



Brentwood Union Free School District
CORE STRATEGIC PLAN

2025-2030



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Superintendent's Message



Dear Members of the Brentwood Community,

It is with deep respect and admiration that I present the Brentwood Union Free School District's (BUFSD) Core Strategic Plan for 2025-2030. This milestone marks a pivotal step forward for our district, a declaration of our shared values, our highest aspirations and our commitment to the future of Brentwood's children.

The development of this plan coincides with exciting improvements to our campuses and facilities. As our Board president so beautifully expresses, Brentwood is undergoing a true metamorphosis. I see it as a revitalization of culture, purpose and promise, one that reflects the heart of our community and the hope we carry for every student.

Strategic planning has long played a vital role in public education. It is both a practical necessity and a hopeful act. It helps us take an honest look at where we are, define where we want to go, and bring everyone – students, staff, families, and community – along with us. It turns big dreams into clear, achievable goals. It gives us a shared direction and keeps us grounded in the values that matter most.

In Brentwood, this process began with an intensive review of more than 30 school and departmental operational plans. From that analysis, powerful patterns and priorities emerged: shared values, deep-rooted beliefs and a collective desire to elevate opportunity and achievement for all students.

This plan is the natural extension of that work. It provides a unifying structure, anchored in the shared vision of Graduation PLUS+, that aligns goals across buildings, programs, and departments. It lays out a five-year logic model that builds on current strengths and charts an innovative, attainable path forward.

What sets this plan apart, and makes Graduation PLUS+ truly revolutionary, is that it begins not in high school, or even in middle school, but in the earliest grades. Through developmentally appropriate social-emotional learning (SEL) and identity-building experiences beginning in Universal Pre-Kindergarten (UPK), Brentwood's youngest learners are already exploring their strengths, preferences and aspirations. The path to graduation, and far beyond, begins the moment our children walk through our doors.

Graduation PLUS+ is our central commitment: that every Brentwood student will graduate not only with a diploma, but with a meaningful, personalized credential, whether college credit, a career certification, professional licensure, a civic distinction or a capstone experience. It affirms our belief that postsecondary readiness demands more than the completion of academic tasks, it requires relevant, rigorous and reflective learning tailored to each student's unique path.

And just as importantly, we believe this: For one student to truly succeed, all students must be supported. While we honor every unique path, we are grounded in a shared purpose, and in a deep commitment to our students and this incredible community.

It is this collective commitment that fuels our work. I am profoundly grateful to lead this effort alongside our students, our dedicated staff and a Board of Education whose support makes this journey not only possible, but truly meaningful. That is the heart of Graduation PLUS+.

I AM/WE ARE.

To our families, staff, and partners: Thank you for your trust and continued support.

To our students: You are the reason we do this work, and the inspiration behind every word of this plan.

Let this roadmap guide us with clarity, compassion and courage, so that every Brentwood student is prepared to lead a life that is meaningful, empowered and full of joy.

Together, we are shaping a future worthy of the brilliance, strength, and promise of every child in Brentwood.

I AM/WE ARE, BRENTWOOD!

With appreciation,

A handwritten signature in black ink, appearing to read 'Wanda Ortiz-Rivera', written over a light blue horizontal line.

Wanda Ortiz-Rivera
Superintendent of Schools

Why a Core Strategic Plan?

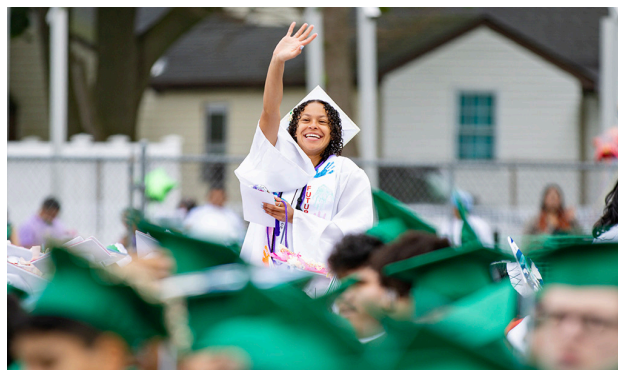
Brentwood Union Free School District is committed to providing each student with a pathway to personal and professional success. The Graduation PLUS+ core strategic plan serves as a focused, forward-looking roadmap that ensures every student graduates prepared for college, career and life, with skills, certifications and experiences aligned to their strengths, interests and goals.



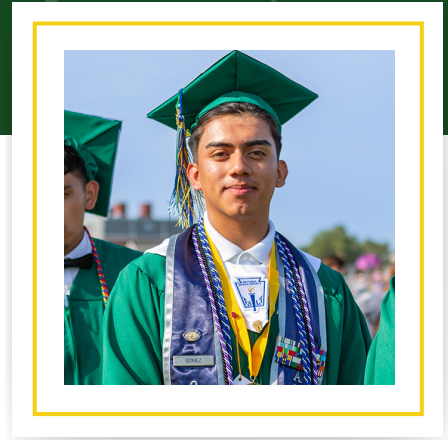
A core strategic plan:

- Inspires Greatness: The BUFSD's core strategic plan, Graduation PLUS+, will motivate UPK-12 students, staff and the community by establishing a clear pathway to excellence, fostering a culture of pride and commitment to achieving the best outcomes for all.
- Sets a Unified Vision and Direction: It provides a clear, shared vision that aligns the efforts of educators, administrators and the community toward common goals for student achievement and success.
- Guides Resource Allocation: A strategic plan helps prioritize resources, such as funding, staff and time, ensuring they are directed toward initiatives that have the greatest impact on student outcomes.
- Promotes Accountability and Transparency: By defining intended outcomes and assigning responsibilities, a strategic plan holds the district accountable to its stakeholders and promotes transparency in its actions and progress.
- Adapts to Changing Needs: A strategic plan is a living document that can be adjusted as the district's needs evolve, allowing it to respond proactively to new challenges and opportunities in real time.

ASPIRATION: SHARED VISION!



Process Overview



The development of the Brentwood Union Free School District's 2025-2030 Core Strategic Plan was grounded in the belief that meaningful and lasting progress begins with deep listening, shared understanding and purposeful collaboration.

This plan reflects the collective voice and vision of the Brentwood community; students, educators, families, school leaders, Board members, and community partners, brought together through a layered and deliberate process of inquiry, reflection, and design.

Historical Context and Foundation

During the 2023-2024 school year, when Ms. Wanda Ortiz-Rivera was named interim superintendent of schools, she worked closely with the Board of Education to conduct a comprehensive organizational review to better understand the strengths and aspirations woven throughout Brentwood schools. As part of this effort, central office administrators conducted a thorough analysis of more than 30 operational plans developed by schools, departments, and cross-functional teams throughout the district.

While each plan thoughtfully reflected its own context and priorities, a closer analysis, purposefully designed to focus on what was valued and believed, revealed compelling patterns and trends. These insights pointed not only to areas of common practice, but to a deeper alignment in how the district viewed instructional excellence and student success.

It was through the illumination of these patterns that a shared vision began to crystallize, one that acknowledged that a high school diploma alone is no longer sufficient. Themes and trends also revealed what would become the SAGE strategic charge areas of Graduation PLUS+, specifically:

- Success Pathways.
- Meaningful and Relevant Instruction and Assessment.
- Growth Culture.
- Empowered Stakeholders.

This recognition served as a pivotal moment. It affirmed that the foundational beliefs for strategic coherence were not only present, but deeply embedded in the culture and daily work of our schools. What was needed next was alignment.

The insights gained from this analysis became the catalyst for articulating the unified conceptual framework of Graduation PLUS+, a framework that would honor our collective progress, elevate the strengths of our schools, community, and programs, and organize our efforts into a cohesive, future-focused direction for the next five years and beyond.

Conceptual framework of Graduation Plus+



GRADUATION PLUS+ *Vision Statement*

Upon graduation, BUFSD students will be empowered to enter the workforce with 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.



SUCCESS Pathways WE BELIEVE...

- + That each child's PLUS will be reflective of his/her strengths, preferences and interests.
- + That college, career and civic readiness are of equal value and importance.
- + That providing CTE pathways and work-based learning experiences will create vast Graduation PLUS opportunities.
- + In the utility of NYSED diploma seals (bi-literacy, civics) and students' ability to earn college credit while in high school.



Meaningful and Relevant Instruction and **ASSESSMENT** WE BELIEVE...

- + In nurturing the whole child (physical, emotional, academic, social, cultural).
- + That a well-rounded education will include foundations of literacy (ABCs), numeracy (123s), physical education and the arts.
- + In cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real-world application.
- + In leveraging our student's strengths, preferences and interests to revitalize the Brentwood community.



GROWTH Culture WE BELIEVE...

- + That having high expectations for ALL students is the key to unlocking their full potential.
- + That critical thinking is an essential competency for 21st-century success.
- + That cultivating intellectual openness will allow students to improve their school, community and the world.
- + In curating an academic program with acceleration and enrichment as core design elements from inception.
- + That all BUFSD stakeholders are lifelong learners.



EMPOWERED Stakeholders WE BELIEVE...

- + That everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity and belonging.
- + That attendance is vital to maximize student potential.
- + That student success is proportional to the extent and quality of stakeholder engagement.
- + Our students should have the freedom to pursue their diploma, career clusters, certifications and licensure while in high school.
- + In the power of BUFSD Pride!

Engagement and Design

To ensure that the ensuing Core Strategic Plan was both comprehensive and community-driven, the district launched a multiphase engagement process throughout the 2024-2025 school year. This process included:

- Districtwide Graduation PLUS+ focused surveys of over 6,000 stakeholders conducted in April 2025:
 - Students
 - Families
 - Staff
- Superintendent's Roundtables with students, including but not limited to, engagement with Community, Obligation, Professionalism, and Achievement (COPA) students; Girls, Inc. and Girls United participants; My Brother's Keeper (MBK) leadership groups, including MBK fellows; Student Council; and Take a Look at Teaching (TALAT) scholars.
- Naviance Career Cluster Inventory Assessments, with engagement from nearly 10,000 secondary students.
- Superintendent's Roundtables with teaching assistant (TA) representatives from each building.
- Superintendent-led Community Focus Groups that included parents, alumni, local leaders, and civic partners.
- Intensive, building-based Graduation PLUS+ working sessions with over 1,800 K-12 teachers, guidance staff and teaching assistants.
- Steering Team meetings and surveys with Elementary and Secondary Leadership Team personnel.
- Two Curriculum Advisory Council (CAC) Graduation PLUS+ focused meetings and the development of Committee Goal Attainment Templates.
- Two Districtwide School Improvement Team (SIT) Summits.

These engagements surfaced consistent aspirations: students who feel seen and supported; instruction that is rigorous, relevant and personalized; and schools that serve as thriving centers of learning and community life in Brentwood.



Design Methodology

Throughout the planning process, the district employed design frameworks rooted in evidence. Influenced by Backward Design (Wiggins and McTighe, 2005)¹ and Strategic Alignment Mapping², the team worked to identify the desired long-term outcomes for students and communities. Those outcomes were informed by and aligned to the New York State Education Department's (NYSED) Profile of a Graduate competencies³, then mapped backward to define the systems, practices, and investments needed to achieve them at every level of the organization.

This backward design approach led to the identification of five overarching strategic objectives that define the district's long-term priorities, including continuous improvement in:

1. Student Academic Success.
2. School District Culture.
3. Family and Community Engagement.
4. Social-Emotional Support.
5. Facilities and Learning Environment.

These strategic objectives serve as alignment anchors for the Graduation PLUS+ Logic Model. Within each SAGE area, the district identified:

- One Student Outcome Goal (what students will know, do, or experience).
- One Practice Goal (what educators and staff will implement or improve).
- One Systems Goal (what the district will build, align, or institutionalize).

Each goal is supported by a set of signature initiatives, a disaggregated 5-year timeline, designated responsible staff, and an aligned strategic objective(s). This initiative-level view allows the district to maintain clarity and focus while honoring the full complexity of school improvement.

The resulting framework provides a coherent and actionable roadmap for the next five years, with embedded mechanisms for monitoring, reporting, and strategic course correction. Each goal in the plan is intentionally aligned to one or more of the five major objectives and one SAGE area, ensuring a clear path forward rooted in belonging, excellence, and empowerment.

¹ Wiggins, G., and McTighe, J. (2005). "Understanding by design (Expanded 2nd ed.)." Association for Supervision and Curriculum Development (ASCD).

² Allison, M., and Kaye, J. (2015). "Strategic planning for nonprofit organizations: A practical guide for dynamic times (3rd ed.)." Wiley.

³ New York State Graduation Measures Initiative: A Transformational Vision, Board of Regents Update, June 2024

⁴ While not every SAGE area includes a dedicated facilities initiative, the district affirms that high-quality, inclusive learning environments are essential to supporting student wellness and success. The academic nature of the core-strategic plan strategically aligns with transformational improvements to our campuses and physical infrastructure.

Key Process Elements



Districtwide Graduation PLUS+ Survey

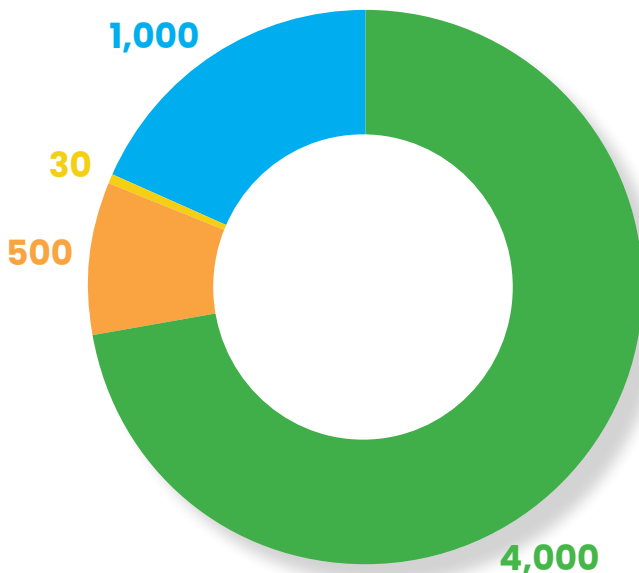
In spring 2025, Brentwood UFSD conducted a districtwide Graduation PLUS+ survey to gather broad-based feedback on the district’s emerging strategic vision. The response was exceptional: Over 4,000 students (grades 4-12), more than 500 instructional staff, 30 school and district administrators, and nearly 1,000 family and community members participated. In total, this represented well over 6,000 individual stakeholder touchpoints, making it one of the most robust strategic engagement surveys in district history.

Survey participants responded to key belief statements aligned to the core tenets of Graduation PLUS+, including:

- Supporting individualized student pathways aligned to strengths and interests.
- Nurturing the whole child – physically, emotionally, academically, socially, and culturally.
- Holding high expectations for all students.
- Recognizing the essential role of family and community engagement in student success.

Open-ended responses further affirmed the district’s strategic direction. Respondents emphasized priorities such as student identity development, relevant and rigorous instruction, and equitable access to postsecondary preparation, all themes that strongly aligned with recommendations from student roundtables, Curriculum Advisory Council meetings, and teacher assistant visioning sessions.

This overwhelming level of engagement and thematic alignment signals broad and deep support for the Graduation PLUS+ framework. It also reinforces Brentwood’s commitment to a community-centered strategic plan, shaped not only by experts, but by the lived experiences, hopes and wisdom of those it serves.



OVER 6,000 INDIVIDUAL STAKEHOLDER TOUCHPOINTS

- STUDENTS
- FAMILIES AND COMMUNITY
- INSTRUCTIONAL STAFF
- DISTRICT ADMINISTRATORS

Student Voice as a Driver of Pathway Development: Insights from the Naviance Career Cluster Inventory

In alignment with Graduation PLUS+ and Brentwood's commitment to honoring students' interests, the district undertook a major effort to capture student aspirations through a systemwide Career Cluster Interest Inventory, administered via Naviance during the 2024-2025 school year. This took place during a districtwide, UPK-12 College and Career Awareness Week during the month of November 2024.

Over 10,000 secondary students across grades 6-12 participated in the inventory assessment, representing a 77.6% districtwide completion rate. The data collected offers a clear and compelling portrait of the postsecondary ambitions and curiosities of Brentwood students.

At both the middle and high school levels, student selections centered around several high-skill, high-demand career clusters, including:

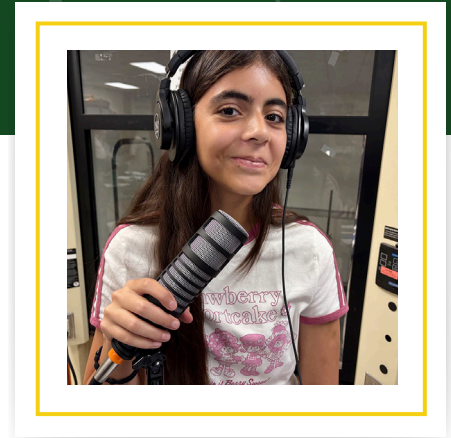
- Health Science.
- Business Management and Administration.
- Information Technology.
- Law, Public Safety, Corrections and Security.
- Architecture and Construction.
- Arts, A/V Technology and Communications.
- Human Services.

These clusters reflect not only the diverse strengths and goals of Brentwood learners, but also the evolving landscape of workforce needs in the region, nation and beyond.

The prevalence of strong interest in fields such as health care, IT, and public service highlights the urgency, and the opportunity, to expand Graduation PLUS+ pathways in these areas. Moreover, student engagement with these clusters in the middle grades suggests a readiness for earlier exposure to career exploration, vertical alignment of programmatic offerings and an expansion of hands-on learning experiences across grade bands.

This data serves as a foundational driver of strategic decisions under the Success Pathways focus area. It validates the district's ongoing investment in career and technical education (CTE) pathways, dual-credit coursework, and work-based learning experiences, while also informing new partnerships, staffing, and program development in direct response to student voice.

Brentwood's vision is not only to prepare students for graduation, but to connect each learner to a purpose beyond it. The Naviance Career Cluster Inventory affirms that our students are already imagining that future. We must ensure the pathways are there to meet them.



Student Voice in Action: Superintendent's Roundtable with TALAT Scholars

As part of the district's commitment to inclusive and responsive strategic planning, Superintendent Wanda Ortiz-Rivera hosted a roundtable discussion with student participants in Brentwood's Take a Look at Teaching (TALAT) program. The experience offered a platform for aspiring educators to reflect on their lived experiences in the school system and to contribute bold, thoughtful recommendations for the district's future.

The eleven (11) participating students spoke with honesty and clarity, offering suggestions that reflected both practical needs and aspirational vision. Their ideas included:

- Expanding course and activity offerings to reflect student interests
- Introducing recess and unstructured breaks at the high school level
- Creating job opportunities for high school students within the district
- Enhancing school cleanliness and locker room facilities

These suggestions echoed themes seen across stakeholder engagement efforts, including the importance of student well-being, equitable access to opportunities, and spaces for reflection and renewal.

The roundtable reinforced a core principle of Graduation PLUS+: that students must not only be the focus of the plan, but co-creators of the path forward. The engagement of TALAT scholars is a powerful example of how elevating youth voice strengthens the district's planning process and reaffirms Brentwood's deep investment in its future educators.



Student Voice in Action: Superintendent's Roundtable With COPA Students

As part of Brentwood Union Free School District's ongoing commitment to authentic student voice and inclusive leadership, the superintendent convened a powerful roundtable with over 150 student members of the COPA Club, an extracurricular leadership group centered on Community, Obligation, Professionalism, and Achievement.

This Superintendent's Roundtable was held in both Spanish and English and was facilitated by COPA's esteemed bilingual advisers. Participants included many multilingual learners, Brentwood newcomers, and Students with Interrupted Formal Education (SIFE), whose perspectives are vital to the continued evolution of Graduation PLUS+.

During the roundtable, students shared their lived experiences and voiced bold, actionable recommendations for how the Graduation PLUS+ framework can be strengthened to reflect their needs, identities and aspirations. Key themes included:

- More bilingual guidance counselors and social workers to support academic planning and wellness in students' native languages.
- Increased access to paid work-based learning and internship opportunities that honor students' need to contribute economically while gaining real-world experience.
- Greater variety of culturally relevant meals in school cafeterias, including beloved dishes such as pupusas, that reflect the heritage of the Brentwood community.
- Expanded enrichment activities, especially in high-interest areas like dance, soccer and performance, to affirm student identities and increase engagement.

This event reinforced the importance of culturally sustaining spaces where students feel empowered to shape the very systems that serve them. Through their thoughtful dialogue and community-centered ideas, COPA students demonstrated the heart of Graduation PLUS+, ensuring that every student is seen, heard, and valued, and that every pathway to success is designed with students at the center.

COPA in Action: From organizing the annual soccer tournament to performing at Brentwood Board of Education meetings, COPA Club members are ambassadors of school spirit, resilience, and leadership. Their contributions continue to strengthen Brentwood's inclusive culture and guide the future of Graduation PLUS+.



Vision From the Classroom: Unpacking the Conceptual Framework of Graduation PLUS+

As part of Brentwood Union Free School District's core strategic planning strategy, over 1,800 K-12 teachers, service providers and teaching assistants across the district participated in a series of specially designed sessions to unpack the conceptual framework of Graduation PLUS+. These sessions were facilitated by Amanda Chansingh, the district's Lead Dignity for All Students Act (DASA) coordinator, and were intentionally crafted to engage educators in reflective and experiential dialogue around what the Graduation PLUS+ vision truly means in practice.

During these sessions, teachers were asked to collaboratively define what Graduation PLUS+ "looks like," "sounds like," and "feels like" in their classrooms, hallways, and school communities. Their reflections revealed a deep resonance with the framework's core belief statements and painted a powerful, human portrait of a future-ready, student-centered school system.



Graduation PLUS+ **LOOKS** Like

- Students actively pursuing diverse, meaningful pathways, college credits, industry certifications, creative projects, and civic accomplishments, UPK-12.
- Classrooms designed around student agency, identity, and real-world application.
- A school environment where equity and belonging are visible, in displays, curriculum, and celebrations of success.

Graduation PLUS+ **SOUNDS** Like

- Student voice: Learners asking questions, making connections, and articulating goals.
- Collaborative energy: Dialogue between students, staff, families, and community partners.
- Encouragement and affirmation: Adults and peers reinforcing progress, growth, and possibility.

Graduation PLUS+ **FEELS** Like

- Empowering: Students feel ownership of their learning and increased clarity about their future.
- Safe and affirming: Learners feels seen, known, and valued.
- Purpose-driven: Learning is not transactional, it's transformational.
- Supportive and communal: Educators, families, and students walk the journey together.

These teacher-developed visions elevate the heart of Brentwood's strategic plan: that Graduation PLUS+ is not simply a framework, it is a culture shift, lived daily through relationships, instruction, and opportunity. The insights generated during Ms. Chansingh's professional learning sessions will continue to inform how the district builds systems, allocates resources, and defines success in the years ahead.

“I want to sincerely thank our Teaching Assistants for all they do each day and for believing in our students. Their voices matter, and their contributions will help shape our core strategic plan, which places a strong emphasis on collaboration and the empowerment of all stakeholders.”

— *Superintendent Wanda Ortiz-Rivera*

Superintendent’s Roundtable With Teaching Assistants

As part of the inclusive design process for the Graduation PLUS+ Core Strategic Plan, the Superintendent convened a dedicated Roundtable with teaching assistant (TA) representatives from schools across Brentwood UFSD. The purpose was to elevate the perspectives of a vital group of professionals who provide daily instructional, behavioral, and social-emotional support to students.

“I was truly impressed and incredibly proud to listen to their insights and ideas. Many of our teaching assistants are proud Brentwood graduates, and those who are not, expressed deep pride in serving this extraordinary district. Their dedication to our students and commitment to the betterment of our schools and community were evident in every word they spoke.”

— *Superintendent Wanda Ortiz-Rivera*

Teaching assistants engaged in collaborative reflection activities to share their experiences, ideas and aspirations for Brentwood’s future. Their contributions were thoughtful, creative and deeply aligned to the Graduation PLUS+ mission of fostering student identity, purpose, and success.

Key Themes from the TA Roundtable Included:

- **Professional Development and Role Clarity**
 - Calls for role-specific professional development, including training in SEL, trauma-informed care, behavior supports, and de-escalation (e.g., CPI).
 - Interest in certifications (e.g., CPR, translation) and clarity around job descriptions for TAs, aides, monitors, and other support roles.
- **Pathways, Mentorship and Trade Exposure**
 - Strong support for student access to apprenticeships, trade programs, and real-world learning experiences (e.g., cosmetology and construction).
 - Creative ideas included student entrepreneurship projects and resume-building experiences for both students and staff.
- **Identity, Creativity and Belonging**
 - Emphasis on arts and SEL as pathways for self-expression and community building.
 - Ideas included dance, student murals, kindness corners, and expanded access to clubs in the arts, gaming, and performance.
- **K-5 Engagement and Inclusion**
 - Advocacy for age-appropriate enrichment, including themed play kits for recess, craft-based learning, i.e., needlepoint and animation, and family engagement nights.
 - Support for additional staffing and transportation to enable fuller student participation in summer and afterschool programs.
- **TA Voice and Visibility**
 - Participants expressed gratitude for being included and encouraged continued engagement in planning.
 - Interest in a digital resource hub, college credit access, and leadership opportunities for TAs as part of a broader effort to elevate the profession.

Leadership Insight and Alignment: Graduation PLUS+ Input Survey Summary

As part of the strategic planning process, Brentwood Union Free School District invited building and district leaders from Elementary and Secondary Leadership Teams (ELT/SLT) to share their reflections on the implementation and impact of the Graduation PLUS+ conceptual framework. Over 30 administrators, including principals, assistant principals, and curriculum leaders, participated in the Graduation PLUS+ Core Strategic Plan Input Survey, offering feedback grounded in both professional expertise and school-level realities.

The results affirm a deep alignment between the vision of Graduation PLUS+ and the lived priorities of leaders across the district. Nearly all respondents rated the overall effectiveness of the framework as “To a Great Extent,” highlighting the shared belief that each student’s path should reflect their individual strengths, preferences and aspirations.

Responses to belief statements showed particularly strong consensus on foundational values such as:

- Every student’s right to a caring, equitable and culturally responsive learning environment.
- The importance of attendance, stakeholder engagement, and freedom to pursue career and credentialing opportunities in school, UPK-12.
- A shared pride in Brentwood’s identity and mission, rooted in community strength.

Beyond affirmation, the survey also surfaced actionable insights across the four Strategic Focus Areas (SAGE):

Success Pathways

Leaders noted clear progress in expanding access to electives, college credit, and career exploration opportunities; and, many called for earlier exposure to career clusters, more formalized postsecondary planning tools, and increased flexibility for students to chart individualized PLUS+ trajectories.

Meaningful and Relevant Instruction and Assessment

Respondents praised the district’s focus on responsive teaching and differentiation. To enhance instructional relevance, leaders recommended increasing interdisciplinary project-based learning, and providing more time and support for cross-curricular collaboration and curriculum alignment.

Growth Culture

Across schools, leaders identified strong teacher-student relationships, restorative practices, and a culture of high expectations as key drivers of student growth. Still, many noted a need for increased metacognitive and reflection opportunities for students, along with additional elective offerings that support holistic development.

Empowered Stakeholders

The Family Community Welcome Center, ParentSquare, and community events were cited as effective practices. Leaders expressed a desire to deepen family engagement through more structured advisory and/or mentoring structures, multilingual supports, and academic workshops that connect families to student learning goals.

Taken together, this input confirms the strength of the Graduation PLUS+ foundation, while providing targeted recommendations to ensure that the vision continues to evolve responsively, equitably and with fidelity to the needs of every Brentwood student.

Committee-Led Vision: CAC Goal Attainment Analysis

A defining strength of the strategic planning process was the deliberate inclusion of instructional and operational insight from across the district through the work of Brentwood's Curriculum Advisory Council (CAC) Committees. These K-12 grade-level and content-specific teams, comprised of teachers, administrators, and curriculum leaders, submitted goal attainment templates identifying their highest-leverage strategies for improving student learning, engagement, and readiness.

In total, over a dozen CAC Committees contributed to the strategic plan, including teams focused on Business, Technology, Science, Elementary and Secondary English and Mathematics, Elementary and Secondary AIS, Social Studies, Visual Arts, Kindergarten, SIT, MTSS, Interdisciplinary Learning, and Attendance/Registration.

Each committee:

- Articulated 1–3 measurable goals aligned to Graduation PLUS+
- Identified indicators of success and multi-year timelines
- Aligned their goals to one or more Graduation PLUS+ belief statements
- Named the responsible roles, systems, and resources required for implementation

This process not only surfaced a rich set of actionable strategies but revealed a remarkable level of internal alignment. Across content areas and grade levels, teams consistently prioritized:

- CTE and PLUS+ credential expansion
- Standards-aligned, culturally responsive instruction
- Data-informed intervention systems
- Structures to elevate student voice and agency
- Partnerships with families and community stakeholders

Ultimately, the CAC process affirmed what Brentwood already holds true: that the expertise of our teachers, staff, and leaders is not only a strength, it is the foundation of our future.

Our Process Timeline

SPRING 2024:

Interim Superintendent Wanda Ortiz-Rivera and the Brentwood Board of Education initiate a comprehensive organizational review across departments and schools.

SPRING-FALL 2024:

Central office leaders analyze over 30 existing district plans to identify trends in values, practices and vision, laying the groundwork for the conceptual framework of Graduation PLUS+.

FALL 2024-SPRING 2025:

Districtwide design sessions begin with students, staff, families and community partners to co-create a cohesive and unified core strategic plan.

2024-2025 SCHOOL YEAR:

- Over 6,000 stakeholders, students, staff and community members, participate in a Graduation PLUS+ input survey (April, 2025).
- Over 10,000 secondary students complete career interest inventories via Naviance.
- Student and Staff Roundtables included:
 - Take a Look at Teaching (TALAT) scholars (11 students).
 - MBK, MBK Fellows and youth leaders (approximately 50 students).
 - COPA students, Girls, Inc., and others (over 150 students).
- Graduation PLUS+ working sessions are conducted at every building, K-12, with teachers, guidance staff, and teaching assistants. Over 1,800 participants, districtwide.
- Twelve (12) Curriculum Advisory Council (CAC) committees submit goal attainment templates aligned with Graduation PLUS+.
- Seven (7) Community Focus Groups and Steering Team (ELT/SLT) sessions elevate diverse voices.
- Graduation PLUS+ survey of more than 30 leaders collects building- and district-level priorities for success.

SPRING 2025:

A cohesive, core strategic plan is developed to guide the district through 2030.

Current Reality

A snapshot of the Brentwood Union Free School District's system-wide strengths and assets.

OUR STUDENTS >>>

APPROXIMATELY 18,000 STUDENTS SERVED ACROSS THE DISTRICT

Culturally and linguistically rich:

Students speak more than **40 languages** at home



87%

of students identify as Hispanic/Latino, making Brentwood one of the most vibrant, diverse districts in New York State

OUR SCHOOLS >>>



COMPREHENSIVE HIGH SCHOOL OFFERING **20+ AP courses**, college credit-bearing opportunities, AND civic readiness seals



17 SCHOOLS

11 ELEMENTARY

4 MIDDLE

1 FRESHMAN CAMPUS

1 HIGH SCHOOL

Specialized programs in career and technical education (CTE), performing arts, and bilingual education

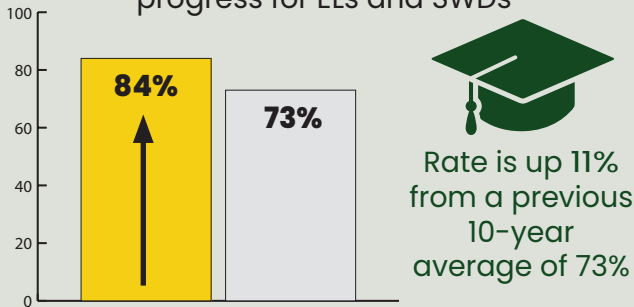
District-wide focus on **ACCESS, OPPORTUNITY, and INCLUSIVE PROGRAMMING**

Current Reality

OUR ACHIEVEMENT >>>

FOUR-YEAR GRADUATION RATE

has climbed steadily, with subgroup progress for ELs and SWDs



COLLEGE CREDITS EARNED, 2024-2025:



At least 1: **929**
 At least 3: **909**
 6-9: **25**
 Minimum 12: **14**
 Minimum 30: **20**
 Minimum 40: **4**

- ✓ High levels of student interest in careers tied to law enforcement, medical fields, skilled trades, and business.
- ✓ Increase in approved CTE pathways.
- ✓ National Merit Scholarship Program Commended Students.
- ✓ Simon STEM Summer/Scholarship Program participants.
- ✓ YMCA Youth and Government individual and team debate winners.
- ✓ National Regeneration Science Competition Finalists.

NUMBER OF STUDENTS GRADUATING WITH JOB-READY CERTIFICATIONS:

HVAC at SCCC	10
Ideal School of Allied Health Care ⁵	75
Security Guard	6
Water Safety	23
BOCES	148
CNC Manufacturing	8
First Aid, CPR/AED	32
American Red Cross Lifeguard	51
TOTAL:	353

341 students earned the **NYSED Seal of Biliteracy** in 2024-2025 – the most in district history.



GIRLS BASKETBALL PROGRAM
first time ever
SUFFOLK COUNTY CHAMPIONS!
 (2024-2025)

⁵ Certification pending completion

Current Reality

ROBUST COMMUNITY PARTNERSHIPS

Brentwood Fire Department
Brentwood Public Library
Economic Opportunity Council
(EOC) of Suffolk
Island Harvest
Long Island Cares
Manarva, Inc.
Pronto Long Island, Inc.

The Sisters of St. Joseph of Brentwood
Suffolk County Police Department
Teatro Yerbabruja
Youth Enrichment Services (YES)

COLLEGE AND CAREER WEEK, UPK-12 (November)

Family Community Plaza in ALL 17 BUILDINGS

Family and Community SWIM NIGHTS



Evolving Blueprint for Middle School Success
Inclusion of **MUSIC** at the 6th grade level

Districtwide implementation of MTSS pilot at the elementary level to support academic, behavioral, and social-emotional needs.



KEY BUFSD GRADUATION PLUS+ INFRASTRUCTURE

- ✓ BUFSD Family and Community Welcome Center.
- ✓ Community Plaza Liaisons serving all 17 buildings.
- ✓ Restorative practices embedded at the secondary level, PBIS at the elementary level to proactively enhance school culture.
- ✓ Brentwood High School: NYSED Performance Based Learning and Assessment (PLAN) Pilot school (one of 23 schools across the state).
- ✓ Students report strong feelings of safety and belonging in most schools, per spring 2025 stakeholder surveys.

Current Reality

OUR GRADUATION PLUS+ PARTNERSHIPS

Academy of Civic Life at Stony Brook University

Dual Enrollment Courses

Early College Program at
Suffolk County Community College

Farmingdale Smart Scholars

Ideal School of Allied Health Care

Laborers International Union of
North America (LIUNA),
The Haugland Group, and Local Laborers Union 66.
Pre-apprenticeship Program

LI University CW Post Campus

Long Island Mental Health Professional
Expansion Project

National Education Equity Labs, Inc.

New York State Security Guard Training

Northwell Community Scholars

Prosper Program

Stony Brook University

State University of New York at Oswego

SUNY Farmingdale DBA Farmingdale State College

Teaching Assistant Apprenticeship Program
with the New York State Department of Labor

Town of Islip, Lifeguard Training

Welding with CNC Manufacturing at
Suffolk County Community College



What We Have Done So Far to Support Graduation PLUS+, BUFSD Bright Spots!



The Graduation PLUS+ framework is more than a vision; it is a reality already taking root across all Brentwood schools, UPK-12. The following highlights demonstrate the district's progress toward ensuring every student graduates not only with a diploma, but with value-added experiences that prepare them for life beyond high school.

Success Pathways

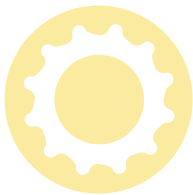
Career and Postsecondary Readiness



- Elementary students are engaging in early identity-building and goal-setting projects, laying the foundation for future civic and career readiness.
- Over 10,000 secondary students completed Career Cluster Inventories via Naviance, providing data that now informs program offerings and counseling strategies.
- Nearly 1,000 students earned at least one college credit in 2024-2025 through expanded dual enrollment partnerships with local colleges and universities.
- Students are participating in career-connected learning through hands-on pre-apprenticeships, job shadowing, and union-supported training in high-demand industries.
- Brentwood has seen a significant increase in NYS Seals of Biliteracy and Civic Readiness earned, with student-led organizations like COPA, Girls, Inc. and Girls United and MBK driving service, advocacy and voice.
- YMCA Youth and Government individual and team debate winners.

Meaningful and Relevant Instruction and Assessment

Instructional Innovation and Personalized Learning



- MTSS-aligned interventions have been piloted in elementary classrooms, improving Tier III academic and behavioral support through data-informed assessment and instruction.
- I AM / WE ARE identity projects and SEL-integrated lessons are affirming student identity, voice and purpose in lab site schools.
- Graduation PLUS+ Goal Attainment Templates submitted by 12 Curriculum Advisory Council (CAC) committees have resulted in strategic alignment of curriculum, instruction and assessment practices.
- Adoption of HMH Reading, and Go Math pilot programs.

Growth Culture

Safe, Supportive, and Equitable Environments



- Secondary schools are implementing restorative practices supported by Restorative Care Coaches, while elementary schools have scaled PBIS systems to promote positive school culture.
- Spring 2025 surveys show that most students feel seen, safe and supported, an affirmation of Brentwood's commitment to inclusive school environments.
- Over 1,800 educators and staff from all grade levels engaged in Graduation PLUS+ professional development, building shared capacity for transformation.

Empowered Stakeholders

Shared Leadership and Voice



- More than 8,500 students, families, staff, alumni, and civic leaders contributed to the design of the Core Strategic Plan through roundtables, surveys, and focus groups.
- Diverse student voices, including those from COPA, and Girls, Inc., MBK and TALAT, played a central role in shaping PLUS+ priorities, from enrichment and belonging to career access and cultural relevance.

2025–2030 Graduation PLUS+ Strategic Goals by SAGE Area



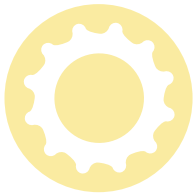
This section provides an overview of the Core Strategic Plan's strategic goals, presenting one Student Outcome Goal, one Practice Goal, and one Systems Goal for each of the four SAGE Areas in the Graduation PLUS+ logic model. Together, these goals reflect the district's alignment to its five core strategic objectives: Student Academic Success, School District Culture, Family and Community Engagement, Social-Emotional Support, and Facilities and Learning Environment. It offers a concise snapshot of the overall direction of the plan, designed for clarity and intuitiveness.

Success Pathways



- **Student Outcome Goal:** All students will graduate with a PLUS+ credential aligned to their strengths, preferences, interests and goals.
- **Practice Goal:** UPK-12 classrooms will integrate structured career exploration, civic learning, and identity building.
- **Systems Goal:** The district will implement tools to track PLUS+ pathways, advising, and credential attainment.

Meaningful and Relevant Instruction and Assessment



- **Student Outcome Goal:** Students will engage in instruction that is personalized, purposeful, and rigorous, supporting both academic mastery and personal growth.
- **Practice Goal:** Teachers will design project-based learning and assessment experiences that are aligned to PLUS+ competencies.
- **Systems Goal:** The district will adopt and monitor a K-12 instructional framework that promotes coherence, reflection and high expectations for every learner.

Growth Culture



- **Student Outcome Goal:** Students will report increased levels of belonging, identity, safety and confidence in navigating school and life transitions.
- **Practice Goal:** Staff will implement restorative, trauma-informed and identity-affirming practices that support every student's development.
- **Systems Goal:** The district will embed PLUS+ culture indicators into its MTSS framework and build tools to monitor student experiences.

Empowered Stakeholders



- **Student Outcome Goal:** Students will report increased access to trusted adults, greater ownership of their learning and stronger connections to family, culture and community.
- **Practice Goal:** Schools will establish structures for co-creation and two-way communication with students and families.
- **Systems Goal:** The district will build infrastructure to support stakeholder engagement, student voice and inclusive leadership.

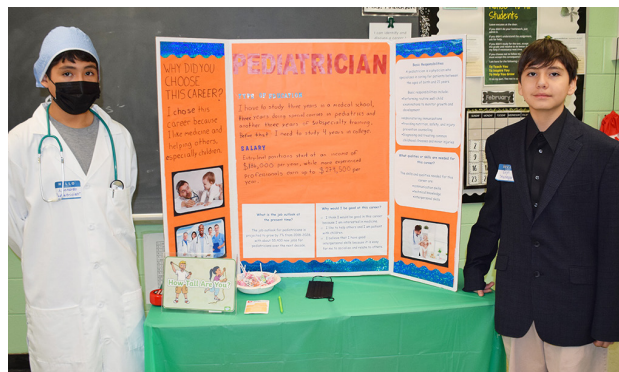
Strategic Charge Area Summaries



The following summaries provide a concise preview of each SAGE area, including:

- Recent bright spots that highlight progress already underway.
- One Student Outcome Goal, Practice Goal, and Systems Goal aligned to the district's strategic objectives.
- A curated list of signature initiatives designed to drive meaningful change over the next five years.

These summaries are intended as an accessible overview, a bridge between Brentwood's aspirations and its actions. They serve as a prelude to the more expansive, initiative-level Graduation PLUS+ Logic Model which follows and provides detailed timelines, responsibilities and alignment across all levels of the system.



Strategic Charge Area Summary, SUCCESS PATHWAYS

Ensuring every student graduates with a personalized direction, distinction, and credential beyond the diploma.



Bright Spots

- Elementary students are engaging in identity and goal-setting projects that lay the foundation for long-term career and civic readiness.
- Early exposure programs in elementary and middle school settings are linking learning to future-focused, real-world applications.
- Over 10,000 secondary students completed Career Cluster Inventories through Naviance to explore career interests and strengths.
- Nearly 1,000 students earned at least 1 college credit through dual enrollment during the 2024-2025 school year.
- Implementation of career pathways and pre-apprenticeships in medical, legal, education, and skilled trades through partnerships with LIUNA, Eastern Suffolk BOCES, and local unions.
- Expansion of Civic Readiness programming, including participation in MBK, COPA, Girls Inc., Girls United, and acquisition of NYSED's Seal of Civic and Bilingual Readiness.



Key Strategic Goals

- **Student Outcome Goal:** All students will graduate with a PLUS+ credential aligned to their strengths, preferences, interests, and goals.
- **Practice Goal:** K-12 classrooms will integrate structured career exploration, civic learning, and identity building.
- **Systems Goal:** The district will implement tools to track PLUS+ pathways, advising, and credential attainment.



Aligned Strategic Initiatives

- **Elementary PLUS+ Launch:** Pilot early pathway awareness through student interest inventories, project-based learning, and reflective tools (UPK-5).
- **I AM / WE ARE Projects:** Implement identity-building and goal-setting lessons that lay the groundwork for pathway exploration (Grades UPK-5).
- **PLUS+ Expos:** Host student-led showcases across all buildings to highlight career exploration, civic engagement, and pathway progress (UPK-12).
- **Naviance Career Cluster Advising:** Use student interest data to drive academic and pathway planning, particularly in Grades 6-12.
- **Civic Readiness Expansion:** Broaden access to NYSED Seals of Civic Readiness and Biliteracy and deepen civic learning opportunities (Grades 6-12).
- **Dual Enrollment and Pre-Apprenticeship Growth:** Strengthen early college and certification options through partnerships with SCCC, BOCES, Ideal School of Allied Health and industry providers (Grades 9-12).
- **Work-Based Learning Models:** Expand job-aligned, real-world learning experiences in law, medicine, education, and trades.
- **PLUS+ Data Dashboards:** Design and implement interactive tools that allow students, families, and educators to monitor progress toward PLUS+ credentials.

Strategic Charge Area Summary, MEANINGFUL AND RELEVANT INSTRUCTION AND ASSESSMENT

Creating student-centered classrooms that affirm identity, promote inquiry and connect learning to life beyond school.



Bright Spots

- Elementary classrooms have begun to pilot MTSS-aligned interventions, improving early identification and the provision of targeted supports in literacy and math.
- K-12 students in select schools are engaging in “I AM / WE ARE” projects, identity journals, and reflective writing that affirm their voices and build foundational purpose.
- HMH Into Reading and Into Math pilots across K-5, grounded in evidence-based, standards-aligned practices.
- Graduation PLUS+ Goal Attainment Templates were submitted by 12 Curriculum Advisory Council (CAC) committees, resulting in aligned curricular and instructional priorities, UPK-12.
- Curriculum writing projects in all core content areas are resulting in embedded PLUS+ competencies: agency, identity, relevance and rigor, across disciplines and grade levels.
- As part of an evolving blueprint, all middle schools have transitioned to a form of block scheduling, allowing for extended instructional time and deeper, multi-disciplinary, project and passion-based learning and assessment experiences.



Key Strategic Goals

- **Student Outcome Goal:** Students will engage in instruction that is personalized, purposeful, and rigorous, supporting both academic mastery and personal growth.
- **Practice Goal:** Teachers will design project-based learning and assessment experiences that are aligned to PLUS+ competencies.
- **Systems Goal:** The district will adopt and monitor a K-12 instructional framework that promotes coherence, reflection, and high expectations for every learner.



Aligned Strategic Initiatives

- **Elementary Identity and Belonging Lessons:** Implement SEL-embedded learning activities in Grades UPK–5 that affirm students’ preferences and interests and build connection to the curriculum.
- **“I AM / WE ARE” Journals:** Embed identity journaling and reflection protocols into ELA and Social Studies instruction in elementary and middle school classrooms.
- **Formative Feedback and Reflection:** Facilitate student-led portfolio reviews and feedback cycles that promote self-assessment and personal growth.
- **Project and Passion-Based Learning:** Expand opportunities for inquiry-based, interdisciplinary projects that link academic content to student interests and future goals.
- **CAC Curriculum Integration:** Integrate Graduation PLUS+ competencies; agency, identity, relevance, and reflection, into ELA, Social Studies, Science, and the Arts through Curriculum Advisory Council design work.
- **Common Instructional Framework:** Finalize and adopt a districtwide instructional framework that establishes consistent expectations for culturally responsive, rigorous teaching and learning.

Strategic Charge Area Summary

GROWTH CULTURE

Fostering safe, supportive, and inclusive school communities that affirm identity and promote wellness, reflection, and growth.



Bright Spots

- Districtwide implementation of an MTSS pilot at the elementary level is strengthening academic, behavioral, and social-emotional supports from the earliest grades.
- Positive Behavioral Interventions and Supports (PBIS) implemented across elementary schools with consistent expectations and recognition systems.
- Restorative practices are embedded across all secondary schools, improving school climate and student-adult relationships.
- Spring 2025 stakeholder surveys revealed high levels of student safety and belonging, particularly in schools where culture initiatives are well-established.
- Over 1,800 K-12 teachers, guidance counselors and teaching assistants participated in Graduation PLUS+ working sessions and professional development focused on inclusive and responsive practices.



Key Strategic Goals

- **Student Outcome Goal:** Students will report increased levels of belonging, identity safety, and confidence in navigating school and life transitions.
- **Practice Goal:** Staff will implement restorative, trauma-informed, and identity-affirming practices that support every student's development.
- **Systems Goal:** The district will embed PLUS+ culture indicators into its MTSS framework and build tools to monitor student experiences.



Aligned Strategic Initiatives

- **UPK-5 SEL Morning Meetings:** Sustain daily classroom community circles that affirm identity, build connection, and support wellness in elementary settings.
- **Reflective Transitions Toolkit:** Use transition-year reflections (e.g., 2→3, 5→6, 8→9) to promote identity continuity and student agency.
- **Climate and Culture Teams:** Establish building-based Belonging Teams to monitor student experience data and guide implementation of PLUS+ practices.
- **MTSS, Restorative and PBIS Integration:** Expand Tier 1 systems of support through aligned restorative and PBIS practices across all schools.
- **Classroom Management with Dignity:** Embed reflection, voice, and regulation strategies in daily routines to strengthen student belonging.
- **Equity and Belonging Professional Learning:** Provide ongoing staff training in inclusive practices and dignity-driven leadership.
- **MTSS Crosswalk Development:** Align MTSS academic, behavioral, and SEL tiers with Graduation PLUS+ values and practices.
- **Student Experience Dashboards:** Build tools to monitor student access to SEL supports, identity-building opportunities, and climate data.
- **PLUS+ Culture Indicators:** Integrate student perception and engagement measures into district and school-level improvement plans.

Strategic Charge Area Summary, EMPOWERED STAKEHOLDERS

Engaging students, families, staff and community partners as active collaborators in school success and student growth.



Bright Spots

- Over 8,500 stakeholder voices, including students, families, staff, alumni and civic partners, shaped the Core Strategic Plan.
- UPK–5 families participated in identity nights, SEL-focused events and student showcases aligned to Graduation PLUS+ themes.
- Elementary students contributed to classroom agreements, cultural celebrations and reflection projects that elevate student voice and inclusion.
- Student roundtables featured representatives from MBK, TALAT, COPA, Girls Inc., Girls United, and more, directly influencing the design of Graduation PLUS+.
- PTA and SEPTA Presidents and members helped define values and direction, ensuring broad alignment and ownership.



Key Strategic Goals

- **Student Outcome Goal:** Students will report increased access to trusted adults, greater ownership of their learning, and stronger connections to family, culture and community.
- **Practice Goal:** Schools will establish structures for co-creation and two-way communication with students and families.
- **Systems Goal:** The district will build infrastructure to support stakeholder engagement, student voice and inclusive leadership.



Aligned Strategic Initiatives

- **Family Identity Nights:** Host UPK–5 events that highlight student voice and cultural expression through storytelling, art and performance.
- **Student-Led Conferences:** Expand opportunities for students to lead goal-setting and reflection meetings that build ownership and strengthen home-school connections.
- **PLUS+ Ambassador Program:** Empower students and families to share stories and support Graduation PLUS+ implementation through school and district events.
- **Superintendent’s Councils:** Launch building-based councils that inform school improvement through stakeholder voice.
- **Multilingual Engagement Tools:** Create PLUS+-aligned communication guides and planning tools that reflect family strengths, interests and needs.
- **Community Partnership Hubs:** Strengthen collaboration with local partners to expand access to mentorship, enrichment and student advocacy supports.

Orientation to the Graduation PLUS+ Logic Model

The Graduation PLUS+ Logic Model represents the heart of the Brentwood Union Free School District's 2025-2030 Core Strategic Plan. It operationalizes the district's shared vision by translating bold aspirations into actionable, measurable strategies that guide improvement across all grade levels and departments.

The model is organized into a coherent, vertically and horizontally aligned framework with four primary components:

- **SAGE Strategic Charge Areas:** These are the district's four strategic charges: Success Pathways, Meaningful and Relevant Instruction and Assessment, Growth Culture, and Empowered Stakeholders, each representing a critical domain of student and system success.
- **Goal Types:** Each SAGE area includes three high-leverage goals, one of each type:
 - Student Outcome Goal** – what students will know, do, or experience because of implementation.
 - Practice Goal** – what educators and staff will implement or improve to support student success.
 - Systems Goal** – what the district will build, align or institutionalize to sustain progress.
- **Signature Initiatives:** Each goal is supported by a small set of targeted, high-impact initiatives selected for their relevance to Brentwood's needs, alignment to stakeholder input and scalability across grade levels, including the earliest years of learning.
- **Implementation Framework:** Each initiative is accompanied by a disaggregated five-year timeline (2025-2030), the identification of responsible staff and an aligned strategic objective(s), drawn from the district's five enduring priorities:

Student Academic Success.

School District Culture.

Family and Community Engagement.

Social-Emotional Support.

Facilities and Learning Environment⁶.

This architecture provides a coherent and user-friendly structure that supports:

- Consistency across schools, programs and leadership teams.
- Clarity about which initiatives matter most and who owns them.
- Continuity from foundational skills in UPK through PLUS+ credentials at graduation.

Ultimately, the Graduation PLUS+ Logic Model affirms Brentwood's belief that every student must graduate with more than a diploma—with a credential, a direction, a distinction and a strong sense of purpose. It transforms community voice, educator expertise, and student ambition into a living strategy for excellence and empowerment for every Brentwood student.

⁶ While not every SAGE area includes a dedicated facilities initiative, the district affirms that high-quality, inclusive learning environments are essential to supporting student success, wellness, and identity safety.

GOAL TYPE	STRATEGIC GOAL	SIGNATURE INITIATIVES	TIMELINE	RESPONSIBLE STAFF	ALIGNED STRATEGIC OBJECTIVE
LOGIC MODEL SAGE AREA: SUCCESS PATHWAYS					
Vision: Ensuring every student graduates with a personalized direction, distinction and credential beyond the diploma.					
Student Outcome	All students will graduate with a PLUS+ credential aligned to their strengths, preferences, interests and goals.	Pilot early PLUS+ pathway awareness through interest inventories and increased cross-curricula project and passion-based learning and assessment opportunities with embedded student choice (UPK-5).	<ul style="list-style-type: none"> • Y1-2: Design and pilot in select elementary schools. • Y3-5: Monitor, refine, and scale to all elementary schools. 	<ul style="list-style-type: none"> • Assistant Superintendent of Elementary Education. • Coordinator and Assistant Coordinator of Guidance. • CTE Coordinator. • CAC Committees. • Curriculum Coordinators. • Elementary Principals. • Classroom Teachers and Curriculum Writers. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional.
		Scale awareness, accessibility and attainment of NYSED Seals of Civic Readiness and Biliteracy (grades 6-12).	<ul style="list-style-type: none"> • Y1: Expand awareness and access. • Y2-3: Embed in coursework. • Y4-5: Districtwide integration. 	<ul style="list-style-type: none"> • Assistant Superintendent of Secondary Education. • Coordinator and Assistant Coordinator of Guidance. • Coordinator and Assistant Coordinators of Bilingual Education. • Coordinator of ELA and social studies, and High School Department Heads. • Coordinator of Social Studies. • Secondary Principals. • Classroom Teachers and Curriculum Writers. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional.
		Expand access to approved CTE Pathways, dual enrollment and pre-apprenticeships in high-demand fields (grades 9-12).	<ul style="list-style-type: none"> • Y1-2: Develop CTE pathways; formalize partnerships. • Y3-5: Expand student participation. 	<ul style="list-style-type: none"> • Assistant Superintendent of Secondary Education. • CTE Coordinator. • Transition Coordinator. • Coordinator and Assistant Coordinator of Guidance. • Guidance Counselors. • Coordinator of Funded Programs. • Principal, Evening High School. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture.
Practice	UPK-12 classrooms will integrate structured career exploration, civic learning and identity building.	Scale "I AM / WE ARE" identity and mentoring projects throughout the district by 2030 (UPK-12).	<ul style="list-style-type: none"> • Y1: Develop model units and pilot. • Y2-3: Expand pilot and train. • Y4-5: Full implementation with parent/family showcases. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Strategic Partners, Leading with Hearts and Minds. • Elementary & Secondary Principals. • TOSAs and/or ELA/Math Consultants. • Elementary Teachers. 	<ul style="list-style-type: none"> • Social-Emotional Learning. • School District Culture. • Parent and Community Engagement.
		PLUS+ Expos and student-led presentations across all grade spans (K-12), including but not limited to "I AM/WE ARE" experiences.	<ul style="list-style-type: none"> • Y1: Launch in secondary. • Y2-3: Pilot in elementary. • Y4-5: Annual K-12 events. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Building Leaders includes Principals and Assistant Principals. • Coordinator of Fine and Performing Arts. • Coordinator of Funded Programs. • UPK-12 Classroom Teachers. • Library Media Specialists. • SIT Teams. 	<ul style="list-style-type: none"> • Social-Emotional Learning. • School District Culture. • Parent and Community Engagement.

GOAL TYPE	STRATEGIC GOAL	SIGNATURE INITIATIVES	TIMELINE	RESPONSIBLE STAFF	ALIGNED STRATEGIC OBJECTIVE
		Expand Naviance-based career planning, use of interest inventories, and electronic portfolio/ Individual Graduation Plan (IGP)s (Secondary:(6-12).	<ul style="list-style-type: none"> • Y1: Refine tools and add to eSchool. • Y2-5: Full implementation. 	<ul style="list-style-type: none"> • Assistant Superintendent of Secondary Education. • Coordinator and Assistant Coordinator of Guidance. • Guidance Counselors. • Coordinator of Funded Programs. • Curriculum Coordinators. • Secondary Teachers. • Coordinator of CTE. • eSchool Data Expert. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional. • Parent and Family Engagement.
Systems	The district will implement tools to track PLUS+ pathways, advising, and credential attainment.	Build early awareness interest inventories, tools and language for PLUS+ readiness in elementary settings (UPK-5).	<ul style="list-style-type: none"> • Y1-2: Co-create tools with teachers. • Y3-5: Integrate into instruction. 	<ul style="list-style-type: none"> • Assistant Superintendent of Elementary Education. • Curriculum Coordinators. • Elementary Teachers. • Literacy TOSAs and/or Consultants. • Director of Information Technologies & Libraries. • Library Media Specialists. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional.
		Develop PLUS+ dashboards aligned to digital portfolios and/or Individual Graduation Plans (IGPs) for school leaders and families in English and Spanish (K-12).	<ul style="list-style-type: none"> • Y1: Define metrics. • Y2: Build prototype. • Y3-5: Train and roll out. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Director of Programs and Policy. • Coordinator and Assistant Coordinators of Bilingual Education. • Coordinator of Funded Programs. • Director and Coordinator of Information Technology. • Director of Information Technology & Libraries. • Library Media Specialists. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional.
		Integrate interest inventory and Naviance data to support personalized advising (Grades 6-12).	<ul style="list-style-type: none"> • Y1: Staff PD. • Y2-3: Begin integration. • Y4-5: Optimize use. 	<ul style="list-style-type: none"> • Coordinator of Science and Technology. • Coordinator of Funded Programs. • Coordinator and Assistant Coordinator of Guidance. • Guidance Counselors. • Director and Coordinator of Information Technologies. • Director of Information Technology & Libraries • Library Media Specialists. 	<ul style="list-style-type: none"> • Family and Community Engagement. • Student Academic Success. • School District Culture. • Social-emotional.

GOAL TYPE	STRATEGIC GOAL	SIGNATURE INITIATIVES	TIMELINE	RESPONSIBLE STAFF	ALIGNED STRATEGIC OBJECTIVE
LOGIC MODEL SAGE AREA: MEANINGFUL AND RELEVANT INSTRUCTION AND ASSESSMENT					
Vision: Creating student-centered classrooms that affirm identity, promote inquiry and connect learning to life beyond school.					
Student Outcome	Students will engage in instruction that is personalized, purposeful and rigorous, supporting both academic mastery and personal growth.	Implement UPK-5 cross-curricula project and passion-based learning and assessment experiences that embed identity, voice, choice and inquiry.	<ul style="list-style-type: none"> • Y1: Develop sample units. • Y2-3: Pilot and train. • Y4-5: Scale across grades. 	<ul style="list-style-type: none"> • Assistant Superintendent of Elementary Education. • Elementary Principals • CAC Committees. • Curriculum Coordinators. • Elementary Teachers and Curriculum Writers. • Literacy TOSAs and/or ELA/Math Consultants. • Library Media Specialists. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional.
		Expand interdisciplinary, culturally responsive project and passion-based learning and assessment experiences with real-world application in secondary content areas (6-12).	<ul style="list-style-type: none"> • Y1: Co-plan pilot units. • Y2-3: Embed in curriculum maps. • Y4-5: Monitor and refine. 	<ul style="list-style-type: none"> • Coordinator and Assistant Coordinator of ELA. • CAC Committees. • ELA Department Heads. • Secondary Principals. • PLAN Pilot Teachers. • Districtwide DASA Coordinator. • Classroom Teachers and Curriculum Writers. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture • Social-emotional.
Practice	Teachers will design learning experiences that are culturally and developmentally responsive and aligned to PLUS+ competencies.	Implement “I AM / WE ARE” and mentoring journaling practices in ELA and social studies (K-8).	<ul style="list-style-type: none"> • Y1: Introduce model lessons. • Y2-5: Embed in annual curriculum cycles. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Coordinator and Assistant Coordinator of ELA and Social Studies. • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • TOSAs and/or ELA Consultants. • K-8 Classroom Teachers. • Family Community Liaison. • McKinney Vento Liaison. 	<ul style="list-style-type: none"> • School District Culture. • Social-emotional.
		Facilitate student-led portfolio and/or Individual Graduation Plan (IGP) reviews that integrate SEL and academic reflection (UPK-12).	<ul style="list-style-type: none"> • Y1-2: Pilot reflection protocols. • Y3-5: Districtwide portfolio review rollout. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • UPK-12 Teachers and Curriculum Writers. • Literacy TOSAs and/or Consultants. • Library Media Specialists. • Coordinator of Funded Programs. • SIT Teams. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional.
Systems	The district will adopt and monitor a K-12 instructional framework that promotes coherence, reflection and high expectations for every learner.	Develop and publish PLUS+ horizontally and vertically-aligned curriculum maps and pacing guides.	<ul style="list-style-type: none"> • Y1-2: Finalize and train. • Y3-5: Implement and monitor. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • UPK-12 Curriculum Writers. • Coordinator of Funded Programs. • Director of Information Technologies & Libraries 	<ul style="list-style-type: none"> • Student Academic Success.
		Design and/or adopt classroom environment mapping tools to support inclusive, cross-curricular, project and passion-based learning and assessment experiences.	<ul style="list-style-type: none"> • Y1: Develop tools. • Y2: Launch pilot initiative. • Y3-5: Review, adjust, and scale districtwide. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Assistant Superintendent of Business and Operations. • Curriculum Coordinators. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Facilities Team. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture.

GOAL TYPE	STRATEGIC GOAL	SIGNATURE INITIATIVES	TIMELINE	RESPONSIBLE STAFF	ALIGNED STRATEGIC OBJECTIVE
LOGIC MODEL SAGE AREA: GROWTH CULTURE					
Vision: Fostering safe, supportive and inclusive school communities that affirm identity and promote wellness, reflection and continuous growth.					
Student Outcome	Students will report increased levels of belonging, identity safety and confidence in navigating school and life transitions.	Implement daily SEL morning meetings and identity circles in elementary classrooms (UPK-5).	<ul style="list-style-type: none"> • Y1: Develop scope and sequence. • Y2-3: Pilot. • Y4-5: Full integration. 	<ul style="list-style-type: none"> • Assistant Superintendent of Elementary Education. • Elementary Principals. • Elementary Classroom Teachers and Curriculum Writers. • TOSAs and/or ELA/Math Consultants. 	<ul style="list-style-type: none"> • School District Culture. • Social-emotional.
		Use transition-year reflections as part of vertical heritage routines to build identity continuity across grades (e.g., 2→3, 5→6, 8→9). Letters to the student who will occupy this seat.	<ul style="list-style-type: none"> • Y1: Develop tools. • Y2: Pilot. • Y3-5: Integrate. 	<ul style="list-style-type: none"> • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Coordinator and Assistant Coordinator of Guidance. • Guidance Counselors. • Classroom Teachers. • SIT Teams. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture • Social-emotional. • Parent and Family Engagement.
		Launch building-based Belonging Teams focused on inclusion, climate and wellness to monitor student experience data and guide school culture efforts.	<ul style="list-style-type: none"> • Y1-2: Identify leads and hold meetings. • Y3-5: Implement action plans. 	<ul style="list-style-type: none"> • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Coordinator of Funded Programs. • SIT Teams. 	<ul style="list-style-type: none"> • School District Culture. • Social-emotional. • Parent and Family Engagement.
Practice	Staff will implement restorative, trauma-informed and identity-affirming practices that support every student's development.	Expand PBIS and restorative practices within the broader MTSS framework across elementary and secondary schools, respectively.	<ul style="list-style-type: none"> • Y1-3: Continue implementation. • Y4-5: Refine and sustain. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Special Services Leadership Team. • CAC Committees. • MTSS and AIS Committees. • Building-based MTSS Teams. • Restorative Care Coaches. • Principals and Assistant Principals. • Classroom Teachers. 	<ul style="list-style-type: none"> • School District Culture. • Social-emotional. • Parent and Family Engagement.
		Build reflection-based classroom management routines that promote agency and dignity.	<ul style="list-style-type: none"> • Y1-2: Co-design routines. • Y3-5: Implement. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Special Services Leadership Team. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Restorative Care Coaches. 	<ul style="list-style-type: none"> • School District Culture. • Social-emotional.
Systems	The district will embed PLUS+ culture indicators into its MTSS framework and build tools to monitor student experiences.	Align PLUS+ identity, SEL and culture indicators with MTSS practices within Branching Minds (UPK-12).	<ul style="list-style-type: none"> • Y1: Crosswalk development. • Y2: PD and tools. • Y3-5: Monitor and adjust. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Special Services Leadership Team. • CAC Committees. • MTSS and AIS Committees. • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Coordinator of Funded Programs. • SIT Teams. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional. • Parent and Family Engagement.

GOAL TYPE	STRATEGIC GOAL	SIGNATURE INITIATIVES	TIMELINE	RESPONSIBLE STAFF	ALIGNED STRATEGIC OBJECTIVE
LOGIC MODEL SAGE AREA: EMPOWERED STAKEHOLDERS					
Vision: Engaging students, families, staff and community partners as active collaborators in school success and student growth.					
Student Outcome	Students will report increased access to trusted adults, greater ownership of their learning, and stronger connections to family, culture and community.	Implement student-led interest inventory and/or electronic portfolio/ Individual Graduation Plan (IGP) conferences across all grade spans, starting with pilot buildings.	<ul style="list-style-type: none"> • Y1: Develop sample units. • Y2-3: Pilot and train. • Y4-5: Scale across grades. 	<ul style="list-style-type: none"> • Assistant Superintendent of Elementary Education. • CAC Committees. • Curriculum Coordinators. • Elementary Teachers and Curriculum Writers. • Literacy TOSAs and/or ELA/Math Consultants. • Library Media Specialists. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional. • Parent and Family Engagement.
		Expand PLUS+ student ambassador and peer mentorship programs aligned to the I AM/WE ARE initiative.	<ul style="list-style-type: none"> • Y1: Identify ambassadors and launch in select elementary and middle schools, and the High School. • Y2-5: Embed in orientation and events. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Coordinator of Funded Programs. • SIT Teams. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional. • Parent and Family Engagement.
Practice	Schools will establish structures for co-creation and two-way communication with students and families.	Launch Graduation PLUS+ family identity nights, student showcases and cultural celebrations (K-12).	<ul style="list-style-type: none"> • Y1-2: Planning and pilots. • Y3-5: Annual events at each building. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Director of Programs and Policy. • Districtwide DASA Coordinator. • Principals and Assistant Principals. • Building-Based Belonging Teams. • Coordinator of Funded Programs. • SIT Teams. 	<ul style="list-style-type: none"> • School District Culture. • Social-emotional. • Parent and Family Engagement.
		Create multilingual communication tools that explain PLUS+ pathways and supports.	<ul style="list-style-type: none"> • Y1: Translate key resources. • Y2: Digitize • Y3-5: Sustain updates 	<ul style="list-style-type: none"> • Director of Programs and Policy • Coordinator and Assistant Coordinators of Bilingual Education • Director and Coordinator of Information Technologies • Central Office Translators 	<ul style="list-style-type: none"> • School District Culture. • Parent and Family Engagement.
Systems	The district will build infrastructure to support stakeholder engagement, student voice and inclusive leadership.	Establish student and family Graduation PLUS+ advisory councils in all buildings.	<ul style="list-style-type: none"> • Y1: Design model. • Y2-3: Launch pilots. • Y4-5: Scale. 	<ul style="list-style-type: none"> • Assistant Superintendents of Elementary and Secondary Education. • Special Services Leadership Team. • Director of Programs and Policy. • Districtwide DASA Coordinator. • Building-Based Belonging Teams. • Coordinator of Funded Programs. • SIT Teams. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional. • Parent and Family Engagement.
		Implement annual student and family experience surveys aligned to PLUS+ indicators.	<ul style="list-style-type: none"> • Y1: Design instruments. • Y2: Launch baseline. • Y3-5: Analyze and respond. 	<ul style="list-style-type: none"> • Director of Programs and Policy. • Coordinator of Funded Programs. 	<ul style="list-style-type: none"> • Student Academic Success. • School District Culture. • Social-emotional. • Parent and Family Engagement.

Monitoring Progress and Public Accountability



The implementation of the Graduation PLUS+ Strategic Plan will be monitored closely and transparently throughout the five-year implementation period. The district's Cabinet, led by the Director of Programs and Policy, in partnership with Elementary and Secondary Leadership Teams, the Curriculum Advisory Council, Curriculum Coordinators, the Coordinator of Funded Programs and SIT Teams, will lead the ongoing monitoring process. Annual reports will be publicly shared and will include both academic and nonacademic indicators aligned to the district's four SAGE strategic charge areas.

Importantly, the monitoring process will include a systematic review of the operational plans that originally informed the conceptual framework of Graduation PLUS+. These include:

- Districtwide School Improvement Team plans.
- School Comprehensive Educational Plans (SCEP).
- The district's annual Title-Funded Consolidated Application, including established goals under Titles I, II, III, III Immigrant and IV.
- The district's Special Services Plan, Technology Plan and District-Wide Safety Plan.

Each of these plans is intentionally designed to improve outcomes for special populations where needs are evident, including Multilingual Learners (MLLs), students with disabilities and historically marginalized youth. As such, key benchmark metrics tied to Core Strategic Plan goals will include subgroup analysis, enabling the district to respond nimbly to the evolving needs of every student.

Each year, the district will identify priority “look-for” indicators tied to Graduation PLUS+ signature initiatives. These indicators will guide quarterly school and departmental reflections, inform resource allocation and shape implementation supports. Midyear reviews will offer opportunities to assess progress within each SAGE area and adjust as needed to ensure fidelity and impact. (See Appendix A for the Strategic Initiative Benchmark Monitoring Table.)

Progress dashboards will include both districtwide and building-level data, supporting transparency and enabling responsive, localized decision-making. Stakeholders, including students, families and community partners, will be invited to participate in regular reflection cycles through town halls, advisory groups and strategic forums.

In addition to annual public reporting, the district will continue to monitor both implementation indicators (e.g., program participation, access to supports, family engagement) and outcome indicators (e.g., achievement, attendance, graduation and school climate). These indicators will be used to inform midcycle refinements to district and school-level goals, programs and investments, ensuring that Graduation PLUS+ remains a living strategy grounded in equity, excellence and continuous improvement.

Strategic Budgeting to Support Graduation PLUS+

Brentwood Union Free School District is committed to ensuring that every aspect of the Graduation PLUS+ Core Strategic Plan is strategically resourced. Through coordinated use of Foundation Aid, the General Fund, and a broad portfolio of federal and state grants, the district is advancing its mission to graduate every student with a PLUS+: a credential, distinction and a purpose.

General Fund and Foundation Aid

Foundation Aid and general operating funds support the district’s long-term instructional and operational infrastructure. These funds sustain:

- MTSS implementation staffing, scheduling supports and student support personnel.
- Curriculum alignment and instructional materials tied to Graduation PLUS+ competencies.
- Block scheduling rollout, building leadership development and instructional coaching.
- Maintenance of safe and equitable learning environments, including facilities and classroom modernization.

STRATEGIC GRANT ALIGNMENT TO GRADUATION PLUS+ INITIATIVES		
GRANT SOURCE	STRATEGIC USE IN BUFSD	ALIGNED GRADUATION PLUS+ INITIATIVE(S)
Title I, Part A	Academic intervention, family engagement and tiered student supports in high-needs schools.	<ul style="list-style-type: none"> • Graduation PLUS+ family identity nights, student showcases and cultural celebrations. • Establish student and family Graduation PLUS + advisory councils in all buildings.
Title II, Part A	Professional development for instructional leaders and teachers, including MTSS, math pilot.	<ul style="list-style-type: none"> • MTSS-aligned PD (i.e., Branching Minds). • Standard Progress Monitoring Practices. • Restorative Practices and PBIS. • Development and use of Interest Inventories.
Title III, Part A (ELL/ Immigrant)	Bilingual programs, newcomer supports and culturally sustaining instructional materials.	<ul style="list-style-type: none"> • Expand Seal of Biliteracy accessibility. • Create multilingual communication tools that explain PLUS+ pathways and supports. • ENL/Graduation PLUS+ Curriculum Alignment. • Graduation PLUS+ Advising for Multilingual Learners.
Title IV, Part A	Enhancing civic readiness, SEL integration and digital learning environments.	<ul style="list-style-type: none"> • Seal of Civic Readiness Expansion. • Digital Tools for Career Exploration (e.g., Naviance). • Expand interdisciplinary, culturally responsive project and passion-based learning and assessment experiences with real-world application.
Stronger Connections Grant	Enhancing student safety, climate, and belonging through MTSS, trauma-informed practices, counseling supports, and restorative systems.	<ul style="list-style-type: none"> • MTSS-aligned PD (i.e., Branching Minds). • Expand PBIS and restorative practices within the broader MTSS framework across elementary and secondary schools, respectively. • Align PLUS+ identity, SEL, and culture indicators with MTSS practices within Branching Minds.

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Strategic Budgeting to Support Graduation PLUS+

STRATEGIC GRANT ALIGNMENT TO GRADUATION PLUS+ INITIATIVES		
GRANT SOURCE	STRATEGIC USE IN BUFSD	ALIGNED GRADUATION PLUS+ INITIATIVE(S)
RISWP	Support for Refugee and Immigrant Students and Families.	<ul style="list-style-type: none"> I AM/WE Are Initiative. Where I'm From Poem.
McKinney-Vento	Ensures full participation and wraparound support for students experiencing housing instability.	<ul style="list-style-type: none"> Access to transportation for work-based learning and CTE experiences. Build reflection-based classroom management routines that promote agency and dignity.
My Brother's Keeper (MBK)	Civic leadership development, mentoring and pathway programming for historically underserved student groups.	<ul style="list-style-type: none"> Use transition-year reflections as part of vertical heritage routines to build identity continuity across grades. Scale I AM / WE ARE identity and mentoring projects throughout the district.
IDEA Section 611	Special education instructional personnel related services, and inclusive curriculum access for school-age students with disabilities.	<ul style="list-style-type: none"> MTSS crosswalk with PLUS+ values. Belonging-centered classroom management and dignity-based routines SEL dashboards
IDEA Section 619	Early intervention and inclusive practices for students with disabilities ages 3-5.	<ul style="list-style-type: none"> UPK-2 SEL morning meetings and identity-affirming routines. Reflection tools and transition supports for preschool and K-2.

Oversight and Accountability

- The Superintendent's Cabinet ensures all funding is tied to strategic goals and aligned initiatives.
- Annual budget cycles are synchronized with the logic model and reviewed publicly via Board presentations.
- Stakeholders will receive annual updates on strategic investments via the Strategic Plan Progress Report and public-facing dashboard.

Appendix A, Graduation PLUS+ Strategic Initiative Benchmark Monitoring Table

SAGE AREA	SIGNATURE INITIATIVES	SAMPLE LOOK-FORS / BENCHMARKS	CHECKPOINTS	PRIMARY OWNER(S)
Success Pathways	Pilot early PLUS+ pathway awareness through interest inventories and increased cross-curricula project and passion-based learning and assessment opportunities with embedded student choice (UPK-5).	UPK-5 students complete interest inventories and engage in cross-curricular projects with embedded choice-	Quarter 1	<ul style="list-style-type: none"> Assistant Superintendent of Elementary Education Coordinator and Assistant Coordinator of Guidance CAC Committees Curriculum Coordinators Elementary Principals Classroom Teachers and Curriculum Writers
Success Pathways	Scale awareness, accessibility and attainment of NYSED Seals of Civic Readiness and Biliiteracy (grades 6-12).	Increased Seal attainment; implementation of civic learning rubrics and Biliiteracy scaffolds.	Quarter 2	<ul style="list-style-type: none"> Assistant Superintendent of Secondary Education Coordinator and Assistant Coordinator of Guidance Coordinator and Assistant Coordinators of Bilingual Education Coordinator of Social Studies Secondary Principals Classroom Teachers and Curriculum Writers
Success Pathways	Expand access to approved CTE Pathways, dual enrollment and pre-apprenticeships in high-demand fields (grades 9-12).	Enrollment growth in CTE and dual credit; participation in apprenticeships tracked via Naviance.	Quarter 3	<ul style="list-style-type: none"> Assistant Superintendent of Secondary Education CTE Coordinator Transition Coordinator Coordinator and Assistant Coordinator of Guidance Guidance Counselors Coordinator of Funded Programs Principal, Evening High School
Success Pathways	Scale I AM / WE ARE identity and mentoring projects throughout the district by 2030 (UPK-12).	Identity journals and reflection artifacts visible in grades K-12 across content areas.	Quarter 4	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Director of Programs and Policy Districtwide DASA Coordinator Building-Based Belonging Teams Strategic Partners, Leading with Hearts and Minds Elementary Principals TOSAs and/or ELA/Math Consultants Elementary Teachers

Appendix A, Graduation PLUS+ Strategic Initiative Benchmark Monitoring Tables

SAGE AREA	SIGNATURE INITIATIVES	SAMPLE LOOK-FORS / BENCHMARKS	CHECKPOINTS	PRIMARY OWNER(S)
Success Pathways	PLUS+ Expos and student-led presentations across all grade spans (K-12), including but not limited to I AM/WE ARE experiences.	Each school hosts at least one PLUS+ Expo with student-led presentations and pathway exhibitions.	Semester End	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Building Leaders Coordinator of Fine and Performing Arts Coordinator of Funded Programs UPK-12 Classroom Teachers Library Media Specialists SIT Teams
Success Pathways	Expand Naviance-based career planning, use of interest inventories and electronic portfolio/ Individual Graduation Plans (IGPS) (Secondary: 6-12).	Grades 6-12 students complete career cluster surveys and build graduation plans in Naviance.	Monthly	<ul style="list-style-type: none"> Assistant Superintendent of Secondary Education Coordinator and Assistant Coordinator of Guidance Guidance Counselors Coordinator of Funded Programs Curriculum Coordinators Secondary Teachers eSchool Data Expert
Success Pathways	Build early awareness interest inventories, tools and language for PLUS+ readiness in elementary settings (UPK-5).	UPK-5 students complete early awareness interest inventories and related tools/resources.	Quarter 1 and 3	<ul style="list-style-type: none"> Assistant Superintendent of Elementary Education Curriculum Coordinators Elementary Teachers Literacy TOSAs and/or Consultants Library Media Specialists
Success Pathways	Develop PLUS+ dashboards aligned to digital portfolios and/or Individual Graduation Plans (IGPs) for school leaders and families in English and Spanish (K-12).	PLUS+ dashboards operational in eSchool and/or the Parent Portal.	Quarter 2 and 4	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Director of Programs and Policy Coordinator and Assistant Coordinators of Bilingual Education Coordinator of Funded Programs Director and Coordinator of Information Technology Library Media Specialists
Success Pathways	Integrate interest inventory and Naviance data to support personalized advising (grades 6-12).	Credential dashboards functional in eSchool; guidance teams track PLUS+ distinctions per student.	Quarter 4	<ul style="list-style-type: none"> Coordinator of Science and Technology Coordinator of Funded Programs Coordinator and Assistant Coordinator of Guidance Guidance Counselors Director and Coordinator of Information Technologies Library Media Specialists

Appendix A, Graduation PLUS+ Strategic Initiative Benchmark Monitoring Table

SAGE AREA	SIGNATURE INITIATIVES	SAMPLE LOOK-FORS / BENCHMARKS	CHECKPOINTS	PRIMARY OWNER(S)
Meaningful and Relevant Instruction and Assessment	Implement UPK-5 cross-curricula project and passion-based learning and assessment experiences that embed identity, voice, choice and inquiry.	UPK-5 students engage in cross curricula project and passion-based learning and assessment experiences that embed identity, voice, choice and inquiry.	Quarter 2	<ul style="list-style-type: none"> Assistant Superintendent of Elementary Education CAC Committees Curriculum Coordinators Elementary Teachers and Curriculum Writers Literacy TOSAs and/or ELA/Math Consultants Library Media Specialists
Meaningful and Relevant Instruction and Assessment	Expand interdisciplinary, culturally responsive project and passion-based learning and assessment experiences with real-world application in secondary content areas (6-12).	Secondary students design interdisciplinary projects tied to real-world application and career interests.	Quarter 3	<ul style="list-style-type: none"> Coordinator and Assistant Coordinator of ELA CAC Committees ELA Department Heads Secondary Principals PLAN Pilot Teachers Districtwide DASA Coordinator Classroom Teachers and Curriculum Writers
Meaningful and Relevant Instruction and Assessment	Implement I AM / WE ARE and mentoring journaling practices in ELA and social studies (K-8).	K-8 Students regularly use journals to reflect on identify, strengths and connections to learning in ELA and social studies settings.	Quarter 4	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Coordinator and Assistant Coordinator of ELA and Social Studies Director of Programs and Policy Districtwide DASA Coordinator Building-Based Belonging Teams TOSAs and/or ELA Consultants K-8 Classroom Teachers
Meaningful and Relevant Instruction and Assessment	Facilitate student-led portfolio and/or Individual Graduation Plan (IGP) reviews that integrate SEL and academic reflection (UPK-12).	Students engage in self-reflective portfolio reviews.	Quarter 1	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education UPK-12 Teachers and Curriculum Writers Literacy TOSAs and/or Consultants Library Media Specialists Coordinator of Funded Programs SIT Teams
Meaningful and Relevant Instruction and Assessment	Develop and publish PLUS+ horizontally and vertically aligned curriculum maps and pacing guides.	Curriculum maps annotated with PLUS+ competencies; teacher planning reflects integration.	Quarter 2	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education UPK-12 Curriculum Writers Coordinator of Funded Programs

Appendix A, Graduation PLUS+ Strategic Initiative Benchmark Monitoring Table

SAGE AREA	SIGNATURE INITIATIVES	SAMPLE LOOK-FORS / BENCHMARKS	CHECKPOINTS	PRIMARY OWNER(S)
Meaningful and Relevant Instruction and Assessment	Design and/or adopt classroom environment mapping tools to support inclusive, cross-curricular, project and passion-based learning and assessment experiences.	Development of environment maps that support inclusive, cross-curricular, project and passion-based learning and assessment experiences.	Quarter 3	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Assistant Superintendent of Business and Operations Curriculum Coordinators Districtwide DASA Coordinator Building-Based Belonging Teams Facilities Team
Growth Culture	Implement daily SEL morning meetings and identity circles in elementary classrooms (UPK-5).	Evidence of standard UPK-5 identify circles/activities.	Quarter 4	<ul style="list-style-type: none"> Assistant Superintendent of Elementary Education Elementary Principals Elementary Classroom Teachers and Curriculum Writers TOSAs and/or ELA/Math Consultants
Growth Culture	Use transition-year reflections as part of vertical heritage routines to build identity continuity across grades (e.g., 2→3, 5→6, 8→9). Letters to the student who will occupy this seat.	Transition-year reflections used as part of I AM/WE ARE rituals. "Letter to myself."	Quarter 1	<ul style="list-style-type: none"> Director of Programs and Policy Districtwide DASA Coordinator Building-Based Belonging Teams Coordinator and Assistant Coordinator of Guidance Guidance Counselors Classroom Teachers SIT Teams
Growth Culture	Expand PBIS and restorative practices within the broader MTSS framework across elementary and secondary schools, respectively.	Increase in restorative circles and practices, reduction in reliance on exclusionary practices.	Quarter 1	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Special Services Leadership Team CAC Committees MTSS and AIS Committees Building-based MTSS Teams Restorative Care Coaches Principals and Assistant Principals Classroom Teachers
Growth Culture	Build reflection-based classroom management routines that promote agency and dignity.	Increased use of self-reflection based activities.	Quarter 3	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Special Services Leadership Team Districtwide DASA Coordinator Building-Based Belonging Teams Restorative Care Coaches
Growth Culture	Align PLUS+ identity, SEL, and culture indicators with MTSS practices within Branching Minds (UPK-12).	Evidence of alignment within the Branching Minds software suite.	Quarter 4	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Special Services Leadership Team CAC Committees MTSS and AIS Committees Director of Programs and Policy Districtwide DASA Coordinator Building-Based Belonging Teams Coordinator of Funded Programs SIT Teams

Appendix A, Graduation PLUS+ Strategic Initiative Benchmark Monitoring Table

SAGE AREA	SIGNATURE INITIATIVES	SAMPLE LOOK-FORS / BENCHMARKS	CHECKPOINTS	PRIMARY OWNER(S)
Empowered Stakeholders	Implement student-led interest inventory and/or electronic portfolio/ Individual Graduation Plan (IGP) conferences across all grade spans, starting with pilot buildings.	Councils meet quarterly and provide input on school culture and PLUS+ strategy.	Ongoing	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Coordinator and Assistant Coordinator of Guidance Guidance Counselors Director and Coordinator of Information Technology Principals Classroom Teachers
Empowered Stakeholders	Expand PLUS+ student ambassador and peer mentorship programs aligned to the I AM/WE ARE initiative.	Ambassadors share PLUS+ experiences in newsletters, videos, and public events.	Quarter 2 and 4	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Director of Programs and Policy Districtwide DASA Coordinator Building-Based Belonging Teams Coordinator of Funded Programs SIT Teams
Empowered Stakeholders	Launch Graduation PLUS+ family identity nights, student showcases and cultural celebrations (K-12).	Ambassadors collaborate with school teams to promote Graduation PLUS+ to peers and families.	Quarter 3	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Director of Programs and Policy Districtwide DASA Coordinator Principals and Assistant Principals Building-Based Belonging Teams Coordinator of Funded Programs SIT Teams
Empowered Stakeholders	Create multilingual communication tools that explain PLUS+ pathways and supports.	Distribution of tools through various means and mediums.	Quarter 2	<ul style="list-style-type: none"> Director of Programs and Policy Coordinator and Assistant Coordinators of Bilingual Education Director and Coordinator of Information Technologies Central Office Translators
Empowered Stakeholders	Establish student and family Graduation PLUS+ advisory councils in all buildings.	Councils meet quarterly and provide input on school culture and PLUS+ strategy.	Quarter 4	<ul style="list-style-type: none"> Assistant Superintendents of Elementary and Secondary Education Special Services Leadership Team Director of Programs and Policy Districtwide DASA Coordinator Building-Based Belonging Teams Coordinator of Funded Programs SIT Teams
Empowered Stakeholders	Implement annual student and family experience surveys aligned to PLUS+ indicators.	Completed surveys analyzed for patterns and trends.	Quarter 3	<ul style="list-style-type: none"> Director of Programs and Policy Coordinator of Funded Programs

Appendix B – Graduation PLUS+ Year-by-Year Strategic Priority Grid

YEAR	SAGE AREA	ANNUAL FOCUS
2025-26	Success Pathways	Launch K-5 awareness and identity projects; align CTE expansion planning.
2025-26	Meaningful and Relevant Instruction and Assessment	Implement identity-based learning in UPK-5; finalize instructional frameworks.
2025-26	Growth Culture	Scale PBIS/restorative practice models; train SIT teams in SEL benchmarks.
2025-26	Empowered Stakeholders	Launch identity nights and multilingual family engagement councils.
2026-27	Success Pathways	Scale Naviance planning tools and early credential programs.
2026-27	Meaningful and Relevant Instruction and Assessment	Embed interdisciplinary projects and formative feedback cycles.
2026-27	Growth Culture	Develop SEL dashboards and climate reflection tools.
2026-27	Empowered Stakeholders	Pilot student-led conferences and advisory teams.
2027-28	Success Pathways	Expand dual enrollment and internship access; pilot credential dashboards.
2027-28	Meaningful and Relevant Instruction and Assessment	Expand project-based learning; monitor CAC curriculum alignment.
2027-28	Growth Culture	Formalize MTSS Tier 1–2–3 practices and reflection protocols.
2027-28	Empowered Stakeholders	Elevate PLUS+ Ambassadors and advisory voices.
2028-29	Success Pathways	Refine PLUS+ Expo model and advisory supports.
2028-29	Meaningful and Relevant Instruction and Assessment	Integrate student portfolios and reflection tools.
2028-29	Growth Culture	Evaluate equity training outcomes and behavior support models.
2028-29	Empowered Stakeholders	Expand advisory feedback loops and mentor partnerships.
2029-30	Success Pathways	Sustain and evaluate PLUS+ credential tracking systems.
2029-30	Meaningful and Relevant Instruction and Assessment	Evaluate instructional model coherence and student outcomes.
2029-30	Growth Culture	Sustain inclusive growth culture practices K-12.
2029-30	Empowered Stakeholders	Institutionalize stakeholder co-leadership and partnership hubs.



Special Thanks

FROM THE SUPERINTENDENT

The Graduation PLUS+ Core Strategic Plan is not merely a document; it is a shared commitment. A collective vision shaped by the voices, hopes and determination of our entire Brentwood community. It reflects who we are, where we've been and where we boldly intend to go—together.

This plan would not exist without the deep engagement of our stakeholders, each of whom contributed their perspectives, experiences and aspirations to its design. I want to express my heartfelt gratitude to:

- Our students, including members of the My Brother's Keeper program, Take a Look at Teaching scholars, the COPA Club, Girls Inc., Girls United, Student Council, and the many student roundtable participants who courageously shared their truths and envisioned a brighter future.
- Our families, including our dedicated PTA, SEPTA, and PTSA members, who participated in Graduation PLUS+ town halls, surveys, identity nights and student showcases across every building.
- Our dedicated teaching assistants, who spoke with both pride and purpose during their Superintendent's Roundtable and reminded us of the power of service in action.
- Our teachers, pupil personnel, and service providers who engaged with the Graduation PLUS+ framework through over 1,800 reflection and professional learning sessions.
- Our school leaders: Principals, assistant principals and instructional and operational coordinators, who brought the plan to life through SIT plans, CAC alignment templates, and daily leadership in our buildings.
- Our central office team, including our assistant superintendents; the director of programs and policy; coordinator of funded programs; special services and ENL departments; and safety, technology and facilities teams, each of whom brought operational insight and heart to this work.
- Our civic and community partners, including local unions, higher education institutions and municipal collaborators, who affirmed the need for schools that reflect and uplift the communities they serve.
- The Presidents of the BTA and BPSO, whose partnership, leadership, and commitment to excellence helped shape this work in meaningful ways.
- And finally, to the Brentwood Board of Education, whose vision and strong support continue to drive innovation, equity and excellence across our district.

This plan is by you, and for you. It is a living blueprint built on shared purpose and designed to ensure that every Brentwood student, starting in UPK and culminating with a credential in hand, graduates with direction, dignity and distinction.

With pride and commitment,



Wanda Ortiz-Rivera
Superintendent of Schools



BRENTWOOD
UNION FREE SCHOOL DISTRICT

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