

2025-2026 SIT/Schoolwide Plan – Laurel Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	Laurel Park Elementary School
Principal:	Dr. Eric Snell
Assistant Principal(s):	Hannah McCarthy
SIT Co-Chairs:	Samantha Kershow Naomi Franko
Grades Served:	1-5

2025-2026 Staff List

LAUREL PARK ELEMENTARY SCHOOL 2025-2026						
DR. ERIC SNELL, PRINCIPAL						
MRS. HANNAH MCCARTHY, ASSISTANT PRINCIPAL						
MR. NATHAN DIXON, SECURITY						
FIRST GRADE		BM	EXT.	FOURTH GRADE		BN EXT.
MRS. KERI RUSSO	ENL	1	3251	MR. NICHOLAS CEBALLOS	BIL	21 3271
MS. PAULETTE PEACE	ENL	3	3253	MR. JOHN MEHLER	REG	23 3273
MRS. KIMBERLY THOMPSON	CWC	4	3254	MS. AMANDA MCLOUGHLIN &	CWC	24 3274
MRS. MARGARET GUZMAN				MRS. LESLIE GRANSHAW		
MS. AURA HERNANDEZ	BIL	1A	3285	MRS. LORRAINE O'NEILL	ENL	26 3276
MS. PATRICIA ROMERO	BIL	2A	3286	MRS. MARCY BUDNIK	REG	28 3278
SECOND GRADE				FIFTH GRADE		
MRS. LORENA ATTANASIO	BIL	7	3257	MS. MERLIN ZAVALA	BIL	27 3277
MS. JENNIFER REGALADO	BIL	8	3258	MS. MARIE BUCKVAR	CWC	29 3279
MRS. LILLIAN LAVALLE	ENL	9	3259	MRS. SUE MOERLER		
MRS. AUDRA GLEASON	REG	10	3260	MR. CARLOS RIBEIRO	REG	30 3280
MS. ALYSON PFAFFE	CWC	11	3261	MRS. TAYLOR JULIAN	ENL	31 3281
MS. EILEEN PINTO						
THIRD GRADE				SPECIAL EDUCATION		
MS. CIARA DENNEY	ENL	13	3263	MRS. COLLEEN CARROLL 1ST		2 3252
MS. SAMANTHA KERSHOW	ENL	14	3264	MRS. LAUREN CHAMBERS 2ND		6 3256
MRS. KERI PATINAUDE &			3265	MS. REILLY MURPHY 3RD		12 3262
MS. JENNIFER MUJAVERO		15		MS. ANNA SCHNELLER 3RD		16 3266
MS. NAOMI FRANKO	BIL	17	3267	MS. ANNE PERCI 4TH		19 3263
MRS. SONIA ARGUETA	BIL	22	3272	MRS. ALISON MAGGIO 5TH		25 3275
SPECIAL AREAS:				SPEECH.....MRS. HEIDI SCHNITZER		3223
ART.....MRS. CHRISTINE MCCUE				MS. CANDICE GREENE		3218
				MS. SOFIA SANCHEZ		3210
MUSIC.....MS. KAREN FERNANDEZ	20	3270		ENL.....MRS. JAIME BISAGNI		3255
MS. DEANNA FELDMANN				MRS. JENNIFER BITETTO		
GYM.....MR. ELVIN CANALES		3242		MR. JOHN CHEWENS		
MR. JESSE SCANNA				MRS. CORI GONZALEZ		
MS. GINA GIACOLONE				MS. JACLYN OKULA		
LIBRARY.....MS. ANGELICA DIAZ		3216		INTERVENTIONIST...MRS. JILLIAN DISIDORE		3284
RDG CON.....MRS. KERRY PALMESE		3214		PSYCH.....MRS. JENNIFER RODRIGUEZ		3212
MATH CON.....MRS. ALEXA ZEPEDA	34	3284		GUIDANCE.....		3224
LRC.....MRS. JOANN CASALE		3214		SOCIAL WORKER: MS. JESICA VELASQUEZ		3211
NURSE.....MS. ARMANIE ABREU		3207		MONITORING:		
TEACHER ASSISTANTS/AIDES				MS. SAMINA GUL		
MRS. AFSAR BUSHRA	2A			MS. DENISE MATHES-HOUSTON		
MS. LORETTA BAKER	23			MS. LINA PUERTA		
MS. BRITTANY BANKS	6			MS. DEBRA YEAGER		
MR. SEAN DULLAGHAN	2			MS. ODALY ZACARIAS		
MRS. GLADYS FERNANDEZ	ML			HEALTH AIDE: FATIMA PRUDENCIO		
MS. JAEI GARCIA	1A					
MRS. SOPHIA GIAMBRONE	29			CUSTODIAN:		
MRS. SONIA GUL	11			MR. TRAVIS SIEUSANKAR		3208
MS. JULIAN KETTLE	24			MR. COLIN SAM		
MS. SABINA HOQUE	17/22			MR. CHRIS INGA		
MS. SUSAN IRIZARRY	RL			MR. CHAPAL PAUL		
MS. YURI MALDONADO	6			MR. SEGUNDO REYES		
MRS. KATHERINE MONCION	RL			KITCHEN:		
MS. SHAINA MONTERO	ML			MRS. CHRISTINA DEITERS		3225
MR. GABRIEL OLIVEIRA	11			MRS. REYNA ARGUETA		
MRS. BIANCA ORDONEZ	21			MRS. CAROLINA BENITEZ		
MRS. JACQUELINE RIVELLI	13			MS. DONNA DIAFERIA		
MRS. MARIA SALAZAR	1A			MRS. JEAN DISPIRITO		
MR. WALTER SANCHEZ	15			CERICAL:		
MRS. EVELYN SANTOS IRIZARRI	7/8			MRS. MARTHA TRACHTULEC		3204
MRS. SALINA SHELPI	15			MRS. DAWN KELLY		3203
MRS. SAIMA SIDDIQUI	12			MRS. VANESSA LODATO		3220
MS. JUSTINE VELASQUEZ	16			MR. BENJAMIN DOOKRAM		3296
MR. GARRETT WEINSTEIN	25					

Student demographic information:

Student Subgroup	Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
(accountability subgroups are marked with an asterisk (*))	(PreK-12, UGE, UGS)					
*All Students	671	126	135	153	123	134
Female	311	64	59	69	57	62
Male	360	62	76	84	66	72
*American Indian/Alaska Native	5	0	1	3	0	1
*Black	39	4	10	11	7	7
*Hispanic	599	118	117	130	111	123
*Asian/Pacific Islander	1	0	1	0	0	0
Asian	1	0	1	0	0	0
*White	25	4	4	9	5	3
*Multiracial	2	0	2	0	0	0

General Education Students	478	102	92	104	83	97
*Students with Disabilities	193	24	43	49	40	37
Former Students with Disabilities	7	1	0	1	4	1
Not English Language Learner	325	51	56	88	61	69
*English Language Learner	346	75	79	65	62	65
Formerly English Language Learner	102	14	18	28	15	27
*Economically Disadvantaged	646	122	133	148	117	126
Not Economically Disadvantaged	25	4	2	5	6	8
Not Migrant	671	126	135	153	123	134
Homeless	8	2	0	3	1	2
Not Homeless	663	124	135	150	122	132
In Foster Care	1	0	0	1	0	0
Not in Foster Care	670	126	135	152	123	134
Parent Not in Armed Forces	671	126	135	153	123	134

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.

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 Laurel Park Elementary School, the McKinney- Vento liaison is Ms. Jessica Velasquez.

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	8
Children in Foster Care	1

Migrant Students	0
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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)	Dadalie Volmar Cynthia Park
Members of the Community to be served	
Teachers-SWP Sub Committee	
Principals	Dr. Eric Snell Hannah McCarthy
Other School Leaders	
Teaching Assistants	Bianca Ordonez
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 *	
Other School Staff *	
Students (for a secondary school)	
Other individuals determined by the school	

* if appropriate

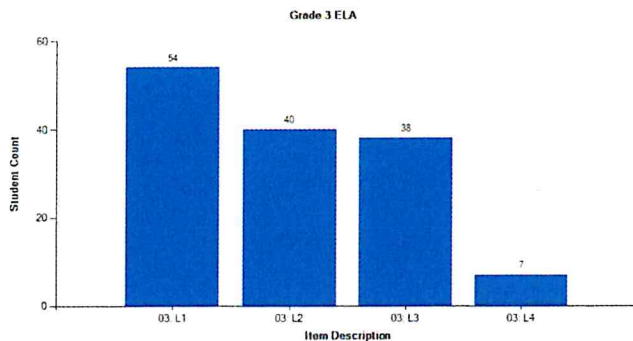
Comprehensive Needs Assessment

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)*.**

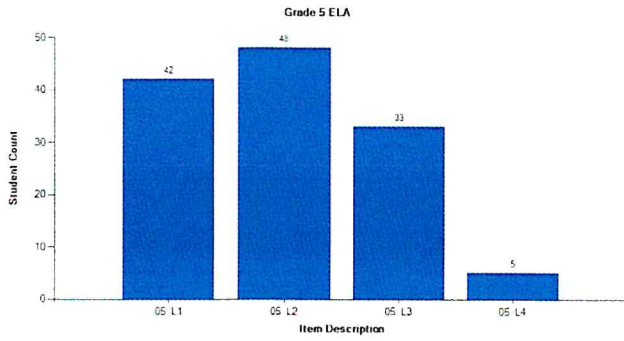
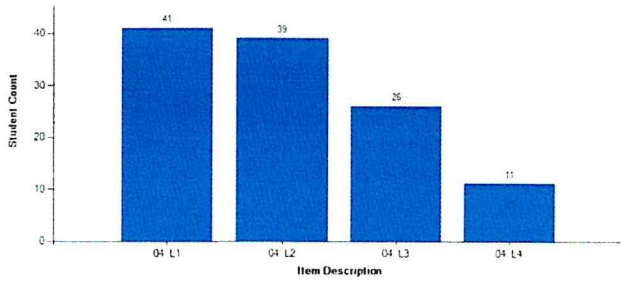
English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup



Grade 4 ELA

50



Frequency Distribution by Subgroup

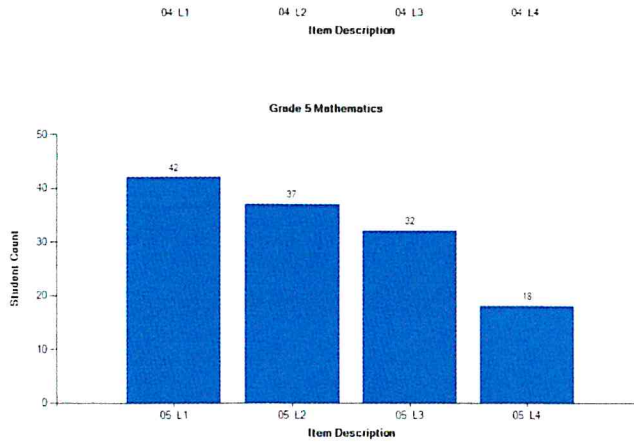
Grade 4 English Language Arts April 2025

Brentwood UFSD

Leavel Park Elementary School

Sorted by: **Subgroup**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	41 35.00%	34 29.33%	26 22.22%	11 9.44%	117	31.62%
Female	22 40.74%	17 31.48%	9 16.67%	6 11.11%	54	27.78%
Male	19 50.00%	22 54.92%	17 43.59%	5 12.82%	63	34.92%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	1 14.29%	3 42.86%	2 28.57%	1 14.29%	7	42.86%
Hispanic	19 56.76%	35 113.64%	23 71.90%	4 12.50%	106	24.53%
Asian Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 25.00%	0 0.00%	1 25.00%	2 50.00%	4	75.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Grade 4	23 29.47%	24 31.17%	21 27.27%	9 11.89%	77	38.96%
SWD	18 50.00%	12 33.33%	5 13.89%	1 2.78%	36	16.67%
Former SWD	0 0.00%	3 75.00%	0 0.00%	1 25.00%	4	25.00%
LEP	0 0.00%	21 52.50%	0 0.00%	0 0.00%	21	100.00%
Former LEP	2 14.29%	0 0.00%	1 7.14%	2 14.29%	5	28.57%



Frequency Distribution by Subgroup

Grade 3 Mathematics April 2025 Brentwood UFSD
Laurel Park Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	42 50.24%	37 41.05%	32 34.78%	18 19.74%	129	28.76%
Female	19 27.44%	28 41.15%	17 23.87%	4 5.56%	68	30.85%
Male	23 32.14%	29 40.55%	15 20.55%	14 19.15%	71	26.76%
American Indian	0 0.00%	1 11.11%	2 22.22%	0 0.00%	3	66.67%
Black	0 0.00%	1 11.41%	2 21.77%	0 0.00%	3	76.19%
Hispanic	17 30.45%	18 32.04%	10 18.18%	5 9.09%	50	29.17%
Asian Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	5 7.43%	2 28.57%	0 0.00%	0 0.00%	7	0.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Gifted	14 29.17%	18 37.50%	29 59.17%	4 8.33%	65	36.20%
SWD	23 48.94%	17 36.17%	6 12.77%	1 2.13%	47	14.89%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	24 40.68%	22 36.67%	18 29.33%	0 0.00%	64	23.44%
Former LEP	1 17.00%	10 16.67%	10 16.67%	2 3.33%	23	43.48%
Economically Disadvantaged	47 31.84%	47 32.09%	14 9.38%	5 3.33%	113	29.20%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2025 Brentwood UFSD
Laurel Park Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	29 24.17%	16 13.00%	45 37.50%	10 8.33%	100	45.83%
Female	14 23.03%	15 24.79%	20 33.06%	5 8.26%	54	46.30%
Male	15 22.73%	11 16.82%	25 37.88%	5 7.58%	56	45.89%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	1 18.20%	1 18.20%	4 67.74%	1 16.22%	7	71.43%
Hispanic	17 28.00%	14 23.33%	40 66.67%	7 11.67%	118	43.52%
Asian Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 23.08%	0 0.00%	1 23.08%	2 50.00%	4	75.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Gifted	13 16.05%	20 24.69%	39 48.15%	9 11.11%	81	54.20%
SWD	14 41.71%	14 40.00%	8 22.22%	0 0.00%	34	14.71%
Former SWD	0 0.00%	2 50.00%	1 25.00%	1 25.00%	4	50.00%
LEP	22 38.46%	24 40.77%	16 26.91%	0 0.00%	62	25.81%
Former LEP	0 0.00%	7 50.00%	4 28.57%	1 7.14%	12	50.00%
Economically Disadvantaged	29 24.15%	16 13.02%	45 37.50%	10 8.33%	100	45.83%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2025 Brentwood UFSD
Laurel Park Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	42 33.44%	37 29.23%	32 25.19%	18 14.14%	129	38.76%

Female	24 37.50%	15 23.44%	20 31.25%	5 7.81%	64 99.00%
Male	18 27.62%	22 33.85%	17 25.94%	13 20.00%	65 98.46%
American Indian	0 0.00%	0 0.00%	1 1.56%	0 0.00%	1 1.56%
Black	2 3.12%	1 1.56%	0 0.00%	2 3.12%	5 7.81%
Hispanic	40 62.50%	36 55.56%	31 47.78%	13 20.00%	120 184.38%
Asian Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
White	0 0.00%	0 0.00%	0 0.00%	3 4.69%	3 4.69%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Gifted	21 32.81%	28 42.42%	26 39.09%	13 20.00%	90 138.18%
SWD	21 32.81%	9 13.64%	4 6.11%	4 6.11%	38 58.18%
Former SWD	0 0.00%	0 0.00%	0 0.00%	1 1.56%	1 1.56%
LEP	32 49.23%	26 39.09%	4 6.11%	1 1.56%	63 94.55%
Former LEP	1 1.56%	7 10.61%	11 16.52%	6 9.09%	25 37.73%
Extensively Disadvantaged	42 64.06%	37 55.56%	26 39.09%	13 20.00%	118 177.09%

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

BOY



Surveys

Survey Data

Social Emotional Item	Average Response (1-5)	Favorability (%)	Count
S066: School rules are posted, reviewed and understood.	4.7	100.0%	40
S069: Disruptive student behavior has interfered with instruction in the school this year.	3.1	38.5%	39
S102: We cultivate a school and classroom environment of affirmation and acceptance.	4.8	100.0%	40

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

After disaggregating and analyzing 2023-2024 state ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the All Students and students with ELL's subgroups in our school. This gap is reflective of variations in cognitive levels as well as varying disabilities within each classroom. Our 2023-2024 schoolwide plan will focus on closing achievement gaps in reading proficiency, and math skills for ELL's.

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

- Students receiving 50% or more growth on I-ready math and reading for the school year.
- MTSS
- Tier 3 Intervention
- PBIS
- I-Ready Math & Reading Instructional minutes
- Progress monitoring Binders
- Guided Reading/Small Instructional Groups

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

2025-2026 Schoolwide Plan Priorities

Subgroup:	Priority Area:
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1.	ELLs	Language Acquisition Skills
2.	ELLs	Math Concepts and Skills

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.):

By May 2026, all third grade students will show an increase in ELA proficiency at level 3 and 4 from 31 % to 40% as measured by NYS ELA data on BARS, 1 time a year.

By May 2026, all fourth grade students will show an increase in ELA proficiency at level 3 and 4 from 31 % to 40% as measured by NYS ELA data on BARS, 1 time a year.

By May 2026, all fifth grade students will show an increase in ELA proficiency at level 3 and 4 from 28% to 32% as measured by NYS ELA data on BARS, 1 time a year.

Local ELA Goal (i.e., I-Ready/Other assessment, disciplinary, walk-through, and/or anecdotal data - see “Other Examples of Student Outcome Data”, below), to be monitored throughout the year:

By June, 2026, the ELLs group at Laurel Park Elementary School will equal or exceed 60% median progress toward stretch growth as measured/indicated by the 2025-2026 I-Ready Diagnostic end-of-year assessment in May 2026.

Mathematics Performance Goals

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

By May 2026, all third grade students will show an increase in Math proficiency at level 3 and 4 from 28 % to 35% as measured by NYS Math data on BARS, 1 time a year.

By May 2026, all fourth grade students will show an increase in Math proficiency at level 3 and 4 from 45% to 50% as measured by NYS Math data on BARS, 1 time a year.

By May 2026, all fifth grade students will show an increase in Math proficiency at level 3 and 4 from 37% to 45% as measured by NYS Math data on BARS, 1 time a year.

Local Math Goal (i.e., CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data - see “Other Examples of Student Outcome Data”, below), to be monitored throughout the year:

By June, 2026, the ELLs group at Laurel Park Elementary School will equal or exceed 60% median progress toward stretch growth as measured/indicated by the 2025-2026 I-Ready Diagnostic end-of-year assessment in May 2026.

Survey Goal

By June 2026, Our school will show an increase in percentage of response who strongly agree with the statements.69 student behavior from 44.44% to 36.8 % as measured/indicated by our implementation of PBIS with the frequency of 2 times per year (March and June).

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 +

<p><u>Success Pathways</u></p> <ul style="list-style-type: none"> • BARS Analysis • Questioning techniques utilizing state terminology beginning in first grade 	<p><u>Growth Culture</u></p> <ul style="list-style-type: none"> • Amanda Chansingh presentations encompassing the whole child and being reflective of student needs • Paul Forbes meetings • Baby pictures game
<p><u>Meaningful and Relevant Instruction and Assessment</u></p> <ul style="list-style-type: none"> • Bill Atwood presentations-incorporating many strategies within lessons for review • HMH meetings/grade level & small group 	<p><u>Empowered Stakeholders</u></p> <ul style="list-style-type: none"> • Modifications of i-Ready student goals to be attainable for a broader range of students • Paul Forbes meetings

Planned ELA Professional Development for 2025-2026

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

- **Create a bulleted list of intended ELA PD that is aligned to support improved capacity to implement the ELA strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the ELA-focused PD listed below.**
 - Analysis of data from last years' state ELA assessment. Discuss gap analysis of top three standard discrepancies between our school and district and discuss probable causes.
 - i-Ready student goal modifications
 - SPIRE Training
 - HMH Universal Screener/Diagnostic Training
 - AMIRA School Assistant (SPIRE)

Planned Math Professional Development for 2025-2026

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

- **Create a bulleted list of intended math PD that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the math-focused PD listed below.**
- - Bill Atwood training
 - Analysis of data from last years' state Math assessment. Discuss gap analysis of top three standard discrepancies between our school and district and discuss probable causes.
 - i-Ready student goal modifications
 - Training on new HMH Math curriculum.
 - Experience Science training.

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

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards [ESSA Section 1114(b)(7)(A)(i-iii)], improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this SIT plan and have been conceived to ensure both State-level and local goal attainment.

- **Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment**
 - High Dosage Tutoring (6 Groups)
 - SIFE High Dosage Tutoring
 - Math Remediation
 - Speech and Language Enrichment
 - 4th Grade Science Club
 - Instrument Club
 - STEAM Club
 - Bilingual Mathematics Club
 - NYSESLAT Prep
 - Bilingual Theater Club
 - Musical Theater Club

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.

- **Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment**
 - Movie Night
 - Trunk or Treat
 - Balloons over Broadway
 - Winter wonderland
 - Saturday Parent Academy
 - Community Plaza
 - Part 154 Presentation
 - NYSESLAT Testing information meeting
 - Summer Curriculum
 - Reading Craft Night
 - Family Connect Night
 - Meet the Teacher Night
 - Parent Teacher Conferences
 - Winter Concert
 - Art Show
 - Amazing Race
 - Digital Subscription Workshop
 - State Test Workshop

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 - Laurel			

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	\$50,141
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school	Contractual	\$8,809
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,471
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,976
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$329
1500 - Salaries	Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 123.7 hrs per 11 elementary buildings = 1,361 hours @ \$56/hr = \$76,219 / 11 elementary schools = \$6,929/school. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$6,929
1500 - Salaries	Title I Elementary Summer Enrichment Program - Literacy Camp - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X \$56/hr = \$140,000 / 11 elementary schools = \$12,727.27/school (227 hrs per building).	\$56.00	\$12,727
1500 - Salaries	Two Title I Elementary Summer Enrichment Liaisons/Supervisors - 20 days X \$625/day = \$12,500 X 3 Liaisons = \$37,500 / 11 elementary schools = \$3,409.09/school.	\$625 per day	\$3,409
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. \$10,000 / 11 elementary schools = \$909.09/school.	School Specific	\$909
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. \$4,000 / 11 elementary schools = \$363.63/school.	School Specific	\$364
Code 5000 - Supplies and Materials	Summer School Kindergarten Jumpstart Supplies/Materials. \$15,484 / 11 elementary schools = \$1,407.63/school.	School Specific	\$1,408
Code 8000 - Benefits	Employee Benefits for non-contractual elementary Title I services (rows 5 through 11, above).	Contractual	\$5,233
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	\$25,422
Code 9000 - Indirect Cost	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598

Title I Sub-total:			\$49,606
Title I Total w/ Salaries & Fringe:			\$125,169

2025-2026 School-Parent-Student Compact

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

School Responsibilities

Laurel Park Elementary School will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;

8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

13. Do homework every day and ask for help when needed;
14. Read alone or with someone for at least 30 minutes every day outside of school time;
15. Give all notices and information received from school to parents or guardian every day;
16. Put forth our best effort so that assessments accurately measure our understanding and growth;
17. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

Strategies for Assisting Preschool Children in the Transition from Early Childhood Education Programs to Local Elementary School Programs

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

To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below:

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2025-26 school year, parents will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 2025-2026, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

[1] Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All meeting agendas, minutes, and sign-in sheets must be maintained in the Binder SIT-SWP Meetings tab.**

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