2025-2026 SIT/Schoolwide Plan – Brentwood High School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	Brentwood High School
Principal:	Dr. Dashana Dulin, Principal, James Gesseck, Associate Principal
Assistant Principal(s):	Edward Coleman, Wayne Loper, Kate Macrae-Lasky, Maria Boletsis-Waszczuk, Stephan Linardic
SIT Co-Chairs:	Patricia Orechovsky and Jessica Sanchez
Grades Served:	10-12

2025-2026 Staff List

Sonderling Staff

BRENTWOOD HIGH SCHOOL
SONDERLING CENTER STAFF 2025-2026

BRENTWOOD HIGH SCHOOL
SONDERLING CENTER STAFF - 2025/2026

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

BILINGUAL
Foraker, Meredith (DH)
Anajovich, Joy
Bateman, Ian
Calderon, Juan
Descuza, Nora
Gomez, Christyanne
Herguth, Kyle
Lopez, Maria
Morales, Ana
Parada, Oscar
Passin, Dana
Restmeyer, Jessica
Schuck, Marcia
Valderrama, Brayana
Vargas, Charles

BOCES
Benjamin, Kenia

FACS
Gesseck, James (AP)
Bachmann, Patricia
McDermott, Lorie
Naval, Ashley
Rotella, Christina

MATHEMATICS
DeVita, Kristin (DH)
Amador, Victoria

ENGLISH DEPARTMENT
Heintze, Jennifer(DH)
Broere, Bianca
Clare, Melissa
Dan, Amy
Jackson, Marc
Kennedy, Elizabeth
Kenny-Cincotta, Vincent
Kohl, Tracy
Masotto, Kristen
Modafferi, Lisa
Monacchio, Peter
O'Brien, Natalia
Petagna, Isabelle
Roberto, Gabrielle
Walsh, Peter
Williams, Kimberly

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

ROTC
Hanna, Wayne SMSgt
Perez, Armando MSgt

TECHNOLOGY
Dr. Dulin (Principal)
Brooks, Brian
Milleisen, Morgan
Mulderig, Jacob
Zeman, Timothy
TBA

SCIENCE DEPARTMENT
Costa, Jennifer (DH)
Alestra, Kyle

SPECIAL EDUCATION
Citrin, Ingrid (DH)
Brown, Bryan
Capozzoli, Linda
Conroy, Jeremy
Csutor, Lori
Cusumano, Elaina
Farrell, James
Forte, Janine
Gesseck, Denise
Hoffman, Ian
Joseph, Karin
Knuth, Michelle
LaCova, Joseph
LaScala, Anthony
Latuga, Kristen
McCrossin, Kristin
McDermott, Brittany
Murphy, Gina
Narracci, Kayleigh
Nicolotti, Amanda
Pell, Lisa
Picasso, Mary
Pinto, Stephen
Porrini Stark, Barbara
Ramsaran, Janelle
Suarez, Wilhelmina
Taylor, Maggie
Umanzor Reyes, Naun

PHYSICAL ED
Davis, Steven(AD)-Loper, Wayne (AP)
Barsky, Alexander
Crespo, Blake
Ditello, Robert
Gonzalez, Jonathan
Greene, Amy
Harrison, Christina
Hoffman, Michelle
Newell, Michael
Nuara, Anthony
Sorbera, Jonathan

WORLD LANGUAGE
Ribeiro, Carla (DH)
Cohen, Kimberly

Berger, David (dean)
Bergs, Jenny
Baritis, George
Bellafiore, Benjamin
Edwards, Kathleen
Guardado Franco, Jhovani

BRENTWOOD HIGH SCHOOL
SONDERLING CENTER STAFF 2025-2026

Bowden, Nicole
Calzetta, Anthony
Delaney, Kristy
Devane, Danielle
Florio, Maria
Gray, Theresa
Marino, Stephanie
Melendez-Leon, Delia
Mitchell, Kathleen
Morris, Brittany
Rivera, Rebeca
Rowlette, Michelle
Schwaner, Jennifer
Tracey, Nicholas
Wilson, Spencer (dean)
Wulfken, Marissa

GUIDANCE DEPARTMENT

Abenes, Wayne (Coord)
Tricoche, Sarah (Asst Coord)
Carmona, Estefany
Cooke, Kiersten
Cosme-Taveras, Ruth
Davidson, Scott
Feil, Karin
Ferguson, Melissa
Gudema, Wendy
Lanzetta, Dawn Marie
Lerikos, Kristina
Montoya, Jennifer
Popat, Michelle

HEALTH

Davis, Steven (AD)-Gesseck, James(AP)
Dunn, Danielle
Lupo, Leonard

Carrara, Kenneth
Castillo, Miguel Angel
Connell, Megan
DeBlasi, Maria
Dirkschneider, Kim
Giannakos, Angelo
Howell Amato, Alia
Lambert, Connor
Medwig, Jacquelyn
O'Neill, Sean
Patch, Robert
Roderick, Joseph
Rotella, Anthony
Schnakenberg, Conrad
Sikorsky, Gregory
Sundaran, Bindu
Ullrich, Jessica
Valeta, Gabrielle

SOCIAL STUDIES

Santorelli, Paula (DH)
Bennett, Douglas
Bien, Christopher
Carbone, Christopher
Castillo, Marilyn
Crean, Sean
D'Addario, Andrew
Deorag, Arniel
Dorsainvil, Ted
Espinoza, Marco
Hermann, Jessica
Johnson, Jessica
Muller, John
Neikam, Robert
Salanitri, Giuseppe
Sutch, Joseph
Ullrich, Michael
Watson, Edward

Korovezos, Lilianne
Lagos, Keiri
Larsen, Ken
Lopez, Eva
Malcolm, Monica
Pellegrino, Giacomo
Ziskin, Bryce

SPECIALISTS

Argueta, Stephanie	Speech
Charuk, Kaylin	Speech
D'Elia, Kristie	Speech
Garrett, Arlene	Nurse
Herron, Daphne	Attend. Teacher
Jackson, Maria	Social Worker
Lewis, Susan	Librarian
Lorefice Rivera, Christina	Nurse
Maia, Ana	Psych.-Bilingual
McCormack, Elizabeth	Psych
Orechovsky, Patricia	R.J. Coach
Perez-Llona, Maria	Bilingual Soc. Wkr
Ponce, Lisa	Social Worker
Portillo, Omar	Social Worker
Quinn, Gabriella	Psych
Rostas, Alyse	Speech
Ryan, Maureen	Librarian

CONT. EDUCATION

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

TA's & MONITOR'S

Ally, Lydia	TA
Andersen, Lisa	Monitor
Argueta, Eleonora	TA
Barnwell, Valerie	Teacher Aide
Bonilla, Franklin	TA
Burdett, Melissa	Monitor
Candelier, Maria	Computer TA
Cantor, Linda	TA
Chavez, Meran	Teacher Aide
Coffin, Rosemary	Monitor
Daniels, Judy	Computer TA

CLERICAL

Bartlett, Carol	OA
Berry, Lisa	SOA
Bonilla, Kassandra	OA
Bowser, Cathy	POA
Cordovano, Lauren	OA
Crudele, Lisa	SOA
Leon, Michael (EHS)	OA
D'Agostino, Cheryl	SOA
Decotis, Patricia	POA
DiMaria, Theresa	OA
Garcia, Corina	OA

CAFETERIA

Aziz, Fatiha	New
Casimir, Marie	Old
Franquiz, Marta (Cook)	New
Gonzalez, Juanita	Old
Grant, Joanne	New
Hernandez, Heidi	Old
Lopez, Maria L. (Cook)	Old
Morales, Ada	Old
Osorio, Luci	New
Paz, Maria	Old
Shahid, Meena	New

BRENTWOOD HIGH SCHOOL
SONDERLING CENTER STAFF 2025-2026

Dominguez, Josias	Teacher Aide
Dopwell, Arlene	TA
Dorvil, Myrlande	Health Aide
Euceda, Kamberly	Monitor
Flores, Jessica	TA
Garcia, Hector	Monitor
Giorgio, Nancy	Monitor
Gonzalez, Mariafernanda	Att Monitor
Harris, Franceda	Monitor
Hernandez Brizuela, Fredy	Monitor
Martinez Vasquez, Marina	TA
Mathieu, Gina	TA
Medina, Daisy	Health Aide
Moran-Alas, Jessica	Teacher Aide
Morwood, Jay	Media TA
Navarrette, Aida	Teacher Aide
Nocita, Robert	TA
Otero, Lori Ann	TA
Parim, Cristina	TA
[illegible]	TA

Gonzalez, Vilma	SOA
Hamlani, Rashida	SOA
Leon, Danielle (EHS)	SOA
Pulinario Garcia, Madelyn	OA
Rickey, Maria	OA
Salomon, Vladimir (EHS)	OA
Schook, Janine	SOA
Torre, Diane	AA
Vacancy	SOA

CUSTODIANS

Alvarez Joseph	3-11
Aponte, David (Chief)	7 - 3
Flaherty, Scott	11- 7
Garamy, Zoltan	11- 7
Hernandez, Jonny	7- 3
Iorio, Ralph	11- 7
Jean-Pierre, Anfernee	11- 7
Jean-Pierre, Terrell	11- 7
[illegible]	11- 7

Tucker, Ana	Old
Urena, Reina	Old
Ventura Adams, Marlem	New
Zelaya, Alba	New

PERMANENT SUBSTITUTES

Campisi, KellyAnn
Napoli, Michael
Niehr, Kyle
Palmer, Cole
Rodlitz, Melissa
Siddiqi, Amna
Zembrzycki, Shannon

Administrators	**7**
Cafeteria	**15**
Clerical	**20**
Custodians	**17**
Deans	**4**
[illegible]	[illegible]

Pelegrin, Fatima	TA	Legrand, Castleberry	11-7	Dept. Chairpersons	4
Pena, Francy (LOA)	TA	Lopez, Roberto	7-3	Guidance Counselors	13
Perci, Thomas	TA	Love, Marcus	7-3	Specialists	16
Pimentel, Carmen	Monitor	Marquina, Diego	3-11	TA's & Monitors	42
Sanchez-Gomez, Gabriela	Teacher Aide	Melendez, Brandon	11-7	Teachers	172
Schaller, Deborah	TA	Oquendo, Johnathan	3-11	Perm. Substitutes	7
Toledo, Rebecca	Teacher Aide	Price, Wesley	11-7		
Vermilyea, Samantha	TA	Rizzuto, Anthony	7-3	Total	317
Volmar, Veronique	Teacher Aide	Vargas, Daniel	3-11		
Washington, Neil	Monitor				
Williams, Nicole	Teacher Aide				
Zelaya, Rogelio	TA				

Ross Staff

BRENTWOOD HIGH SCHOOL

ROSS CENTER STAFF - 2025/2026

BUSINESS DEPARTMENT

Lasky, Kate - A.P.
Buechner, Doreen
Carrion, Ken
Horner, Steven
Ingram, Mark
McNamara, Avarit
Muller, Jaclyn

BILINGUAL

Foraker, Meredith - D.H.
Andrade, Maria
Cabrera, Kamalic
Campana, Christian
Castaneda, Jose
Espinal-Davila, Dany
Fick, John
Membreno, Jose
Mendez, Manuel
Ramirez, Massiel
Reyes, Robinson
Rosario, Betsy
Salgado, Jose
Salinas, Brenda
Ynoa Carter, Yelitza

HLA

Ribeiro, Carla - D.H.
Contreras, Luty
Coreas, Katherine
Grisales, Dina
Lanfranco, Yoeny
Martinez, Hector
Paravalos, Xenia
Perez-Hernandez, Yvonne
Ramirez, Gladys
Wiszowaty, Kim
Zagaja, Henry

ENGLISH DEPARTMENT

Heintze, Jennifer - D.H.
Amores, George
Bryan, Sydney
Buonaspina, Kelly
Chacon Ortiz, Kevin
Crowe, Jennifer
Delgado, Dan
Ferzola, Rachel
Herron, Pamela
Muller, Kristi
Muma, Robert
Opisso, Nicole
Polan, Jenna
Roche, Kirsten
Sanchez, Jessica
Taylor, Chanel
Taylor, Valerie
Terrana, Kristina
Weissman, Denise
Zane, Morgan

ENL

Bianco, Stephanie
Brugger, Lionel
Busby, Kristen
Dykstra, Irene
Florian, Dominic
Garutti, Danielle
Hernandez, Ryan
Kelley, Kristen
King, Melissa
Lagnese, Danielle
Leonardo, Celia
Pierre, Bency
Ricciardi, Susanna
Rizzuto, Amanda
Walsh, Patricia

HEALTH DEPARTMENT

Gesseck, James - A.P.
Bernal, Jenny
Lundquist, Maureen
Wolff, Jeanne
Yablon, Cori

MATHEMATICS

DeVita, Kristin - D.H.
Abbatiello, Kristin
Borghese, Melisa
Fischer, Danielle
Gray, Glen
Kelly, Jackie
Lombardi, Mark
Mauriello, Stephen
McCormack, Jacque
Mitchell-Pacifico, Dawn
Morgan, Jonathan
Rantinella, Melissa
Rotella, Mark
Ruggiero, Samantha
Scheidel, Melissa
Silva, Ghislaine
Tronolone, Joseph

MUSIC DEPARTMENT

Perez, Angel - Coord.
Bley, Jonathan
Helbock, Christina
Hillard, Kelly
Lippmann, Justin
Montero, Johann
Sitler, Joseph
Tims, Kevin
Yamagishi, Amy

PHYSICAL EDUCATION

Loper, Wayne - A.P.
Ahearn, Kevin
Arvanitakis, Colin
Dolan, Danielle

SCIENCE DEPARTMENT

Costa, Jennifer - D.H.
Acunzo, Andrew
Borelli, Michael
Cooper, Elizabeth
Coysh, George
Dowd, Kevin
Fernandez, Robert
Ferraioli, Grace
Greb, Michael
Khanfri, Hassan
Lane, Christopher
Lazo, Paola
Martin, Killeen
Milito, Fabrizio
Ortlieb, Dennis
Ortlieb, Lisa
Reinhart, Gina
Verdone, Tristan
Witzke, Joy

SOCIAL STUDIES

Santorelli, Paula - D.H.
Boardman, Matthew
Burbige, Kathryn
Cleary, Joseph
Cummings, Bridget
DeVita, Kevin
Formato, Ryan
Gallo, Christina
Golden, Carol
Hall, John
Mingola, Jenna
Nowaski, Nicole
Razza, Diana
Rooney, Brian
Rooney, Jacqueline
Salerno, Alexis
Stassi, Janene
Vario, Madison
Vasaturo, Paul

SPECIAL EDUCATION

Citrin, Ingrid - D.H.
Burnett, Susan
Cornwell, Bryan
DeBernardo, Gloria
DeSantis, Laura
Disbrow, Susan
Donnelly, Dominque
Gagstetter, Krystal
Grauer, Kathleen
Hesselbirg, Erika
Kenney, Carolyn
Mears, Erica
Paris, Laura
Silvestro, Gregory
Skillman, Gregory
Stratmann, Krystie

Foti, Frances

ENL
Foraker, Meredith - D.H.
Anderson-Byrne, Valerie
Argyros, John

TECHNOLOGY
Linardic, S.- A.P.
Illingworth, Bret
Lorefice, Joseph

GUIDANCE DEPARTMENT
Abenes, Wayne - Coord.
Alexander, Justin
Altamirano, Nicole
Bustillo, Kristopher
Ciofrone, Sarah
Jimenez, Anthony
O'Reilly, Justine
Popa, Carleny
Sands, Kerry
Taldone, Anna
Tricoche, Sarah
TEACHERS SPECIAL ASSIGN.
Grauer, Kathleen
Harrison, Christopher
Terrana, Kristina
SPECIALISTS
Adaki, Keren/Psychologist
Beltran, Fernando/Social Worker
Enriquez, Rony/Attendance Teacher
Fits-Aime, Rebecca/Psychologist
Garcia, Marlyn/Social Worker
Gustafson, Pam/Librarian
Longo, Diane/Librarian
Rankin, Adina/Nurse
Reyes, Eugenia/Nurse

CLERICALS
Bartlett, Keri - Library
Bracero-Collado, Diane - Guidance
Bright, Tina - Front Office
Concepcion, Ana - Programming/Guidance
Estevez, Maria - College Room
Fazio, Donna - Room 1401
Fox, Jillian - Guidance
Goldberg, Dina - Room 1126
Gomez, Cristina - IT- Ross Library
Hidalgo, Marisol - 5 Corners Office
Hittel, Margaret - Library
Orasco, Angelo - IT - Ross Library
Paula, Lesmy - Front Office
Pfeffer, Merari - Attendance/Room 2202
Planteny, Patricia - Senior/Front Office
Ruiz, Maritza - Room 1126
Vargas, Yohana - 5 Corners Office

CUSTODIANS
Adamo, Zachary P.M.
Alicea, Raul P.M.
Calderon, Travis A.M.
Cortes, Jose L. A.M.
Darcy, Joseph P. P.M.
Jolon, Miguel P.M.
Lemus, Elsy P.M.
Martinez-Ramirez, Erick P.M.
Melendez, Jose Dolores P.M.
Moore, Avery A.M.
Narvarte Alfaro, Jose P.M.
Santana, Fabian A.M.
Spencer, Devante Lavelle P.M.
Zelezny, Scott(Chief Custodian)A.M.

Harrison, Christopher
Hudson, Ronald
Lundquist, Maureen
MacConnell, Brian
Weinstein, Joseph

WORLD LANGUAGE
Ribeiro, Carla - D.H.
Cereola, Christine
Labrador Monteiro, Veronica
Mastriano, Evelyn
Morales-Gotsch, Guadalupe
Narvaez, Priscilla
Restrepo, Jennifer
Rivas, Sandra
Zagaja, Henry

CAFETERIA
Ayoub, Lamia
Aziz, Fatiha(Head Cook)
Batista Galvez, Maria
Coreas, Roxana
Guardado Escobar, Maria
Guzman, Sagrario
Luna Martinez, Theresa
Mamun, Mahafuja
Orellana, Maria
Reyes, Erika
Rivera, Humberta

T.A./MONITORS
Abdallah, Jeanine(Teacher Aide)
Alleyne, Frank(Monitor)
Baez, Kevin(Monitor)
Blair, Angela(T.A.)
Born, Lisa(Health Aide 1:1)
Capellan de Garcia, Nora(Monitor)
Chacca Tancaylto, Judith(Monitor)
Chavez-Monge, Jeanette (Monitor)
Euceda, Emely(Monitor)
Garcia, Ubercie (Monitor)
Grimes, Marcia (T.A.-Comp. Lab)
Intini, Joann(Monitor)
Lopez, Vanessa(Teacher Aide)
Matthews, Denice(Monitor)
Medina, Yesenia(Health Aide)
Moscoso, Maria (Monitor)
Moskal, Justin (Teacher Aide)
Pesce, Maria (Monitor)
Pessoa, Tanisha (T.A.-Comp. Lab)
Ramos, Winny(Monitor)
Salim, Tahira (Monitor)
Salinas, Ashley (Monitor)
Sharieff, Humera (T.A.)
Torres, Olga (Att. Monitor)
Vanoni, Dorys (Monitor)
Yaport, Martina (Monitor)

PERM SUBSTITUTES
Ani, Maravitha
Eastwood, Julianna
Giuliani, Erin(Lifeguard)
Lucchese, Dylan
Raber, Daniel

Administrators	**5**
Cafeteria	**11**
Clericals	**17**
Custodians	**14**
Department Chairpersons	**4**
Guidance Counselors	**10**
Monitors/T.A.'s	**26**
Perm Subs	**5**
Specialists	**9**
Teachers	**162**
TOTAL	**266**

Student demographic information:

BEDS DAY ENROLLMENT

Student Subgroup (accountability subgroups are	Total (PreK-12,	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded Secondary

marked with an asterisk (*))	UGE, UGS)					(UGS)
***All Students**	4,814	211	1,466	1,468	1,601	68
Female	2,244	98	684	704	735	23
Male	2,570	113	782	764	866	45
*American Indian/Alaska Native	25	3	5	9	7	1
*Black	353	4	112	99	133	5
*Hispanic	4,244	199	1,287	1,307	1,395	56
*Asian/Pacific Islander	88	0	25	31	27	5
Asian	86	0	25	30	26	5
Native Hawaiian/Other Pacific Islander	2	0	0	1	1	0
*White	78	5	24	17	31	1
*Multiracial	26	0	13	5	8	0
General Education Students	4,210	210	1,270	1,318	1,412	0
*Students with Disabilities	604	1	196	150	189	68
Former Students with Disabilities	45	0	26	12	7	0
Not English Language Learner	3,470	4	1,110	1,099	1,230	27
*English Language Learner	1,344	207	356	369	371	41
Formerly English Language Learner	629	1	250	175	203	0
*Economically Disadvantaged	4,213	181	1,283	1,285	1,399	65
Not Economically Disadvantaged	601	30	183	183	202	3
Migrant	1	0	1	0	0	0
Not Migrant	4,813	211	1,465	1,468	1,601	68
Homeless	72	0	20	20	31	1
Not Homeless	4,742	211	1,446	1,448	1,570	67
In Foster Care	18	2	5	5	5	1
Not in Foster Care	4,796	209	1,461	1,463	1,596	67
Parent Not in Armed Forces	4,814	211	1,466	1,468	1,601	68

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)

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

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 **Brentwood H.S.**, the McKinney- Vento liaison is **Michele Stylianos.**

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

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;
- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the

academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	72
Children in Foster Care	18
Migrant Students	1

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)	Lisa Spence
Members of the Community to be served	
Teachers-SWP Sub Committee	Melissa Clare, Tracy Kohl, Patricia Orechovsky, Jessica Sanchez
Principals	Dr. Dashana Dulin, Principal James Gesseck, Acting Principal
Other School Leaders	Edward Coleman, Assistant Principal Kate Macrae-Lasky, Assistant Principal Wayne Loper, Assistant Principal Maria E. Boletsis Waszczuk, Assistant Principal Stephan Linardic, Assistant Principal
Teaching Assistants	
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 *	Candice Cheng
Other School Staff *	Judy Daniels
Students (for a secondary school)	
Other individuals determined by the school	

** 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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)

Regents Common Core ELA - Jan 2025

Brentwood UFSD

Brentwood Senior High School

Sorted by: School

SCHOOL TOTALS

			RANGE	COUNT	PERCENT
% at Level 3 & Level 4 & Level 5 22.03%	Level 5 85-100	9 3.05%	85-100	9	3.05%
	Level 4 79-84	13 4.41%	79-84	13	4.41%
	Level 3 65-78	43 14.58%	65-78	43	14.58%
	Level 2 55-64	54 18.31%	55-64	54	18.31%
	Level 1 0-54	176 59.66%	0-54	176	59.66%

NUMBER OF STUDENTS TESTED 295 PERFORMANCE INDEX 31 (Level 3+2(Level 4)+2.5(Level 5)/Total Student Count) Rounded to the nearest whole number

Regents Common Core ELA - Jun 2025

Brentwood UFSD

Sorted by: School

Filtered By: ELL

DISTRICT TOTALS

			RANGE	COUNT	PERCENT
% at Level 3 & Level 4 & Level 5 34.84%	Level 5 85-100	3 0.85%	85-100	3	0.85%
	Level 4 79-84	8 2.27%	79-84	8	2.27%
	Level 3 65-78	112 31.73%	65-78	112	31.73%
	Level 2 55-64	64 18.13%	55-64	64	18.13%

	Level 1 0-54	166 47.03%	0-54	166	47.03%

NUMBER OF STUDENTS TESTED 353 PERFORMANCE INDEX 38 (Level 3+2(Level 4)+2.5(Level 5)/Total Student Count) Rounded to the nearest whole number

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

After disaggregating and analyzing 2024/25 ELA Regents assessment results, it is evident that there is an achievement gap between the performance of All Students and English Language Learner (ELL) subgroups in our school. This gap is of a general language deficit that exists for ELLs, which compromises their ability to master reading comprehension. Our 2025/2026 schoolwide plan will focus on improving reading comprehension for ELLs in our school as measured by their performance on IXL.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

ANNUAL REGENTS EXAMINATION IN MATH (2024-25)

Regents Algebra I - Jan 2025

Brentwood UFSD
Brentwood Senior High School
Sorted by: School
Filtered By: ELL

SCHOOL TOTALS

			RANGE	COUNT	PERCENT
% at Level 3 & Level 4 & Level 5 11.03%	Level 5 85-100	0 0.00%	85-100	0	0.00%
	Level 4 75-84	2 0.37%	75-84	2	0.37%
	Level 3 65-74	58 10.66%	65-74	58	10.66%
	Level 2 55-64	185 34.01%	55-64	185	34.01%
	Level 1 0-54	299 54.96%	0-54	299	54.96%

NUMBER OF STUDENTS TESTED 544 PERFORMANCE INDEX 11 (Level 3+2(Level 4)+2.5(Level 5)/Total Student Count) Rounded to the nearest whole number

Regents Algebra I - Jun 2025

Brentwood UFSD
Brentwood Senior High School
Sorted by: School
Filtered By: ELL

SCHOOL TOTALS

			RANGE	COUNT	PERCENT
	Level				

% at Level 3 & Level 4 & Level 5 24.51%	5 85-100	1 0.25%	85-100	1	0.25%
	Level 4 75-84	14 3.43%	75-84	14	3.43%
	Level 3 65-74	85 20.83%	65-74	85	20.83%
	Level 2 55-64	142 34.80%	55-64	142	34.80%
	Level 1 0-54	166 40.69%	0-54	166	40.69%

NUMBER OF STUDENTS TESTED 408 PERFORMANCE INDEX 28 (Level 3+2(Level 4)+2.5(Level 5)/Total Student Count) Rounded to the nearest whole number

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

After disaggregating and analyzing 2024/25 ELA Regents assessment results, it is evident that there is an achievement gap between the performance of All Students and English Language Learner (ELL) subgroups in our school. This gap is of a general language deficit that exists for ELLs, which compromises their ability to master reading comprehension. Our 2025/2026 schoolwide plan will focus on improving reading comprehension for ELLs in our school as measured by their performance on IXL.

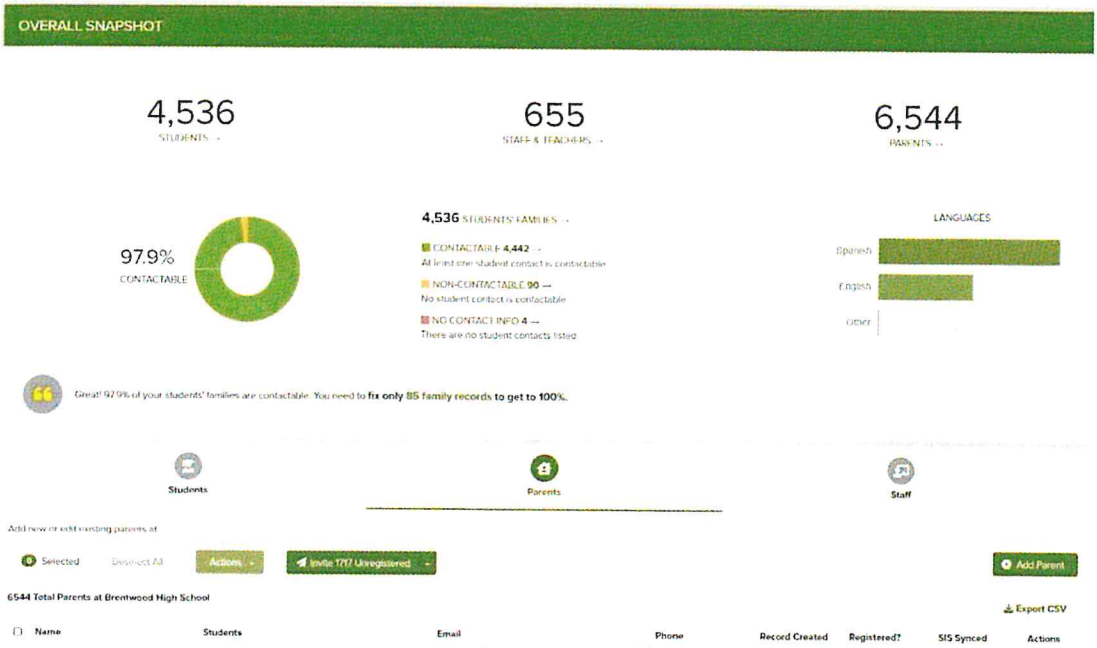
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

Survey Data

To increase school wide parent engagement on parent square by 5% by January 2026 (in order to also promote parent engagement on ESchools).

Surveys

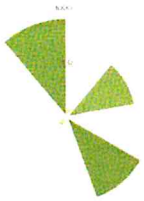
Parent Square Data



Search	Search	Search	Search	Search	All	All	
Cano, Maria	Karla Espinoza Cano (10th Grade)	amandacano0312@gmail.com	917-743-6859	Jul 15, 2025	Yes	Yes	Edit
Fernandez, Rosa	Kevin Fernandez (12th Grade) and 1 more	rosy324@hotmail.com	631-634-7599	Jul 29, 2023	Yes	Yes	Edit
Fernandez, Julio	Kevin Fernandez (12th Grade) and 1 more		631-746-2640	Jul 29, 2023	Yes	Yes	Edit
Simpson, Starisha	Jeyda McTiet (10th Grade)	dajey11@gmail.com	347-497-9028	Jul 15, 2025	Yes	Yes	Edit
Powell, Robert	Amir Powell (10th Grade)		516-455-3028	Jul 15, 2025	No	Yes	Edit
[illegible]	Jonathan Cabalka (11th Grade)	[illegible]@yahoo.com	631-374-1283	Jul 16, 2024	Yes	Yes	Edit
Alonso, Ale	David Martinez Ramirez (12th Grade)		631-839-0450	Jul 29, 2023	Yes	Yes	Edit
[illegible]	Brayan Heredia Garcia (12th Grade)	[illegible]@gmail.com	631-672-4687	Jul 11, 2023	Yes	Yes	Edit
Hernandez, Evelyn	Jenaro Hernandez (11th Grade)	evelinhernandez1174@gmail.com	516-401-1498	Jul 16, 2024	Yes	Yes	Edit
[illegible]	Pamela Rivera Rodriguez (11th Grade)	pamelapalacio1243@gmail.com	631-402-7309	Jul 16, 2024	Yes	Yes	Edit
Martinez, Cynthia	Jacob Martinez (11th Grade)		631-943-0510	Jul 11, 2023	Yes	Yes	Edit

INTERACTION

1,629
OUT OF 6,544
PARENTS INTERACTED



COMMENTS
55 Commented

APPRECIATIONS
141 Appreciated

RSVPS
2 RSVPd

VOLUNTEERS
296 Volunteered

DIRECT MESSAGES
613 Sent Direct Messages

ITEMS
0 Signed Up

FORMS / PERMISSIONS
56 Completed

POLLS
0 Voted

Amazing! Give yourself a pat on the back
(typically there are 2 contacts per student. 25% parent interaction could mean that 50% of families are interacting)

Other Assessment Performance (OPTIONAL & SECTION CAN BE DELETED)

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

MATH
Emerging

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

After disaggregating and analyzing 2024/25 ELA Regents assessment results, it is evident that there is an achievement gap between the performance of All Students and English Language Learner (ELL) subgroups in our school. This gap is of a general language deficit that exists for ELLs, which compromises their ability to master reading comprehension. Our 2025/2026 schoolwide plan will focus on improving reading comprehension for ELLs in our school as measured by their performance on IXL.

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

- Diversity/Size
- Inclusion of Project-Based Learning
- Service-Learning Experiences and Projects
- Excellent child advocacy as acknowledged by being awarded the Motif Award Medal of Honor
- My Brother's Keeper (MBK) Fellow's Program service Learning Projects
- STEM development and research
- Robotics Program
- Connection to Lifeguard certification opportunities
- Career-focused electives
- Human-Trafficking Youth Prevention Education as evidenced by receiving the End Childhood Prostitution and Trafficking (ECPAT) USA's Freedom Award
- Civic engagement
- Social Justice Peer Program
- Restorative Justice Initiative
- Teacher/Student Relationships

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

- ELL Curriculum Alignment with Content Standards
- Online Parental Engagement specifically with Parent Square
- Improve Student Attendance
- Improve Student Preparation for College and the Workplace
- Making Learning Goals Transparent to Students and Families
- Increase Student Engagement, Inspiration, and Enthusiasm for Learning
- Improve Equity Dynamics, Ex. Reduce Achievement Gaps in Graduation Rates, Special Education Referral, and Suspension and Expulsion Rates
- Incorporating Restorative Practice into the Fabric of the School Culture

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	Emerging ELLs	Reading comprehension skills
2.	Emerging ELLs	Math Concepts and Skills
3.	All Students	Improving the connection between the school and families through Parent Square engagement.

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 sub-group 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.):

Collaboration between the OFP and the school

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 Emerging MLL population will show an increase of 5% from (baseline level of performance, criteria or standard in 2025-2026) to (desired level of performance, criteria or standard in 2025-2026) as measured/indicated by the IXL assessment, administered 3x annually.

Mathematics Performance Goals

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

Collaboration between the OFP and the school

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:

Our 2025/2026 schoolwide plan will focus on closing achievement gaps in concepts and skills for ELLs in our school. Our projection of a 20% improvement in IXL math scores on average from a 342 to a 410 will be established by assessing the emerging ELL subgroup.

Survey Goal

By June 2026 school wide parent interactions on parent square will show an increase of 5% from 1,629 to 1,710 as measured/indicated by interactions with Parent Square, administered by triannual data acquisition.

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**
- **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 + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)**

The Four Tenets of Graduation PLUS +

Success Pathways	Growth Culture
+ That each child's PLUS will be reflective of his/her strengths, preferences and interests. + That college, career and civic readiness are of equal value and importance. + That providing CTE pathways and work-based learning experiences will create vast Graduation PLUS opportunities. + In the utility of NYSED diploma seals (bi-literacy, civics) and students' ability to earn college credit while in high school. **Strategies**: Dual-enrollment classes through participating colleges and universities, BOCES courses and licensing, Suffolk Community Early College program, CTE coursework and internships, Advanced Placement courses, Seal of Biliteracy	+ That having high expectations for ALL students is the key to unlocking their full potential. + That critical thinking is an essential competency for 21st-century success. + That cultivating intellectual openness will allow students to improve their school, community and the world. + In curating an academic program with acceleration and enrichment as core design elements from inception. + That all BUFSD stakeholders are lifelong learners. **Strategies**: Honors, Advanced Placement, and dual-enrollment classes, honor roll, Green and White Day, Project-Based Learning opportunities, honor societies in multiple subject areas, Question Formulation Technique (QFT), Socratic Seminar, Restorative Justice lessons, Grit and Resilience coursework, community learning opportunities
Meaningful and Relevant Instruction and Assessment	**Empowered Stakeholders**
+ In nurturing the whole child (physical, emotional, academic, social, cultural). + That a well-rounded education will include foundations of literacy (ABCs), numeracy (123s), physical education and the arts. + In cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real-world application. + In leveraging our student's strengths, preferences and interests to revitalize the Brentwood community. **Strategies**: COPA Club, PBLA curriculum, Health and Wellness fairs and events, Mindfulness opportunities, myriad electives in multiple subject areas, varied forms of assessment (self-reflection, Socratic Seminar, written responses, oral responses, independent and group assessments	+ That everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity and belonging. + That attendance is vital to maximize student potential. + That student success is proportional to the extent and quality of stakeholder engagement. + Our students should have the freedom to pursue their diploma, career clusters, certifications and licensure while in high school. + In the power of BUFSD Pride! **Strategies**: Parent Square, eSchool portal, student-selected scheduling, high-dosage tutoring, teacher-led extra help, Restorative Justice, Alumni events, College and Career fairs, Club and Activity Expo, Attendance, Late Hall, Cut Room, and Dropout Prevention monitors, Naviance programming

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)]*:

- IXL Training Sessions
- Professional Learning Experiences (PLE)
- Paul Forbes Implicit Bias
- H.S. CARE Coach Restorative Practice Training for New Teachers
- Graduation Plus informational sessions
- Regents' results data analysis and strategy development

- SIOP training

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)]*:

- IXL Training Sessions
- Graduation Plus informational sessions
- H.S. CARE Coach Restorative Practice Training for New Teachers
- Regents' results data analysis and strategy development
- Professional Learning Experiences (PLE)

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.

- MBK/Girls, Inc.
- High-dosage tutoring
- Regents review classes
- COPA
- Academic Intervention Tutoring
- Academic Writing
- My Brother's Keeper
- After School Tutors for Drop Out Prevention

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)(ii))*. 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.

- Meet the Teacher Night
- Parent-Teacher Conferences
- Smart Scholars
- College Fair
- Course Curriculum Night
- MBK/Girls, Inc. Etiquette Dinner Event
- Financial Aid Night
- Mini-College Fair
- College Admissions Parent Information Night

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 - Brentwood High 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	$-
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	High School Secondary Regents Preparation Teachers - Fall, Winter, Spring. 1,241 hours X $56/hr =	$56.00	$69,506

	$69,506. School-based discretion for the development of supplemental, Title IA Programs.		
1500 - Salaries	Stipend for Summer School Drop-Out Prevention Counselor at the High School. 35 days @ 1/200 of annual salary ($104,905) = $525/day X 35 days = $18,375.	$525.00	$18,375
1500 - Salaries	High School Secondary Credit Recovery - Project Graduation. 340 hours X $56/hr = $19,040. School-based discretion for the development of supplemental, Title IA Programs.	$56.00	$19,040
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
4000 - Purchased Services	Dual-Enrollment College Credit Courses for Title I, economically disadvantaged students. Farmingdale State College, Suffolk County Community College, Stony Brook University, Long Island University, Five Towns College, SUNY Oswego, SUNY Empire, SUNY Old Westbury. 1,322 credits @ $500/credit = $661,184	$500.00	$661,184
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
5000 - Supplies and Materials	High School Regents Preparation Materials.	School Specific	$1,000
Code 8000 - Benefits	Employee Benefits for non-contractual High School Title I services (rows 5 through 11, above).	Contractual	$18,611
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	$-
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:			**$806,343**
Title I Total w/ Salaries & Fringe:			**$806,343**

2025-2026 School-Parent-Student Compact

Brentwood High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

Brentwood High School will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those

conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
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;

[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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