

2025-2026 SIT/Schoolwide Plan – BHS Freshman Campus

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	BHS Freshman Campus
Principal:	Reinaldo Latorre
Assistant Principal(s):	Nicholas Scott and Rosanne Kavanagh
SIT Co-Chairs:	Erin Gugin & Marc Sumberac
Grades Served:	9

2025-2026 Staff List

BHS Freshman Campus Distribution List 2025-2026

<p>ADMINISTRATION Reinaldo Latorre Nicholas Scott</p> <p>CLERICALS Camanie Bissondial Denise Cooper Sarah Gonzalez-Oscasio Nathalie Martinez- Sr. Annette Neste- Sr. Abraham Nieves Jazmin Peguero Enileka Roman-Sr.</p> <p>DEANS William Krumm Eddie Ramirez Stacy Piropatto</p> <p>GUIDANCE COUNSELORS Agostinho Fernandes Stephanie Garcia Janine Gooden Gloria Jaramillo Eddie Ramirez</p> <p>KITCHEN Marlen Adames Akeudy Amarante Maria Mendez Dilcia Miranda SC Edis Rodriguez Maria Salmeron Katia Torrez Olga Vanegas</p> <p>NURSE Diane Molter</p> <p>NURSE PRACTITIONER Helen D'Agostino</p> <p>REGISTERED NURSE Peter Rauchut</p> <p>HEALTH AIDE Soraya Rivera</p>	<p>SCHOOL PSYCHOLOGISTS Andrea DePrima Justin Mickaliger P/T</p> <p>SOCIAL WORKERS Santos Delcid Sorto Marilyn Solano</p> <p>LIBRARY-MEDIA SPECIALIST Bridget Sitler</p> <p>INST. SUP. COACHES Erin Gugin Marc Sumberac</p> <p>MATH COACH Alexa Armenti</p> <p>RESTORATIVE COACH Ashley Acampora</p> <p>CUSTODIANS Josue Mendez-Chief Daniel Hayhurst-N. Sr. Donathan Dowling Raymond Hayes Matthew Maldonado Mariam Pena Steven Fernandez Anthony Rizzuto</p> <p>RESOURCE Helen Ani Tara Carro-Scherer Carmela Fazio</p> <p>E.N.L. Shinkassha Brown Jaqueline Colloca Jacqueline Dixon Glendaly Gonzalez Deana Mauro Michelle Mendell Lindsey Staebler</p> <p>HEALTH Scott Buckley</p>	<p>ART Tracy Amtmann Jason Coyne Cristalina DeNicola Meghan Lynch Nichol Mancarusio</p> <p>SPEECH THERAPIST Darah Garofolo Jennifer Perez Mejia</p> <p>ATTENDANCE Nick Argentieri</p> <p>TECHONOLOGY Joseph C. Bond III David Grow</p> <p>PHYSICAL EDUCATION Matthew Dickhut Keith Greene Kelly LeMin Stacy Piropatto Alfred Pue</p> <p>ENGLISH Catalina Benavides Catherine Brudi Erica Coleman Kelly Edwards Ariana Garrett Alana Hoey Grace Lawrence Jennifer Loeffler Stephanie Lynch-Loscalzo Tracy Macaluso Laura Tracy</p> <p>SPECIAL EDUCATION Joseph Gallagher Maureen Grauer Joann Gustafson Connor Jeran Sheena Lecakes Tara Murphy</p>	<p>Nicole Pelletier Vincent Rella Christine Ross Jason Spahn Kurt Stoeber Jordyn Van Deinse</p> <p>MUSIC Joshua Bedell Zachery Cohen Jessica Hough Michael Neglia Matthew Tempesta</p> <p>SOCIAL STUDIES Michael Brdey Jason Chase Michael Drum Christopher Hammond John Rodriguez Louis Seda Colette Snyder Matthew Tomasi</p> <p>MATHEMATICS Arly Argueta Jaclyn Desz Doreen Headley Marc Kaplan Sean Knapp Darian Lamere Erin Laxton Tara Luce Rocco Magaletto Patrick McDermott Jay Onek Alyssa Reynoso Jaclyn Sura</p> <p>BUSINESS Ann Marie Constantinou Louise Curci Steven Horner</p> <p>SCIENCE Frank Aprigliano Haijin Cho-Brellis Amy Henris Scott Malcolm Shannon McGuire</p>	<p>Nicole Neems Christopher Neilson Sonia Raikar Linda Selvaggio Briana Sosa Tad Sterling</p> <p>WORLD LANG. Jorge Aranda Nancy Bonilla Zulma Campos Vivian Gaona Monica Malcolm Lauren Michaels Cindy McGuinness Kathryn Savage Suzanne Torres Iris Urquiza Nicole Wooley</p> <p>TEACHER AIDES Alison Watt Candice Wilson Johana Guerra Rivas Robert Machado Denia Mateo Thaddeus Taylor Emma Velasquez Ruscito</p> <p>TEACHER ASSISTANTS Nicole Boylan Shireen Dajani Adrian Martinez Kia Marie Moschera</p> <p>MONITOR Nawidullah Ayar Tania Collado Felicia Dabler Maria Granados (Att) Joann Mahoney Carolyn Pearsall Sumbul Qureshi Jose Ramos Clara Yahia Laiba Yasin</p>
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Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 9	Ungraded Secondary (UGS)
*All Students	1,287	1,271	16
Female	641	638	3
Male	646	633	13
*American Indian/Alaska Native	5	4	1
*Black	107	105	2
*Hispanic	1,111	1,099	12
*Asian/Pacific Islander	32	32	0
Asian	31	31	0
Native Hawaiian/Other Pacific Islander	1	1	0
*White	24	23	1
*Multiracial	8	8	0
General Education Students	1,066	1,066	0
*Students with Disabilities	221	205	16
Former Students with Disabilities	25	25	0
Not English Language Learner	1,127	1,117	10
*English Language Learner	160	154	6
Formerly English Language Learner	284	284	0
*Economically Disadvantaged	1,128	1,113	15
Not Economically Disadvantaged	159	158	1
Migrant	1	1	0
Not Migrant	1,286	1,270	16
Homeless	21	21	0
Not Homeless	1,266	1,250	16
In Foster Care	3	3	0
Not in Foster Care	1,284	1,268	16
Parent Not in Armed Forces	1,287	1,271	16

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.

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

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 High School Freshman Campus**, the McKinney- Vento liaison is **Nick Argentieri**.

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	21
Children in Foster Care	3
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)	Camanie Bissondial Denise Cooper Iris Urquiza Nathalie Martinez
Members of the Community to be served	Arianna D'Arce
Teachers-SWP Sub Committee	Tara Luce Tracy Macaluso Zulma Campos Catalina Benavides Ann Marie Constantinou Patrick McDermott Bridget Sitrler Amy Henris Shannon McGuire Alana Hoey Stephanie Garcia Stephanie Lynch-Loscalzo Catherine Brudi Arly Argueta Mary Louise Cairo Nicole Pelletier Alexa Armenti Ashley Acampora
Principals	Reinaldo Latorre, Principal
Other School Leaders	Nicholas Scott, Assistant Principal Rosanne Kavanagh, Interim Assistant Principal
Teaching Assistants	Kia Moschera
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 Amanda Kohan, Coordinator of Math and Business
Technical Assistance Providers *	Abraham Nieves Julio Larrea
Other School Staff *	
Students (for a secondary school)	Student Council Co-Presidents: Noor Alzafarani Kevin Garcia
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

NYSESLAT April 2025												Brentwood UFSB	
												Freshman Center	
												Sequence: Level	
												Sorted by: School	
	Entering		Emerging		Transitioning		Expanding		Commanding		Total		
	School	District	School	District	School	District	School	District	School	District	School	District	
NYSESLAT 9-12	1 0.63%	49 3.73%	1 0.63%	229 17.45%	15 9.38%	286 21.80%	112 70.00%	600 45.73%	31 19.38%	148 11.28%	160 100%	1,312	

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

A significant portion of students with SWD/IEP, 504 plans, and those classified as ELL are displaying considerable needs in reading, based on their IXL Beginning-of-Year diagnostics. Across all subgroups, average scores in reading—particularly in informational text and literature—indicate a high rate of students well below grade level, underscoring urgent intervention needs for the school improvement team binder.

Subgroup Reading Needs Breakdown

- Students with Disabilities (IEP/SWD): This group has a notably low average reading score, with the majority performing below the 800 benchmark, especially in informational text and literature domains.
- 504 Plan Students: Similar to SWD, this subgroup also shows a low mean reading score and a high percentage below the 800 threshold, marking them as high-priority for reading interventions.
- ELL Classification: ELL students are diverse in their classification (Emerging, Expanding, Commanding, etc.), but most subgroups average below grade level in both informational and literature reading scores, with a substantial fraction scoring below intervention cutoffs. Even higher ELL proficiency levels (Expanding or Commanding) do not universally correlate with grade-level achievement in reading.

Data-Driven Evidence of Need

- The prevalence of scores under 800—with some subgroups seeing over half of students in the intervention range—demonstrates clear gaps in foundational reading skills, especially for students with IEPs, 504s, and varying ELL statuses.
- Informational text and literature are consistent areas of weakness regardless of subgroup, pointing to systematic literacy challenges for the school's most vulnerable learners.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Regents Algebra I - Jun 2025

Brentwood UFSB

Freshman Center

Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	188 25.37%	275 37.11%	243 32.79%	31 4.18%	4 0.54%	741	37.52%
Female	73 19.06%	134 34.99%	155 40.47%	17 4.44%	4 1.04%	383	45.95%
Male	115 32.12%	141 39.39%	88 24.58%	14 3.91%	0 0.00%	358	28.49%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	18 26.09%	24 34.78%	23 33.33%	4 5.80%	0 0.00%	69	39.13%

Hispanic	165 25.62%	236 36.65%	213 33.07%	27 4.19%	3 0.47%	644	37.73%
Asian/Pacific Islander	1 10.00%	5 50.00%	3 30.00%	0 0.00%	1 10.00%	10	40.00%
White	2 14.29%	8 57.14%	4 28.57%	0 0.00%	0 0.00%	14	28.57%
Multiracial	1 33.33%	2 66.67%	0 0.00%	0 0.00%	0 0.00%	3	0.00%
GenEd	145 22.34%	251 38.67%	221 34.05%	29 4.47%	3 0.46%	649	38.98%
SWD	37 51.39%	22 30.56%	11 15.28%	1 1.39%	1 1.39%	72	18.06%
Former SWD	6 30.00%	2 10.00%	11 55.00%	1 5.00%	0 0.00%	20	60.00%
LEP	41 46.07%	33 37.08%	12 13.48%	3 3.37%	0 0.00%	89	16.85%
Former LEP	48 24.74%	81 41.75%	54 27.84%	10 5.15%	1 0.52%	194	33.51%
Economically Disadvantaged	172 26.30%	245 37.46%	211 32.26%	23 3.52%	3 0.46%	654	36.24%

Level 1 0-54, Level 2 55-64, Level 3 65-74, Level 4 75-84, Level 5 85-100

Frequency Distribution by Subgroup

Regents Geometry - Jun 2025

Brentwood UFSD

Freshman Center

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	93 23.72%	90 22.96%	140 35.71%	37 9.44%	32 8.16%	392	53.32%
Female	57 27.27%	50 23.92%	71 33.97%	17 8.13%	14 6.70%	209	48.80%
Male	36 19.67%	40 21.86%	69 37.70%	20 10.93%	18 9.84%	183	58.47%
American Indian	0 0.00%	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Black	9 30.00%	7 23.33%	10 33.33%	2 6.67%	2 6.67%	30	46.67%
Hispanic	75 22.80%	78 23.71%	122 37.08%	27 8.21%	27 8.21%	329	53.50%
Asian/Pacific Islander	7 33.33%	1 4.76%	5 23.81%	6 28.57%	2 9.52%	21	61.90%
White	1 14.29%	2 28.57%	2 28.57%	1 14.29%	1 14.29%	7	57.14%
Multiracial	1 33.33%	1 33.33%	1 33.33%	0 0.00%	0 0.00%	3	33.33%
GenEd	88 23.22%	86 22.69%	138 36.41%	36 9.50%	31 8.18%	379	54.09%
SWD	3 37.50%	3 37.50%	1 12.50%	1 12.50%	0 0.00%	8	25.00%
Former SWD	2 40.00%	1 20.00%	1 20.00%	0 0.00%	1 20.00%	5	40.00%
LEP	1 25.00%	2 50.00%	1 25.00%	0 0.00%	0 0.00%	4	25.00%
Former LEP	19 30.16%	18 28.57%	17 26.98%	5 7.94%	4 6.35%	63	41.27%
	77	78	118	33	23		

Economically Disadvantaged	23.40%	23.71%	35.87%	10.03%	6.99%	329	52.69%
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Level 1 0-54	Level 2 55-64	Level 3 65-79	Level 4 80-84	Level 5 85-100
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Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

The math diagnostic results reveal significant student need in multiple subgroups, with students classified as SWD/IEP, 504, and ELL overwhelmingly underperforming in the IXL LevelUp Beginning-of-Year benchmark. The data, centered on overall math scores, demonstrates that a substantial majority of these students are well below grade-level expectations and urgently require focused school improvement interventions.

Subgroup Math Diagnostic Overview

- Students with Disabilities (SWD/IEP): Out of 179 students, the average math score is approximately 362, with nearly 98% scoring below 800, signaling pervasive need for support and intervention.
- 504 Plan: Among 18 students, the average score is about 556, and 89% are below the intervention threshold, showing notable deficits in math achievement.
- ELL Classification:
 - ELL Commanding (236 students): Average score is 534, with almost 90% below grade-level benchmarks.
 - ELL Expanding (135 students): Average score is 364, with 98% in need range.
 - ELL Emerging, Transitioning, Entering: Averaging between 278 and 390, with all students (100%) scoring below the intervention threshold.
 - Non-ELL (865 students): Average score is 657, and over 70% are below level, also demonstrating broad math needs among the general population.

Data-Driven Evidence of Need

- Math diagnostic results indicate that students in SWD/IEP, 504, and ELL groups are severely underperforming, with average math scores far below grade-level expectations. Nearly all SWD/IEP (98%) and ELL Expanding students (98%) are below the intervention benchmark. Among 504 students, approximately 89% are also below expectations.
- Data shows large proportions (often 70%–100%) of students in each highlighted subgroup performing below the critical threshold (e.g., score of 800), signaling sustained systemic need for intervention to support proficiency and grade-level mastery.
- Disaggregated data reveal that even ELL students at higher proficiency levels ("Commanding") and the broader non-ELL population have significant rates of math underperformance, with 90% and 71% below threshold respectively. ELL Emerging, Entering, and Transitioning subgroups show 100% of students in need of intervention, highlighting the equity gap.

Surveys

Survey Data

Based on the *Data Triangle* surveys administered in the spring of 2025, our Parent Survey goals and Educator Survey goals were met last year, thereby allowing us to choose two new goals to focus on: **Goal #1 – Family Engagement Survey: By June 2026 the Family Engagement Survey will show an increase in favorable responses to the statement, "Our school has an effective program dealing with bullying," from 71% to 80% (9% increase) with this frequency of twice a year as measured by the annual Education Elements surveys and Goal #2 – Educator Survey: By June 2026 the Educator Survey will show a decrease in favorable responses to the statement, "Disruptive student behavior has interfered with instruction in the school, this year," from 71.9% to 65.9% (6% decrease) with this frequency of twice a year as measured by the annual Education Elements surveys.** However, our Student Voice goal was not met so will revisit it this year: **Goal #3 – Student Voice Survey: By June 2026 the Student Voice Survey will show an increase in favorable responses to the statement, "Most students in this school follow the school rules," from 21.6% to 31.6% (10% increase) with this frequency of twice a year as measured by the annual Education Elements surveys.**

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

- Highly qualified teaching staff who demonstrate engagement in developing school-wide activities to improve student and family participation
- SIT Team possesses a "problem-solving" perspective and an understanding of the historical and cultural context of the Freshman Campus; strong willingness to actively engage students and include their voices in the development of building activities and plans
- Departments are generally cohesive in nature/approach to the content-area work; collegial and generally collaborative. Meetings are regular in frequency and serve to provide clear articulation of strategies, expectations and communications between grade levels (i.e. middle school through high school).
- Strong connections between Freshman Campus and BHS to ensure vertical articulation between content area departments, plans, goals, etc.
- Advisory Periods available and utilized to address school-wide needs (i.e. SEL for Anxiety, Depression, Coping Skills, as well as academically focused skills such as Time Management, Interpreting the high school transcript, preparing for a successful high school experience, etc.)
- Accessible and supportive administrative, faculty and staff to support all students
- Access to comprehensive, varied professional learning opportunities to support growth in skills and capacity to serve (i.e. Restorative Practices, SIOP/Collins Writing, IXL English and Math Programs, TI-Nspire training, BOCES professional workshops, MTSS/Branching Minds, etc.)

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

English Language Learners (ELLs)

- Implement scaffolded language acquisition supports focused on oral language development and academic vocabulary building aligned with content areas.
- Provide targeted reading interventions emphasizing comprehension strategies, fluency building, and explicit instruction in academic vocabulary within reading and writing contexts.
- Use writing scaffolds such as model texts, sentence frames, word walls, and graphic organizers to support ELL students' written expression and increase comfort with academic writing tasks.
- Incorporate math instruction that integrates language support by explicitly teaching math vocabulary, symbols, and conceptual language alongside procedural skills.
- Develop assessments modified for language learners to accurately measure math conceptual understanding without language proficiency bias.

Students with Disabilities (SWDs)

- Deliver intensive, multi-sensory reading programs targeting engagement and comprehension, aligning with students' IEP goals.
- Integrate scaffolded writing instruction, including writing conferences, graphic organizers, and direct feedback mechanisms to improve composition skills.
- Provide accommodations and differentiated instruction in math to address deficits in foundational concepts and skills, including manipulatives and visual supports.
- Establish systematic progress monitoring with frequent formative assessments to adjust instruction responsively.

All Students

- Embed SEL programming throughout instructional time, emphasizing perseverance, growth mindset, and academic rigor to increase engagement and resilience.
- Provide professional development for teachers on culturally responsive pedagogy and differentiated instruction to meet diverse learner needs.
- Expand explicit vocabulary instruction and context-rich academic discussions to support comprehension and expression.
- Implement collaborative learning structures to foster peer support, communication, and motivation.

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELLs	Language Acquisition, Reading/Writing Skills, Academic Vocabulary
2.	ELLs	Math Concepts & Skills, Academic Vocabulary (for Math)
3.	SWDs	Reading Engagement & Comprehension, Writing Skills, Math Concepts & Skills
4.	All Students	Social Emotional Learning, Perseverance & Academic Rigor

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.):

Can be completed by the school or in collaboration with the OFP

Based on this cohort's NYSESLAT proficiency levels (Commanding: 21.3%, Expanding: 48.2%, Transitioning: 15.5%, Emerging: 11.9%, Entering: 3.0%), the school will increase the percentage of English Language Learners achieving Commanding proficiency to 28% and reduce the combined percentage of Emerging and Entering students to below 10% by June 2026. The IXL LevelUp ELA Benchmark will be used as an index because we will not receive NYSESLAT data until August 2026. As per the established expected annual growth in IXL's diagnostic measures, by June 2025, Freshman Campus ELLs and SWDs will show an average increase of 50 points or greater in the Overall Reading category from September 2025 (BoY IXL LevelUp ELA Benchmark) to June 2026 (EoY IXL LevelUp ELA Benchmark). Students will take this benchmark assessment twice per academic year.

By June 2026, the ELL students will show a 50 point increase in the Overall Reading category as measured by the IXL LevelUp ELA Diagnostic exam with this frequency of two times a year, as the set target of growth to meet the end of year goal.

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 February 2026, ELLs will have shown an average growth of at least 25 points as measured by the IXL LevelUp ELA Diagnostic exam with this frequency of two times a year, as the set target of growth to meet the end of year goal (a minimum average growth of 50 points).

Mathematics Performance Goals

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

Can be completed by the school or in collaboration with the OFP

While our student population is different year to year, we expect to demonstrate a decrease in Algebra I Regents proficiency gaps (Passing with a 65+ and Mastery rates with an 85+) between our General Education population and our SWD/ELL populations. June 2025 results were indicative of the struggles leading from the change in standards and differences in grading practices from Common Core Algebra to Next Generation Algebra which increased the rigor of language used on the assessment. Therefore, our goal includes the improvement of Algebra I Regents scores for all students in this regard. The math department will continue to receive professional learning opportunities for the implementation of IXL, BARS, MTSS, and various data/language strategies this year in order to provide students with a means to practice and gain proficiency in K-8 foundational mathematic skills which may continue to impede their progress in Algebra and Geometry. In addition, students will be scheduled into the appropriate coursework in order to provide the necessary AIS services as per their individual needs. Classroom practices should include: Academic Word Walls, visual supports, direct instruction of reading comprehension skills in the academic area, additional time provided for individual skill practice on IXL with teacher support provided, small group instruction, one-to-one instruction, among others. Formal, informal and brief walkthrough observations will provide feedback and support on

implementation of critical instructional strategies to bolster student performance, as will the addition of our new Algebra 1 Interventionist alongside our Math Instructional Support Coach.

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 February 2025, ELLs will have shown an average growth of 25 points in the Overall category and 50 points in the Algebra Strand (10 points per month) as measured by IXL LevelUp Math Diagnostic Exams with this frequency of two times a year, as the set target of growth to meet the end of year goal (a minimum Overall average growth of 50 points and a minimum growth of 100 points in Algebra).

Survey Goal

Goal #1 – Family Engagement Survey: By June 2026 the Family Engagement Survey will show an increase in favorable responses to the statement, "Our school has an effective program dealing with bullying," from 71% to 80% (9% increase) with this frequency of twice a year as measured by the annual Education Elements surveys.

Goal #2 – Educator Survey: By June 2026 the Educator Survey will show a decrease in favorable responses to the statement, "Disruptive student behavior has interfered with instruction in the school, this year," from 71.9% to 65.9% (6% decrease) with this frequency of twice a year as measured by the annual Education Elements surveys.

Goal #3 – Student Voice Survey: By June 2026 the Student Voice Survey will show an increase in favorable responses to the statement, "Most students in this school follow the school rules," from 21.6% to 31.6% (10% increase) with this frequency of twice a year as measured by the annual Education Elements surveys.

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 +

<u>Success Pathways</u> (See Goals & Matrices below)	<u>Growth Culture</u> (See Goals & Matrices below)
<u>Meaningful and Relevant Instruction and Assessment</u> (See Goals & Matrices below)	<u>Empowered Stakeholders</u> (See Goals & Matrices below)

Family Engagement Survey – Our school has an effective program dealing with bullying.

Potential Increase – 9% (from 71% to 80%)

SUCCESS Pathways	GROWTH Pathways
<ul style="list-style-type: none"> • Ensure every student understands and has access to clear anti-bullying supports tailored to their individual 	<ul style="list-style-type: none"> • Establish and publicize high behavioral expectations for all students and staff, emphasizing zero tolerance for bullying as

<p>strengths, preferences, and needs.</p> <ul style="list-style-type: none"> • Embed anti-bullying leadership, peer mentoring, and civic responsibility opportunities into CTE, work-based learning, and other specialized pathways. • Recognize and celebrate students who demonstrate positive citizenship and anti-bullying behaviors with local awards, certification, or mention on their diploma pathway. • Provide targeted intervention and skill-building for at-risk groups to ensure equitable access to a safe learning environment throughout each student's journey. 	<p>a central school value.</p> <ul style="list-style-type: none"> • Infuse critical thinking and peer-led discussions about bullying and healthy relationships across core academic and advisory programs. • Promote intellectual openness by creating regular forums or restorative circles where students can safely discuss bullying, diversity, and empathy. • Continuously assess and enrich staff and student understanding of anti-bullying strategies through professional development and student workshops.
<p>Meaningful and Relevant Instruction and ASSESSMENT</p> <ul style="list-style-type: none"> • Integrate anti-bullying content into project-based and problem-based learning, using real or simulated case studies to build students' skills in conflict resolution and advocacy. • Offer ongoing social-emotional learning lessons addressing bullying prevention and bystander empowerment at all grade levels, with authentic assessments tracking growth. • Involve students and families in reviewing and co-developing school anti-bullying policies to ensure they are relevant and responsive to current issues. • Use regular climate surveys, with results shared transparently, to continuously refine instruction and measure the perceived effectiveness of anti-bullying efforts. 	<p>EMPOWERED Stakeholders</p> <ul style="list-style-type: none"> • Guarantee that all students and families are informed, welcomed, and able to access anti-bullying programs in their preferred language and format. • Build a strong, diverse stakeholder advisory team dedicated to co-designing, evaluating, and improving anti-bullying initiatives for equity and inclusion. • Set concrete attendance, outreach, and participation goals for anti-bullying events, and frequently celebrate stakeholder engagement. • Ensure all staff, students, and families have access to training on culturally responsive strategies for preventing and intervening in bullying, reinforcing BUFSD's core values of dignity and belonging.

Educator Survey – Disruptive student behavior has interfered with instruction in the school, this year.

Potential Decrease – 6% (from 71.9% to 65.9%)

<p>SUCCESS Pathways</p> <ul style="list-style-type: none"> • Develop personalized behavior support plans that reflect students' individual strengths, preferences, and interests to proactively prevent disruptions. • Embed social-emotional skill-building and conflict resolution training within CTE and work-based learning experiences to reinforce positive behavior. • Offer targeted mentorship programs connecting students with positive role models to support their academic and behavioral growth. • Recognize and reward students who consistently demonstrate self-regulation and respectful conduct aligned with their success pathways. 	<p>GROWTH Pathways</p> <ul style="list-style-type: none"> • Set clear, high expectations for behavior school-wide, communicating these consistently with students, staff, and families. • Promote critical thinking through classroom discussions on decision-making, consequences, and respectful interactions. • Foster intellectual openness by facilitating restorative circles and dialogues where students can reflect on their behavior and its impact. • Provide ongoing professional development for staff focused on culturally responsive classroom management and positive behavior interventions.
<p>Meaningful and Relevant Instruction and ASSESSMENT</p> <ul style="list-style-type: none"> • Design project-based learning opportunities that integrate social-emotional learning goals, helping students practice cooperation and self-management. • Use formative assessments and student reflections to monitor behavioral progress alongside academic growth. • Tailor instruction and supports to leverage students' cultural and emotional strengths, reducing frustration-driven disruptions. • Engage students in co-creating classroom norms and consequences, increasing their investment in a positive learning environment. 	<p>EMPOWERED Stakeholders</p> <ul style="list-style-type: none"> • Involve families and community partners in behavior support plans and interventions to ensure consistency and culturally responsive practices. • Develop transparent communication systems for sharing behavior expectations, incidents, and supports with all stakeholders. • Create a culture of attendance and engagement by recognizing positive student behaviors and family involvement regularly. • Empower students to take leadership roles in promoting a safe, respectful, and inclusive school climate through peer mediation and ambassador programs.

Student Voice Survey – Most students in this school follow the school rules.

Potential Increase – 10% (from 21.6% to 31.6%)

<p>SUCCESS Pathways</p> <ul style="list-style-type: none"> • Empower students to co-create school rules and positive behavior expectations that reflect their strengths, preferences, and cultural backgrounds to increase ownership. • Incorporate rule-following and responsible citizenship into CTE and work-based learning projects, emphasizing real-world applications. 	<p>GROWTH Pathways</p> <ul style="list-style-type: none"> • Set and communicate high expectations consistently, emphasizing community norms and the importance of respectful behavior for everyone's success. • Integrate critical thinking activities where students reflect on the purpose and impact of school rules in fostering safety and respect.
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<ul style="list-style-type: none"> Recognize positive behavior and rule adherence visibly in classrooms and school-wide to motivate peers. Provide tailored supports for students struggling with rules, aligned with their individual success pathways to foster improvement. 	<p>OneNote</p> <ul style="list-style-type: none"> Facilitate intellectual openness by hosting student forums and restorative conversations to address concerns about rule adherence. Offer enrichment opportunities focused on social-emotional learning skills, including self-regulation and peer collaboration.
<p>Meaningful and Relevant Instruction and ASSESSMENT</p> <ul style="list-style-type: none"> Embed discussions about school rules and their relevance in project-based learning activities tied to community values and student interests. Use formative assessments that include student reflections on behavior and rule-following to track growth and adjust supports. Tailor communication and instruction about rules to be culturally responsive and accessible to all students. Involve students in creating visual and digital materials that clarify school expectations for themselves and peers. 	<p>EMPOWERED Stakeholders</p> <ul style="list-style-type: none"> Engage families and community members in conversations about school rules and their role in supporting positive school culture. Develop a student ambassador program where peers promote rule-following and model positive behavior school-wide. Communicate frequently and transparently with all stakeholders about behaviors, expectations, and successes related to rule adherence. Foster a safe, caring, and culturally responsive environment that supports all students in understanding and following rules.

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)]:

- READ 180 Training – Presentation by Trish Brockbank, Noreen Miller, Kim Savage, Mary Taibi – Sept. 12, 2025 (Alexa Armstrong, Catherine Brudi, Jacqueline Dixon, Glendaly Gonzalez, Erin Gugin, Tara Murphy, Laura Tracy)
- ENL Teacher Training – Presentation by Erick Hermann – October 21, 2025 (Shinkasha Brown, Jacqueline Colloca, Jacqueline Dixon, Glendaly Gonzalez, Deana Mauro, Michelle MenDell, Lindsay Staebler)
- Bilingual/ENL Co-Teacher Training – Presentation by Audrey Cohan – October 28, 2025 and November 6, 2025 (Shinkasha Brown, Mary Louise Cairo, Jacqueline Colloca, Sean Knapp)

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)]:

- Algebra Regents Exam Data Dive – Presentation by Alexa Armenti – Sept. 30, 2025 (FC Math Department)
- Math Testing Strategies & *Win with One* Initiative – Presentation by Marc Sumberac – Sept. 30, 2025 (FC Math Department)
- IXL LevelUp Training – Presentation by Amanda Kohan, Coordinator of Math and Business, and Chasity Hawkins, IXL Representative – Oct. 7, 2025 (Alexa Armenti, Jaelyn Desz, Marc Kaplan, Sean Knapp, Erin Laxton, Michael Napoli, Christine Ross, Jordyn VanDeinse)
- TI-Nspire Calculator Training for Special Education Teachers - Presentation by Alexa Armenti & Marc Sumberac - October 22, 2025 (Helen Ani, Tara Carro-Scherer, Carmela Fazio, Connor Jeran, Christine Ross, Jason Spahn, Jordyn VanDeinse)
- Individual Data Dives & Reflections – Presentation by Alexa Armenti & Marc Sumberac – Oct. 21, 2025 (FC Math Department)
- Unpacking the Algebra 1 Regents – Presentation by Alexa Armenti & Marc Sumberac – Nov. 19, 2025 (FC Math Department)
- Language Strategies for the Math Classroom – Presentation by Alexa Armenti & Marc Sumberac – Dec. 16, 2025 (FC Math Department)
- The TI-Nspire: Tips for Success – Presentation by Alexa Armenti – Jan. 21, 2026 (FC Math Department)
- Midterm Data Dive – Presentation by Alexa Armenti & Marc Sumberac – Feb. 24, 2026 (FC Math Department)
- Backwards Planning for Regents Preparation – Presentation by Alexa Armenti & Marc Sumberac – Mar. 17, 2026 (FC Math Department)
- Error Analysis & Test Prep Strategies – Presentation by Alexa Armenti & Marc Sumberac – Apr. 28, 2026 (FC Math Department)
- Road to the Regents – Presentation by Alexa Armenti & Marc Sumberac – May 19, 2026 (FC Math Department)

Planned Interdisciplinary Professional Development Opportunities

- Superintendent's Conference Day – Introduction to MTSS – Presentation by FC Instructional Support Coaches (Erin Gugin & Marc Sumberac) – Sept. 2, 2025 (FC Faculty)
- Superintendent's Conference Day – SIT Goals – Presentation by SIT Co-Chairs (Erin Gugin & Marc Sumberac) – Sept. 2, 2025 (FC Faculty)
- Superintendent's Conference Day – Restorative Practices at the FC – Presentation by FC Restorative Coach (Ashley Acampora) – Sept. 2, 2025 (FC Faculty)
- District Safety Meeting – Presentation by Byron McCray & Michael Rodriguez – Sept. 18, 2025 (FC Faculty)
- Leading with Hearts & Minds – Presentation by Paul Forbes – October 7, 2025 (Ashley Acampora, Catalina Benavides, Catherine Brudi, Mary Louise Cairo, Stephanie Garcia, Janine Gooden, Erin Gugin, Amy Henris, Jennifer Locffler, Sonia Raikar, Marc Sumberac, Matthew Tomasi)
- Superintendent's Conference Day – District *I Am/We Are* Initiative Training Part 1 – Presentation by Ashley Acampora & Amanda Chansingh – November 4, 2025 (FC Faculty)
- Superintendent's Conference Day – Graduation + Training – Presentation by Dr. Vincent Leone – November 4, 2025

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.

- Math Academy for Algebra & Geometry
- High-Dosage Tutoring
- NYSESLAT After-school Prep
- ENL Academic Supports
- Academic Acceleration
- Regents Review Sessions
 - Algebra 1
 - Geometry
 - Physical Setting/Earth Science
 - Living Environment

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 2025-2026 Schoolwide/SIT plan.

- o Start with Hello Week Parent Event - Sept. 17, 2025 - 6 pm to 7 pm
- o Parent Information Night (Title I Information) & Meet the Teacher Night - Oct. 7, 2025 - 6 pm to 8 pm
- o Trick or Treat Street - Oct. 29, 2025 - 4:30 pm to 6:30 pm
- o Parent Conferences (Election Day) - Nov. 4, 2025 - 8 am to 11:30 am
- o Parent Engagement Workshop - Dec. 11, 2025
- o Winter Wonderland - Jan. 29, 2026 - 6 pm to 7:30 pm
- o Mid-Year Meet Up & Interactive Black History Month Museum Tour - Feb. 25, 2026 - 6 pm to 7:30 pm

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 - Freshman Campus			
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	\$105,955
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	Freshman Center Secondary Regents Preparation Teachers. 200 hours X \$56/hr = \$11,200. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$11,200
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
5000 - Supplies and Materials	Freshman Center Regents Preparation Materials. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,000
5000 - Supplies and Materials	Freshman Center Bridges Summer Program Supplies and Materials. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$3,000
Code 8000 - Benefits	Employee Benefits for non-contractual Freshman Campus Title I services (rows 5 through 9, above).	Contractual	\$5,918
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	\$70,894
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:			\$39,745
Title I Total w/ Salaries & Fringe:			\$216,594

2025-2026 School-Parent-Student Compact

Brentwood High School Freshman Campus, 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 Freshman Campus 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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