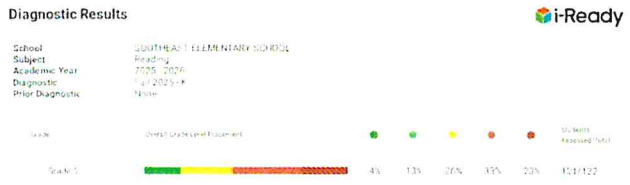
Our 2025-2026 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging 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)*.

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

Student Subgroup	School Year	ELA Performance Index	ELA Elementary District Average	Math Performance Index	Math Elementary District Average
All Students	2022-23	122.39	93.12	125.00	108.61
	2023-24	104.62	83.31	121.69	110.92
	2024-25	118.69	111.73	131.98	116.69
English Language Learners	2022-23	73.30	47.01	90.74	75.56
	2023-24	54.70	43.22	97.90	79.73
	2024-25	75.77	65.99	104.51	85.41
Students with Disabilities	2022-23	76.67	52.19	135.71	69.18
	2023-24	53.12	49.77	73.44	65.82
	2024-25	66.67	62.70	80.95	74.89

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



Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Student Subgroup	School Year	ELA Performance Index	ELA Elementary District Average	Math Performance Index	Math Elementary District Average
All Students	2022-23	122.39	93.12	125.00	108.61
	2023-24	104.62	83.31	121.69	110.92
	2024-25	118.69	111.73	131.98	116.69
English Language Learners	2022-23	73.30	47.01	90.74	75.56
	2023-24	54.70	43.22	97.90	79.73
	2024-25	75.77	65.99	104.51	85.41
Students with Disabilities	2022-23	76.67	52.19	135.71	69.18
	2023-24	53.12	49.77	73.44	65.82
	2024-25	66.67	62.70	80.95	74.89

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



Surveys

Survey Data

According to our May 2024 survey, the FJC Southeast School scored 46.3% on "DEI3: I see children who look like me in the books we read." We have chosen this for our survey goal for the 2024-2025 school year.

Other Assessment Performance (OPTIONAL & SECTION CAN BE DELETED)

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

Our school has chosen the subgroup of ELLs to identify for our SIT plan and goals. We chose this subgroup because they make up a large population in our school. We have 13 ENL classes and 6 bilingual classes in our building. Our SIT team felt it was important to focus on these students and give them balanced literacy instruction to help them achieve their goal on the three iReady diagnostics. Furthermore, after analyzing the 2024-2025 School Performance Scan (Data Triangle) surveys, it was evident that the majority of all students only somewhat agree with the statement, "I see children who look like me in the books we read." Our 2025-2026 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, "I see children who look like me in the books we read."

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

- Parent Engagement
- Parent Communication
- Academic Before/After School Programs
- Celebrating Student Academic Progress, Achievement, and Good Character
- Positive Culture
- Inclusive Learning Environment
- High Expectations
- Dedicated Staff

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

- Increase availability and access to diverse characters in books

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELLs	Language Acquisition Skills
2.	ELLs	Math Concepts and Skills
3.	All Students	Providing students in our school with more diverse books to read.

2025-2026 SIT Goals

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals^[2]. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, 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 monitored throughout the year, have been developed to ensure that State-level goals 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 subgroup 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 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 goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

English Language Arts (ELA) Performance Goals

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

By June 2026 the current 4th grade ELLs at FJC Southeast Elementary School will show an increase in proficiency (Levels 3 & 4) from 18% to 23% as measured/indicated by the NYS ELA Assessments, administered annually.

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 throughout the year:

By June 2026 the ELLs at FJC Southeast Elementary School will equal or exceed 125% median progress in reading toward annual typical growth as measured by the 2025-2026 I-Ready Reading Diagnostic end-of-year assessment in May 2026, measured 3x per year.

Mathematics Performance Goals

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

By June 2026 the current 4th grade ELLs at FJC Southeast Elementary School will show an increase in proficiency (Levels 3 & 4) from 27% to 33% as measured/indicated by the NYS Mathematics Assessments, administered annually.

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 throughout the year:

By June 2026 the ELLs at FJC Southeast Elementary School will equal or exceed 125% median progress in math toward annual typical growth as measured by the 2025-2026 I-Ready Reading Diagnostic end-of-year assessment in May 2026, measured 3x per year.

Survey Goal

By June 2026 65% of elementary students will agree that "I see children who look like me in the books we read," up from a baseline of 46.3% in June 2025. The target represents a 20% gap reduction between the baseline and 75% which is considered a school asset. Year 4 and 5 goals are 65% and 75%.

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 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

The Four Tenets of Graduation PLUS +

Success Pathways

- BARS Analysis
 - This strategy aligns to our belief that each student's plus is reflective of their strengths/needs for improvement
- Career Week

Growth Culture

- Student IReady Survey
 - Gathers data on student perception and learning progress to guide instruction.
- Professional Development for Teachers (ELA, Math, and Science)

- Exposes students to real-world careers, building motivation and relevance.
- High-Dosage Tutoring
 - Provides targeted academic support to close learning gaps.
- NYSESLAT PREP
 - Supports English Language Learners in achieving proficiency and meeting benchmarks.
- MTSS
 - Provides a structured framework to address academic, behavioral, and social-emotional needs, ensuring all students receive the right level of support to succeed.
- STEM Academy
 - Provides hands-on, real-world learning experiences that build college and career readiness in science, technology, engineering, and math.

- Enhances educator skills and supports continuous improvement.
 - MTSS
 - Provides a structured framework to address academic, behavioral, and social-emotional needs, ensuring all students receive the right level of support to succeed.
 - PBIS
 - Promotes a proactive approach to behavior and supports a consistent, positive school climate.
- Positive Office Referrals
- Recognizes and reinforces positive student behavior, fostering a supportive school climate and encouraging student ownership.

Meaningful and Relevant Instruction and Assessment

- Morning Percussion Ensemble
 - Promotes creativity, student engagement, and enrichment beyond core academics.
- Career Week
 - Exposes students to real-world careers, building motivation and relevance.
- IReady Reading and Math Diagnostics
 - Provides actionable data to personalize instruction, track growth, and guide interventions for academic success.
- Fountas and Pinnell Benchmark Assessment
 - Offers detailed insight into student reading levels to inform instruction, monitor progress, and support literacy growth.
- Building-Wide Educational Assemblies
 - Reinforces key themes (e.g., SEL, safety, academic focus) in a unified, engaging way.
- Common Planning
 - Enables coordinated lesson planning, vertical alignment, and instructional improvements.
- CAM Math Assessments
 - Provides targeted data on math skills to inform instruction, track progress, and support student achievement.
- Spotlight on Literacy
 - Promotes a school-wide focus on reading through engaging activities that build literacy skills and foster a love of learning.
- Loom Friendship Club and Donation
 - Encourages creativity, skill-building, and social-emotional learning while promoting empathy and civic responsibility through community service.

Empowered Stakeholders

- Parent, Teacher, and Student Surveys
 - Collects feedback to inform school decisions and strengthen communication.
- Family Engagement Events
 - Builds strong school-community partnerships and encourages shared ownership.
- Teacher for a Day
 - Encourages student voice, leadership, and ownership of learning; builds empathy for educators.
- Perfect Attendance Breakfast
 - Celebrates commitment to school, promoting consistent attendance and motivation.
- Monthly Attendance Popcorn Party Recognition
 - Reinforces the value of attendance with positive incentives and school spirit.
- Parent Advisory Committee
 - Builds a bridge between school leadership and families, encouraging shared decision-making.
- PBIS
 - Promotes a proactive approach to behavior and supports a consistent, positive school climate.
- Town Hall Meetings
 - Provides a forum for shared accountability within the school community.
- School Improvement Team
 - Facilitates collaborative decision-making, data-driven planning, and continuous school improvement involving staff, students, and families.
- Grade Level Meetings
 - Supports collaboration among teachers to analyze student data, share strategies, and align instruction.
- Daily ParentSquare Posts
 - Keeps families informed and engaged, fostering strong school-home partnerships.
- Parent-Teachers Association and PTA Meetings
 - Fosters family engagement, advocacy, and collaboration to support student success.
- Welcome Back Family Picnic
 - Builds community and fosters positive relationships between families, students, and staff.
- Start with Hello Week
 - Promotes inclusivity, kindness, and a sense of belonging among students and staff.
- Parent Information Night
 - Provides families with important information and opportunities to engage with the school community.
- PARP
 - Encourages family involvement in literacy, promotes a love of reading, and strengthens home-school learning connections.
- Rock Your Socks
 - Celebrates inclusion and raises awareness for Down Syndrome, Autism, and other

- differences, promoting acceptance and student voice.
- Fundraising Opportunities
 - Engages families, staff, and the broader community in supporting school initiatives and student programs.

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 prioritized strategies above and the ELA-focused PD listed below.
 - Noreen Miller PowerPoint Grades 3-5 to support HMH Into Reading.

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 prioritized strategies above and the math-focused PD listed below.
 - Bill Atwood for all grades to help with the roll out of HMH Into Math

Southeast Elementary
Math Bill Atwood Cycle 1 - October 23, 2025
Experience Science - November 5, 2025
Math Bill Atwood Cycle 2 - January 7 - 8, 2026
Math Bill Atwood Cycle 3 - April 16 - 17, 2026

PL Explanations
Bill Atwood Cycle 1 - A data review and catch-up, revisiting the five strategies from last year, and jumping into our implementation of HMH Into Math.
Bill Atwood Cycle 2 - Back-to-back two-day sessions at each school, diving deeper into the teaching of elementary mathematics. The specific focus will be shaped in collaboration with each school's building-level leadership team.
Bill Atwood Cycle 3 - A lab-model experience where he'll work directly with students on state test review while teachers observe, followed by reflection and debrief sessions.
Experience Science - Provides hands-on strategies and resources to make science engaging and accessible.

- HMH Into Math for all grades to support the roll out of HMH Into Math (with support from building mathematics consultant Criseila Bautista)

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 [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 State-level and local goal attainment.

- Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment
 - High Dosage tutoring
 - NYSESLAT Prep- working on speaking, listening, reading and writing
 - STEM Academy

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 children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's SIT plan (ESSA Section 1114(b)(iii)). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2024-2025 Schoolwide/SIT plan.

- Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment
 - Welcome Back Picnic
 - Meet the Teacher
 - Movie Night
 - Fall Craft Night (PTA)
 - BINGO Night/ Part 154 / ESSA (Community Plaza)
 - Trunk or Treat
 - Parent Advisory Committee (PAC)
 - STAR Student (November, February, April and June)
 - Winter Family Fun Night
 - STEM Night (Community Plaza)
 - PARP Night
 - Food Around the World
 - Bike Rodeo
 - Perfect Attendance Breakfast
 - Multicultural Night (PTA)
 - Special Someone Dance (PTA)
 - Mindful Movement and Activity Fair (PTA)

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:

2025-2026 ESSA Title I Budget - Southeast Elementary School			
Code	Specific Expenditure	Rate of Pay	Project Salary
1500 - Salaries	Salary - AIS Teachers - Teacher’s On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	\$32,516
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school	Contractual	\$8,809
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,471
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,976
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$329
1500 - Salaries	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 123.7 hrs per 11 elementary buildings = 1,361 hours @ \$56/hr = \$76,219 / 11 elementary schools = \$6,929/school. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$6,929
1500 - Salaries	Title I Elementary Summer Enrichment Program - Literacy Camp - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X \$56/hr = \$140,000 / 11 elementary schools = \$12,727.27/school (227 hrs per building).	\$56.00	\$12,727
1500 - Salaries	Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liaisons = \$37,500 / 11 elementary schools = \$3,409.09/school.	\$625 per day	\$3,409
Code 4000 - Purchased Services	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. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222

Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909.09/school.	School Specific	\$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$363.63/school.	School Specific	\$364
Code 5000 - Supplies and Materials	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,407.63/school.	School Specific	\$1,408
Code 8000 - Benefits	Employee Benefits for non-contractual elementary Title I services (rows 5 through 11, above).	Contractual	\$5,233
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher’s On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	\$16,954
Code 9000 - Indirect Cost	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598
Title I Sub-total:			\$49,606
Title I Total w/ Salaries & Fringe:			\$99,076

2025-2026 School-Parent-Student Compact

FJC Southeast Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (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 the 2025-2026 school year.

School Responsibilities

FJC Southeast Elementary School will:

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

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

(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 the elementary setting have been identified and implemented. Those strategies may be seen below: **Please customize the bulleted list below for your school (Elementary Only)**

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2025-26 school year, parents will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.

[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-SWP Meetings tab.**

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