2026-2027 Schoolwide Plan for BHS Freshman Campus

Schoolwide Plan Preparation:

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

Staff List

PDF

Staff List by department

BHS Freshman Campus Distribution List 2026-2027

ADMINISTRATION
Reinaldo Latorre
Kelly Buonaspina AP
Nicholas Scott AP

CLERICALS
Camanie Bissondial
Denise Cooper
Sarah Gonzalez Ocasio
Nathalie Martinez- Sr.
Annette Neste- Sr.
Abraham Nieves
Jazmin Peguero
Enileka Roman-Sr.

DEANS
William Krumm
Eddie Ramirez
Stacy Piropato

GUIDANCE COUNSELORS
Agostinho Fernandes
Stephanie Garcia
Janine Gooden
Gloria Jaramillo
Eddie Ramirez

NURSE PRACTITIONER
Helen D'Agostino

NURSE
Diane Molter

HEALTH AIDE
Soraya Rivera

SCHOOL PSYCHOLOGISTS
Renuka McCreight
Justin Mickaliger

SOCIAL WORKERS
Santos Delcid Sorto
Dr. Marilyn Solano

TOSA/MTSS
Erin Gugin
Marc Sumberac

MATH INTERV.
Alexa Armenti

RESTORATIVE COACH
Ashley Acampora

ATTENDANCE
Nick Argentieri

CUSTODIANS
Jonathan Charuk
Mohammed Idress
Lance Flood
Josue Mendez-Chief
Ruben Merced
Mariam Pena
Julio Sanchez – N. Sr

KITCHEN
Akeudy Espinoza Amarante
Yusmely Fuenmayor Blanquicet
Maria Mendez
Dilcia Miranda SC
Sandy Romero Garcia
Elsi Sorto Canales
Olga Vanegas
Marlen Ventura-Adames

RESOURCE
Helen Ani
Tara Carro-Scherer
Carmela Fazio

SPEECH
Faith Padro
Jennifer Perez Mejia

LIBRARY-MEDIA SPECIALIST
Bridget Sitler

BUSINESS
Ann Marie Constantinou
Louise Curci

HEALTH
Scott Buckley

TECHONOLOGY
Joseph C. Bond III

AGRICULTURE CTE
David Grow

E.N.L.
Shinkassha Brown
Jaqueline Colloca
Jacqueline Dixon
Glendaly Gonzalez
Deana Mauro
Michelle Mendell
Lindsey Staebler

ART
Tracy Amtmann
Jason Coyne
Cristalina DeNicola
Meghan Lynch
Nichol Mancaruso

PHYSICAL EDUCATION
Matthew Dickhut
Keith Greene
Kelly LeMin
Stacy Piropato
Alfred Pue

ENGLISH
Catherine Brudi
Erica Coleman
Kelly Edwards
Ariana Garrett
Alana Hoey
Willaim Krumm
Grace Lawrence
Jennifer Loeffler
Stephanie Lynch-Loscalzo
Krystin Messina
Tracy Panebianco
Laura Tracy

MUSIC
Joshua Bedell
Michael Castellano
Zachery Cohen
Jessica Hough
Michael Neglia
Rachel Silvestri
Matthew Tempesta

SPECIAL EDUCATION
Alexa Armstrong
Mary Louise Cairo*
Maureen Grauer*
Joann Gustafson
Connor Jeran*
Sheena Lecakes
Tara Murphy
Nicole Pelletier
Vincent Rella
Christine Ross
Jason Spahn
Kurt Stoeber
Gregory Toussaint
Jordyn Van Deinse

GLOBAL
Ellen Argueta
Michael Brdey
Jason Chase
Christopher Hammond
John Rodriguez
Louis Seda
Colette Snyder
Matthew Tomasi

MATHEMATICS
Arly Argueta
Jaclyn Desz
Doreen Headley
Marc Kaplan
Sean Knapp
Darian Lamere
Erin Laxton
Tara Luce
Rocco Magaletto
Patrick McDermott
Jay Onek
Alyssa Reynoso
Jaclyn Sura

SCIENCE
Frank Aprigliano
Katie Callejas
Laura Demarco
Amy Henris
Scott Malcolm
Shannon McGuire
Nicole Neems
Christopher Neilson
Sonia Raikar
Linda Selvaggio
Briana Sosa
Tad Sterling

WORLD LANG.
Jorge Aranda
Nancy Bonilla
Zulma Campos
Vivian Gaona
Cindy McGuinness
Lauren Michaels
Christine Ross
Kathryn Savage
Suzanne Torres
Iris Urquiza
Nicole Wooley

TEACHER AIDES
Brian Castillo Jiminez
Johana Guerra Rivas
Farha Javaid
Emma Velasquez Ruscito
Alison Watt

TEACHER ASSISTANTS
Nicole Boylan
Shireen Dajani
Kia Marie Moschera
Candice Wilson

MONITOR
Nawidullah Ayar
Tania Collado
Felicia Dobler
Maria Granados (Att)
Carolyn Pearsall
Sumbul Qureshi
Jose Ramos
Clara Yahia

PERM SUBS
Sinead Atkinson
Mackenzie Johnson
Monica Malcolm
Michael Napoli
Tyler Youmans

* - ICT
NEW FAC.

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS)	Grade 9	Ungraded Secondary (UGS)
	d	p	t
*All Students	1,288	1,275	13
Female	625	624	1
Male	663	651	12
*American Indian/Alaska Native	7	7	0
*Black	94	92	2
*Hispanic	1,130	1,120	10
*Asian/Pacific Islander	22	22	0
Asian	21	21	0
Native Hawaiian/Other Pacific Islander	1	1	0
*White	28	27	1
*Multiracial	7	7	0
General Education Students	1,093	1,093	0
*Students with Disabilities	195	182	13
Former Students with Disabilities	19	19	0
Not English Language Learner	1,123	1,114	9
*English Language Learner	165	161	4
Formerly English Language Learner	289	289	0
*Economically Disadvantaged	1,114	1,103	11
Not Economically Disadvantaged	174	172	2
Not Migrant	1,288	1,275	13
Homeless	18	18	0
Not Homeless	1,270	1,257	13
In Foster Care	3	3	0
Not in Foster Care	1,285	1,272	13
Parent Not in Armed Forces	1,288	1,275	13

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/22/26]

District Vision Statement

Graduation PLUS +

Upon Graduation, BUFSD students will be empowered to enter the workforce with the appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students' strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.

School Vision Statement (if applicable)

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

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

School McKinney-Vento Plan:

Our Schoolwide Plan takes into account the needs of migratory children as defined in section 1309(2) *(ESSA Section 1114(b)(1)).* The building principal has identified one staff member (counselor/social worker) who will serve as part of the building level McKinney-Vento Team and representative of the school to communicate with **Michele Stylianos**, the McKinney-Vento District-Level Liaison. The family is notified of the liaison's role in assisting them with their needs. At **Brentwood High School Freshman Campus**, the McKinney- Vento liaison is **Nick Argentieri**.

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

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;
- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	18
Children in Foster Care	3
Migrant Students	0

Schoolwide Plan Development – Consultation and Collaboration

Our Schoolwide Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, district administrators; and, if the plan relates to a secondary school, students *ESSA Section 1114(b)(2).* Please find a list of this year's School Improvement Team (SIT) members below:

Title:	Name:
Parents (More than 1)	Camanie Bissondial Denise Cooper Iris Urquiza Nathalie Martinez
Members of the Community to be served	Shekiah Johnson (Parent)
Teachers-SWP Sub Committee	Tara Luce Tracy Macaluso Zulma Campos Ann Marie Constantinou Patrick McDermott Bridget Sitler Amy Henris Shannon McGuire Alana Hoey Stephanie Garcia Stephanie Lynch-Loscalzo Catherine Brudi Arly Argueta Mary Louise Cairo Nicole Pelletier Alyssa Reynoso Alexa Armenti Ashley Acampora
Principals	Reinaldo Latorre, Principal
Other School Leaders	Nicholas Scott, Assistant Principal Kelly Buonaspina, Assistant Principal
Teaching Assistants	Kia Moschera Nicole Boylan
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer

Specialized Instructional Support Personnel*	Amanda Kohan, Coordinator of Math and Business Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	Abraham Nieves Julio Larrea
Other School Staff *	
Students (for a secondary school)	Student Council Cabinet Member(s):
Other individuals determined by the school	

** if appropriate*

Comprehensive Needs Assessment

Needs Assessment Data

Our Schoolwide Plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6).* Multiple forms of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or interviews. **Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.)** to help identify students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6).*

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

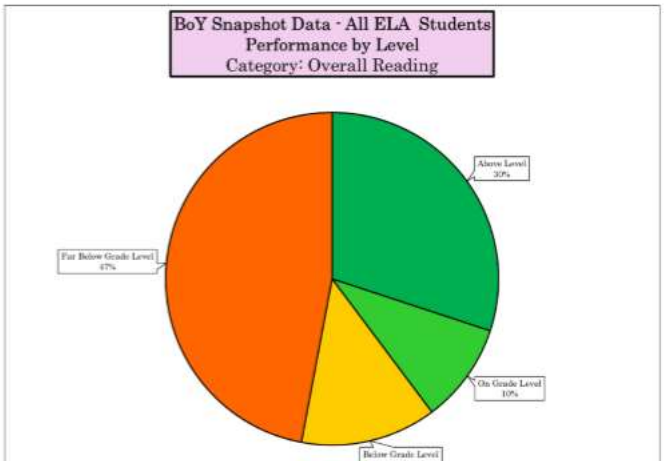
NYSESLAT April 2026 — **Brentwood UFSD**
Freshman Center
Sequence: Level
Sorted by: School

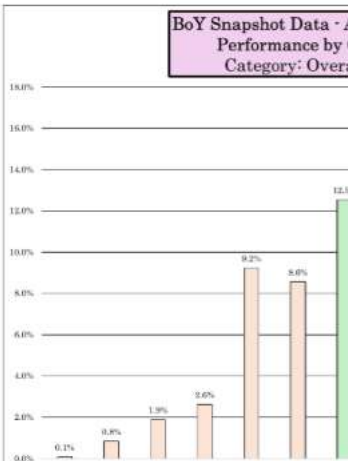
	Entering		Emerging		Transitioning		Expanding		Commanding		Total	
	School	District	School	District	School	District	School	District	School	District	School	District
NYSESLAT 9-12	1 *0.63%*	38 *3.45%*	3 *1.90%*	146 *13.26%*	12 *7.59%*	246 *22.34%*	123 *77.85%*	564 *51.23%*	19 *12.03%*	107 *9.72%*	158 *100%*	1,101

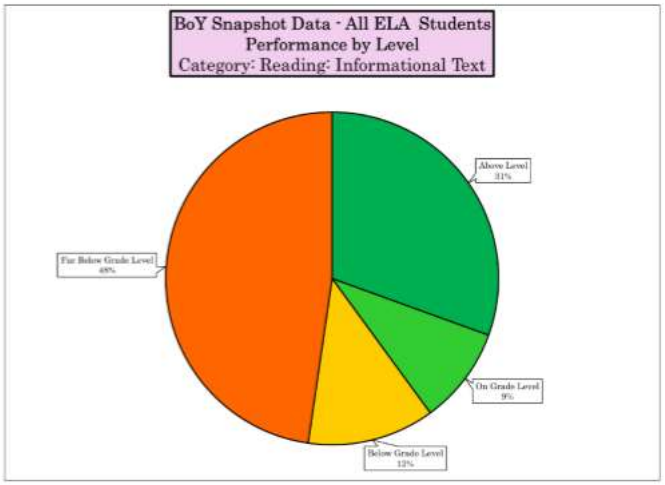
NYSESLAT April 2026 — **Brentwood UFSD**
Freshman Center
Sequence: Level
Sorted by: School

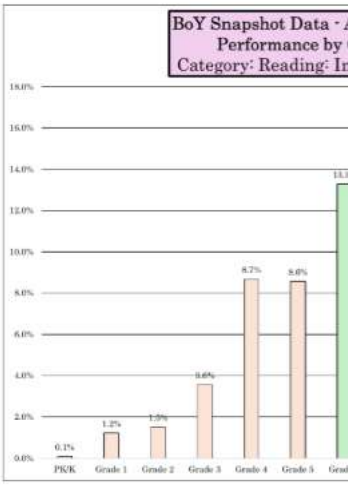
	Entering		Emerging		Transitioning		Expanding		Commanding		Total	
	School	District	School	District	School	District	School	District	School	District	School	District
NYSESLAT 7-8	0 *0.00%*	5 *0.92%*	0 *0.00%*	43 *7.95%*	0 *0.00%*	90 *16.64%*	1 *100.00%*	309 *57.12%*	0 *0.00%*	94 *17.38%*	1 *100%*	541

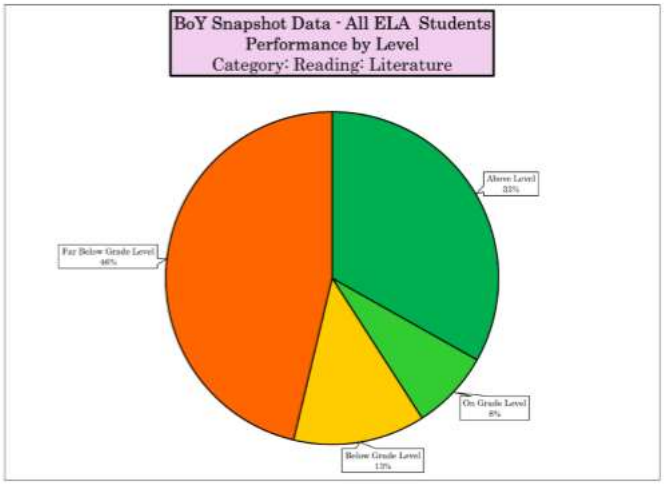
Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady

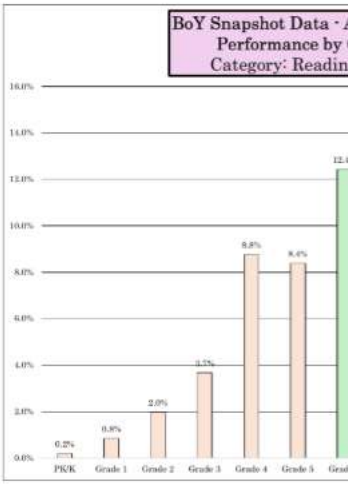












Overview

Beginning-of-Year IXL LevelUp ELA Diagnostic data indicate significant literacy needs among identified student subgroups. While 40.8% of General Education students scored on or above grade level, only 10.6% of SWD students and 6.5% of ELL students reached grade-level proficiency. Additionally, 83.1% of SWD students and 90.3% of ELL students scored in the far-below-grade-level range, highlighting substantial achievement gaps and a need for targeted literacy intervention.

Subgroup ELA Diagnostic Overview

Subgroup data reveal significant disparities in reading achievement. Among SWD students, only 10.6% were on or above grade level, while 83.1% scored far below grade level. Among ELL students, just 6.5% were on or above grade level, and 90.3% scored far below grade level. In contrast, 47.4% of General Education students scored on or above grade level, although 39.8% still performed in the far-below-grade-level range. These results indicate that SWD and ELL students require the greatest levels of support in reading development.

Data-Driven Evidence of Need

ELA diagnostic results demonstrate a clear need for targeted literacy interventions. Nearly 94% of ELL students and 89% of SWD students scored below grade-level expectations, compared to 52.6% of General Education students. The largest concern is the percentage of students performing in the far-below-grade-level range, including 90.3% of ELLs, 83.1% of SWDs, and 39.8% of General Education students. These data support the need for intensive reading instruction, vocabulary development, scaffolded supports, and ongoing progress monitoring to accelerate literacy growth and close achievement gaps.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Regents Algebra I - Jun 2026

Brentwood UFSD
Freshman Center
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	161 21.93%	277 37.74%	260 35.42%	33 4.50%	3 0.41%	734	40.33%
Female	81 22.44%	136 37.67%	126 34.90%	15 4.16%	3 0.83%	361	39.89%
Male	80 21.45%	141 37.80%	134 35.92%	18 4.83%	0 0.00%	373	40.75%
American Indian	0 0.00%	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	66.67%
Black	12 25.53%	17 36.17%	17 36.17%	1 2.13%	0 0.00%	47	38.30%
Hispanic	146 22.22%	252 38.36%	228 34.70%	29 4.41%	2 0.30%	657	39.42%
Asian/Pacific Islander	3 23.08%	1 7.69%	7 53.85%	2 15.38%	0 0.00%	13	69.23%
White	0 0.00%	4 40.00%	4 40.00%	1 10.00%	1 10.00%	10	60.00%
Multiracial	0 0.00%	2 50.00%	2 50.00%	0 0.00%	0 0.00%	4	50.00%
GenEd	140 21.34%	241 36.74%	243 37.04%	29 4.42%	3 0.46%	656	41.92%
SWD	17 27.42%	31 50.00%	11 17.74%	3 4.84%	0 0.00%	62	22.58%
Former SWD	4 25.00%	5 31.25%	6 37.50%	1 6.25%	0 0.00%	16	43.75%
LEP	40 44.94%	33 37.08%	11 12.36%	4 4.49%	1 1.12%	89	17.98%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	143 22.14%	240 37.15%	229 35.45%	31 4.80%	3 0.46%	646	40.71%

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

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Frequency Distribution by Subgroup

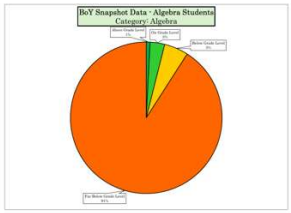
Regents Geometry - Jun 2026

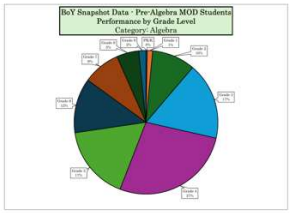
Brentwood UFSD
Freshman Center
Sorted by: School

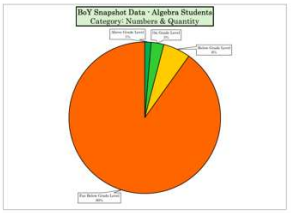
Group	Level 1	Level 2	Level 3	Level 4	Level 5	Total Valid Scores	Percent At Level 3, 4 & 5
All Students	86 21.94%	108 27.55%	114 29.08%	39 9.95%	45 11.48%	392	50.51%
Female	44 22.22%	50 25.25%	61 30.81%	21 10.61%	22 11.11%	198	52.53%
Male	42 21.65%	58 29.90%	53 27.32%	18 9.28%	23 11.86%	194	48.45%
American Indian	0 0.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	100.00%
Black	8 22.22%	12 33.33%	11 30.56%	1 2.78%	4 11.11%	36	44.44%
Hispanic	76 22.49%	92 27.22%	100 29.59%	34 10.06%	36 10.65%	338	50.30%
Asian/Pacific Islander	2 25.00%	1 12.50%	1 12.50%	3 37.50%	1 12.50%	8	62.50%
	0	3	0	1	4		

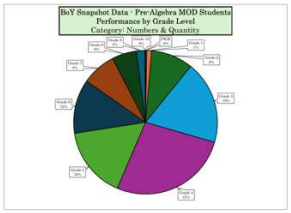
White	0.00%	37.50%	0.00%	12.50%	50.00%	8	62.50%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	82 21.35%	106 27.60%	112 29.17%	39 10.16%	45 11.72%	384	51.04%
SWD	3 60.00%	1 20.00%	1 20.00%	0 0.00%	0 0.00%	5	20.00%
Former SWD	1 33.33%	1 33.33%	1 33.33%	0 0.00%	0 0.00%	3	33.33%
LEP	1 50.00%	1 50.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	75 23.22%	87 26.93%	92 28.48%	32 9.91%	37 11.46%	323	49.85%

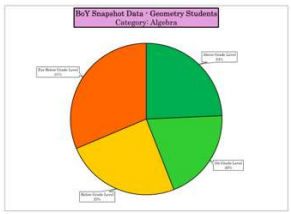
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

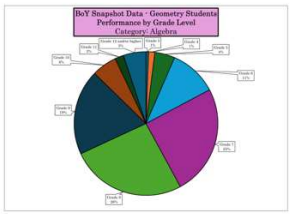


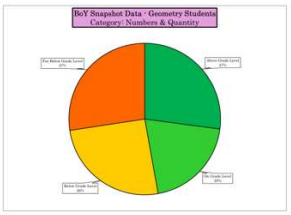


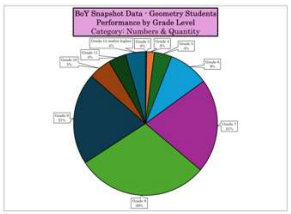


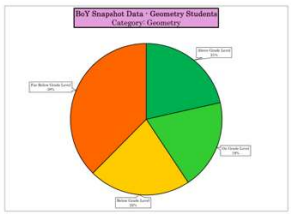


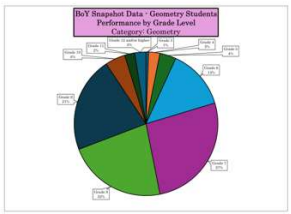


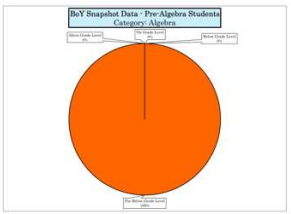


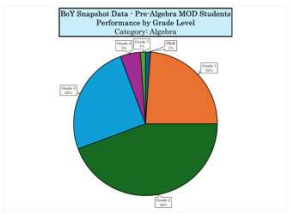


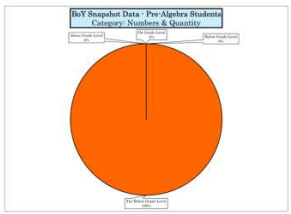


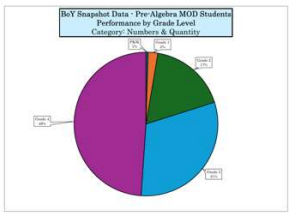












Overview

Beginning-of-Year IXL LevelUp Diagnostic data indicate significant math needs across all courses, with the greatest concerns in Pre-Algebra and Algebra. In Pre-Algebra, 100% of students scored below benchmark expectations. In Algebra, approximately 98% of SWD students, 89% of 504 students, and 90-100% of ELL students scored below benchmark. While Geometry students performed at higher levels overall, 50% of SWD students, 100% of 504 students, and 67% of ELL students remained below benchmark, demonstrating a continued need for targeted intervention and differentiated support.

Subgroup Math Diagnostic Overview

Subgroup data reveal persistent achievement gaps across all courses. In Algebra, 98% of SWD students, 89% of 504 students, and between 90% and 100% of ELL students scored below benchmark expectations. In Geometry, 50% of SWD students, 100% of 504 students, and 67% of ELL students scored below benchmark. Pre-Algebra demonstrated the highest level of need, with 100% of SWD students, 100% of ELL students, and 100% of the overall student population performing below benchmark expectations.

Data-Driven Evidence of Need

Diagnostic results demonstrate a clear need for targeted mathematics intervention, particularly for SWD, 504, and ELL students. The data show that 89%-100% of Algebra students in identified subgroups, 50%-100% of Geometry students in identified subgroups, and 100% of all Pre-Algebra students scored below benchmark expectations. These results highlight significant deficits in foundational mathematical skills and support the need for targeted interventions, scaffolded instruction, and ongoing progress monitoring to improve achievement and close performance gaps.

Surveys

Survey Data

Family Engagement Survey

Statement: Our school has an effective program dealing with bullying.

Our goal for this survey was to increase the percentage of families who responded to the above statement with Agree or Strongly Agree; however, the result dropped to 56%, indicating the goal was not met.

Educator Survey

Statement: Disruptive students have interfered with instruction…

Our goal for this survey was to reduce the percentage of Agree & Strongly Agree responses within our community of educators 71.9% to 65.9%, and the resulting 22% of respondents answering in the same way suggests that our goal was met well beyond expectations.

Student Voice Survey

Statement: Most students in this school follow the school rules.

Our goal for this item was to raise our student agreement to the above statement from 21.6% to 31.6%, but the result remained essentially flat at 20%, meaning the goal was not met.

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

Provide a description of the outcomes/conclusions of the school's comprehensive needs assessment, as well as a brief description of all data sources used in the process. Findings should include an examination of student, teacher, school and community s**trengths and needs;** and a summary of priorities **in the context of student subgroups** identified in 1111(c)(2) of ESSA (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Language Learners).

After disaggregating and analyzing Beginning-of-Year IXL LevelUp ELA and Mathematics Diagnostic data, it is evident that significant achievement gaps persist among English Language Learners (ELLs), Students with Disabilities (SWD), and other identified subgroups. ELA results show that only 6.5% of ELLs and 10.6% of SWDs are performing on or above grade level, while over 90% of ELLs and 83% of SWDs are performing in the far-below-grade-level range. Mathematics data reveal similarly significant needs, with 89-100% of identified subgroup students scoring below benchmark expectations in Algebra and 100% of Pre-Algebra students performing below benchmark levels. Although Geometry students demonstrated stronger overall performance, substantial gaps remain among SWD, 504, and ELL populations. These data indicate a continued need for targeted intervention, scaffolded instruction, academic vocabulary development, and ongoing progress monitoring to improve student outcomes. Additionally, stakeholder survey data continue to highlight concerns regarding bullying prevention, adherence to school rules, and overall school climate. This year's Schoolwide Plan will focus on closing achievement gaps in literacy and mathematics, accelerating growth for ELLs and SWDs, increasing grade-level proficiency across all student groups, and strengthening initiatives that promote a safe, supportive, and positive learning environment for all students.

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

- Highly qualified teaching staff who demonstrate engagement in developing school-wide activities to improve student and family participation
- SIT Team possesses a "problem-solving" perspective and an understanding of the historical and cultural context of the Freshman Campus; strong willingness to actively engage students and include their voices in the development of building activities and plans
- Departments are generally cohesive in nature/approach to the content-area work; collegial and generally collaborative. Meetings are regular in frequency and serve to provide clear articulation of strategies, expectations and communications between grade levels (i.e. middle school through high school).

- Strong connections between Freshman Campus, all middles schools, and BHS to ensure vertical articulation between content area departments, plans, goals, etc.
- Advisory Periods available and utilized to address school-wide needs (i.e. SEL for Anxiety, Depression, Coping Skills, as well as academically focused skills such as Time Management, Interpreting the high school transcript, preparing for a successful high school experience, etc.)
- Accessible and supportive administrative, faculty and staff to support all students
- Access to comprehensive, varied professional learning opportunities to support growth in skills and capacity to serve (i.e. Restorative Practices, SIOP/Collins Writing, IXL English and Math Programs, TI-Nspire training, BOCES professional workshops, MTSS/Branching Minds, etc.)

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

English Language Learners (ELLs)

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

Students with Disabilities (SWDs)

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

All Students

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

Schoolwide Plan Priorities

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

School Improvement Team & Schoolwide Plan Goals

All Brentwood UFSD Schoolwide Plans include both State-level and local ELA and math goals[2]. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monitored throughout the year, have been developed to ensure that State-level goals are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group or individual student growth on an ongoing basis. Moreover, the plans include a survey goal that is derived from the district's annual surveys, which are distributed and taken once per school year by students, staff, and families. The previous school year's survey data provide baseline information from which this goal is developed for the current school year.

The State-level and local ELA and math goals, along with the survey goal, identified in this plan are informed by our school's Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

English Language Arts (ELA) Performance Goals

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

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

By June 2027, English Language Learners (ELLs) will demonstrate progress toward English language proficiency as measured by the newly adopted WIDA assessment. Because 2026-2027 is the district's first year administering WIDA, and score interpretations, proficiency benchmarks, and reporting measures are still being established, direct comparisons to prior NYSESLAT results are not currently possible. As a result, this year's WIDA administration will serve as a baseline measure to identify student proficiency levels, inform instructional programming, and establish future growth targets. Progress toward this goal will be monitored through classroom performance, local assessments, and ongoing language acquisition data throughout the school year.

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

By February 2027, ELLS will have shown an average growth of at least 25 points as measured by the IXL LevelUp ELA Diagnostic exam with this frequency of three times a year, as the set target of growth to meet the end of year goal (a minimum average growth of 50 points).

Mathematics Performance Goals

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

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

Analysis of the June 2026 Regents assessment data demonstrates continued growth in student achievement while also highlighting the need to reduce performance gaps among identified subgroups. Algebra I proficiency increased from 37.52% in 2024-2025 to 40.33% in 2025-2026, reflecting a positive trend in overall student performance. Subgroup results also showed improvement, with Students with Disabilities increasing from 18.06% to 22.58% proficiency and English Language Learners increasing from 16.85% to 17.98%. Despite these gains, achievement gaps persist between the General Education population (41.92% proficient) and both SWD and ELL populations.

Geometry Regents results further indicate opportunities for growth, with 50.51% of students achieving Levels 4 and 5. However, subgroup performance remained uneven, particularly among Students with Disabilities (20.0%) and economically disadvantaged students (49.85%), emphasizing the need for continued targeted support and intervention. As a result, the Freshman Campus will focus on increasing overall Regents proficiency while narrowing achievement gaps among historically underperforming student groups.

To achieve these outcomes, the mathematics department will continue to strengthen Tier 1 instruction through the implementation of evidence-based instructional strategies, MTSS supports, IXL skill development, BARS problem-solving routines, and targeted language-development strategies that address the literacy demands of mathematics. Students will be scheduled into appropriate coursework and AIS services based on individual needs, and classroom instruction will incorporate academic vocabulary development, visual representations, mathematical discourse, small-group instruction, and differentiated intervention. Ongoing analysis of Regents, benchmark, and classroom assessment data will guide instructional decisions and intervention efforts. Formal and informal observations, instructional coaching, and collaboration with the Math Instructional Support Coach and Algebra Interventionist will support consistent implementation of these practices. Through these efforts, the school aims to increase Algebra I proficiency to 45% in 2026-2027 and continue progress toward the long-term goal of 50% proficiency by 2027-2028, while accelerating achievement for ELL and SWD populations.

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

Algebra

By February 2027, ELL students enrolled in Algebra will demonstrate an average growth of at least 40 points in the Algebra strand, and 30 points in the Numbers & Quantity strand, as measured by the IXL LevelUp Math Diagnostic administered three times annually, representing progress toward the end-of-year growth target.

Pre-Algebra

By February 2027, ELL students enrolled in Pre-Algebra will demonstrate an average growth of at 40 points in the Algebra strand, and 30 points in the Numbers & Quantity strand, as measured by the IXL LevelUp Math Diagnostic administered three times annually, representing progress toward the end-of-year growth target.

Geometry

By February 2027, ELL students enrolled in Geometry will demonstrate an average growth of at least 40 points in the Algebra strand, 30 points in the Numbers & Quantity strand, and 30 points in the Geometry strand, as measured by the IXL LevelUp Math Diagnostic administered three times annually, representing progress toward the end-of-year growth target.

Survey Goal

Goal #1 – Family Engagement Survey: By June 2027 the Family Engagement Survey will show an increase in favorable responses to the statement, "Our school has an effective program dealing with bullying," from 56% to 73% (7% increase) with this frequency of twice a year as measured by our district issued survey.

Goal #2 – Educator Survey: By June 2027 the Educator Survey will show a decrease in favorable responses to the statement, "Disruptive student behavior has interfered with instruction in my classroom this year," from 22% to 18% (4% decrease) with this frequency of twice a year as measured by our district issued survey.

Goal #3 – Student Voice Survey: By June 2027 the Student Voice Survey will show an increase in favorable responses to the statement, "Most students in this school follow the school rules," from 20% to 28% (8% increase) with this frequency of twice a year as measured by our district issued survey.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

Our school will utilize the strategies identified below to upgrade the entire educational program to improve the achievement of the lowest achieving students *[ESSA Section 1114(b)(7)(A)(i-iii)]*. The strategies are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

MTSS is an instructional model that aims at prevention and early intervention through a tiered system that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of students. The data analysis processes described in the comprehensive needs assessment section of this plan contributed to our school's overall MTSS strategy, including identifying individual students that need targeted support in various skill areas.

Schoolwide Improvement Strategies

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards *[ESSA Section 1114(b)(7)(A)(i-iii)]*. Improvement strategies/activities should be purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**
- **Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)**

The Four Tenets of Graduation PLUS +

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

Potential Increase – 7% (from 56% to 63%)

SUCCESS Pathways	GROWTH Pathways
• Ensure students can identify trusted adults, access support systems, and utilize reporting procedures when concerns related to bullying arise. • Promote self-awareness, emotional regulation, and resilience through SEL lessons and restorative practices. • Support students in developing conflict-resolution and problem-solving skills that allow them to navigate social challenges appropriately. • Utilize Instructional Support Coaches to support teachers in	• Embed student voice into school climate initiatives through surveys, advisory discussions, leadership groups, and restorative forums. • Establish clear schoolwide behavioral expectations aligned with BUFSD's vision of creating empowered learners and responsible community members. • Provide opportunities for students to take ownership of maintaining a safe, inclusive learning environment. • Utilize restorative practices to help students reflect on choices, repair harm, and strengthen relationships.

implementing consistent classroom expectations and relationship-centered practices. • Use behavioral and climate data to identify students requiring targeted interventions and wraparound supports. • Foster empathy, respect, and appreciation for diverse perspectives through classroom discussions, restorative circles, and student-led initiatives. • Recognize students who demonstrate inclusion, compassion, leadership, and positive citizenship. • Expand opportunities for students to serve as peer leaders and ambassadors for a positive school climate. • Create authentic opportunities for students to engage in community-building activities that promote dignity, belonging, and respect for others.	• Integrate discussions about responsible decision-making, digital citizenship, healthy relationships, and conflict resolution into instructional programming. • Provide staff professional learning focused on restorative practices, bullying prevention, and responsive intervention strategies. • Analyze behavioral and climate data regularly to assess effectiveness and adjust programming and supports.
Meaningful and Relevant Instruction and ASSESSMENT	**EMPOWERED Stakeholders**
• Integrate social-emotional learning, self-reflection, and relationship-building activities into instructional experiences. • Use authentic assessments, student reflections, and climate data to measure growth in students' understanding of empathy, respect, and responsible decision-making. • Incorporate real-world scenarios and problem-solving opportunities that build students' advocacy and conflict-resolution skills. • Utilize Instructional Support Coaches to support implementation of instructional practices that promote positive classroom communities. • Embed opportunities for students to explore issues related to inclusion, belonging, empathy, and civic responsibility. • Engage students in collaborative learning experiences that promote respectful communication and appreciation of diverse viewpoints. • Use student feedback to continuously improve school climate initiatives and instructional programming.	• Increase communication with families regarding bullying prevention efforts, reporting procedures, interventions, and available supports through newsletters, parent forums, and district communication platforms. • Develop a School Climate Advisory Team consisting of students, families, staff, and administrators to review data and provide recommendations. • Ensure all communications and resources are accessible in families' preferred language and format. • Share climate survey data and action steps throughout the school year to increase transparency and strengthen confidence in the school's efforts. • Provide opportunities for students, staff, and families to participate in activities that reinforce dignity, belonging, inclusion, and respect. • Strengthen partnerships between school and home to create a shared commitment to maintaining a safe and inclusive school culture.

Educator Survey – Disruptive Students interfered with instruction in my classroom this year.

Potential Decrease – 4% (from 22% to 18%)

SUCCESS Pathways	GROWTH Pathways
• Support students in developing self-regulation, emotional awareness, and problem-solving skills through SEL and restorative practices. • Utilize Instructional Support Coaches to support teachers in implementing consistent classroom structures, expectations, and engagement strategies.	• Establish and maintain clear schoolwide expectations that promote engagement, responsibility, and productive learning environments. • Partner with students to develop classroom norms and routines that support learning and mutual respect.

• Provide tiered behavioral supports and interventions for students requiring additional assistance in meeting classroom expectations. • Use behavioral and attendance data to proactively identify students who may require individualized supports. • Strengthen students' ability to reflect on behavior, repair harm, and make positive choices through restorative conversations and practices. • Foster respectful learning environments where students demonstrate responsibility, empathy, and accountability. • Recognize students who consistently contribute positively to classroom and school culture. • Promote classroom communities that value inclusion, collaboration, and respect for diverse perspectives.	• Expand restorative practices that empower students to take ownership of their behavior and learning. • Continue implementation of evidence-based behavior supports that maximize instructional time. • Provide professional learning opportunities focused on classroom management, student engagement, de-escalation strategies, and restorative practices. • Utilize instructional coaching cycles to support effective instructional practices that reduce off-task and disruptive behaviors. • Regularly review discipline, referral, and climate data to identify trends and determine areas for improvement. • Encourage staff collaboration to share successful strategies for maintaining positive classroom environments.
Meaningful and Relevant Instruction and ASSESSMENT	**EMPOWERED Stakeholders**
• Support teachers in implementing engaging, student-centered instructional practices that increase participation and reduce disengagement. • Incorporate opportunities for self-reflection, goal setting, and student ownership of learning. • Use formative assessments and student feedback to identify barriers to engagement and adjust instructional approaches. • Integrate executive functioning and self-management strategies into classroom instruction. • Provide students with voice and choice in learning experiences to increase engagement and investment. • Design learning experiences that are meaningful, relevant, and connected to real-world applications. • Use data to monitor student engagement and adjust supports accordingly.	• Strengthen collaboration among teachers, administrators, support staff, and families to support positive student behavior and engagement. • Increase communication regarding schoolwide expectations, behavioral supports, and restorative practices. • Provide families with resources that support self-regulation, resilience, and positive behavior development. • Engage stakeholders in reviewing climate and behavioral data to inform continuous improvement efforts. • Promote shared responsibility among students, staff, and families for maintaining respectful, productive learning environments. • Celebrate classroom and schoolwide successes that reflect the values of responsibility, respect, belonging, and engagement. • Continue building a culture in which students feel connected, supported, and accountable to the school community.

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

Potential Increase – 8% (from 20% to 28%)

SUCCESS Pathways	GROWTH Pathways
• Empower students to understand how their choices impact the learning environment and school community. • Provide opportunities for students to reflect on behaviors, make responsible decisions, and develop self-regulation skills through SEL and restorative practices. • Utilize Instructional Support Coaches to support teachers in implementing consistent behavioral expectations and classroom routines. • Provide targeted interventions and supports for students who struggle to meet behavioral expectations.	• Engage students in reviewing, discussing, and refining school expectations to increase ownership and understanding. • Implement student-led forums and restorative circles that allow students to discuss concerns related to school climate and rule adherence. • Provide opportunities for students to serve as ambassadors who promote positive school culture and model expected behaviors. • Encourage students to take an active role in maintaining safe, welcoming,

• Use behavioral and climate data to identify areas where additional supports or interventions are needed. • Foster respect, responsibility, and accountability as shared community values. • Recognize and celebrate students who consistently demonstrate positive citizenship, leadership, and adherence to school expectations. • Expand peer leadership opportunities that empower students to model and promote positive behaviors. • Engage students in collaborative activities that reinforce empathy, belonging, and respect for others.	and productive learning environments. • Ensure expectations are communicated consistently across classrooms and school settings. • Provide professional learning for staff focused on restorative practices, consistency in expectations, and positive behavior supports. • Use student feedback, discipline data, and climate survey results to guide continuous improvement efforts. • Promote problem-solving and reflection when behavioral issues arise, helping students learn from mistakes and repair relationships.
Meaningful and Relevant Instruction and ASSESSMENT	**EMPOWERED Stakeholders**
• Integrate opportunities for self-reflection, goal setting, and responsible decision-making into classroom instruction. • Use formative assessments and reflection tools to monitor students' understanding of expectations and community responsibility. • Embed social-emotional learning practices that strengthen self-management, resilience, and interpersonal skills. • Support teachers in creating engaging learning environments that promote active participation and positive behavior. • Engage students in discussions and projects focused on community responsibility, ethical decision-making, and collaboration. • Involve students in creating visual and digital materials that promote positive school culture and shared expectations. • Use student voice data regularly to evaluate and improve school climate initiatives.	• Increase opportunities for students, families, and staff to provide feedback regarding school climate and behavioral expectations. • Communicate schoolwide expectations, successes, and growth areas regularly through multiple platforms. • Partner with families to reinforce shared expectations for respectful and responsible behavior. • Utilize the School Climate Team to analyze student voice data and recommend improvements. • Promote shared responsibility among students, staff, and families for building and maintaining a positive school culture. • Celebrate examples of citizenship, responsibility, leadership, and community contribution. • Provide opportunities for stakeholders to participate in activities that reinforce belonging, dignity, and respect. • Create transparent communication structures that highlight progress toward improving school climate and student accountability.

Planned ELA Professional Learning

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

- I Am/We Are Departmental Poem Creation – Presentation by Ashley Acampora – Sep. 15, 2026 (FC ELA & ENL Departments)
- READ 180 Instructional Coaching – Presentation by HMH Trainers – Oct. 5 & 6, 2026 (Armstrong, Alexa; Brudi, Catherine; Colloca, Jacqueline; Dixon, Jacqueline; Murphy, Tara; Tracy, Laura)
- The New English Regents Examination: Part 3 Directions – Presentation by Kelly Buonaspina – Oct. 13, 2026 (FC ELA & ENL Departments)
- Distinguishing Language Difference from Learning Disability – Presentation by Dr. Audry Cohan – Oct. 20, 2026 (Armstrong, Alexa; Colloca, Jacqueline; Mauro, Deana)
- Best Practices for Analyzing Informational Texts – Presentation by Kelly Buonaspina – Date TBD (FC ELA & ENL Departments)
- Best Practices for Teaching Paragraph Writing – Presentation by Kelly Buonaspina – Date TBD (FC ELA & ENL Departments)
- English Regents Examination: Part 3 Scoring Rubrics – Presentation by Kelly Buonaspina & Erin Gugin – Date TBD (FC ELA & ENL Departments)

- BARS Accounts & State Assessment Data Analysis – Presentation by Kelly Buonaspina – Date TBD (FC ELA & ENL Departments)
- WIDA Assessment Overview – Presentation by WISA – Date TBD (FC ELA & ENL Departments; Coaches)

Planned Math Professional Learning

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

- BARS Introduction – Presentation by Marc Sumberac & Alexa Armenti – Sept. 29, 2026 (FC Math Department)
- Innovamat (A Research Based Math Program) – Presented by Innovamat – Oct. 8, 2026 (Ross, Christine; Spahn, Jason; VanDeinse, Jordyn)
- IXL LevelUp Benchmark Data Dive – Presentation by Marc Sumberac & Alexa Armenti – Oct. 20, 2026 (FC Math Department)
- Individual Data Dives & Regents Unpacking – Presentation by Marc Sumberac & Alexa Armenti – Nov. 24, 2026 (FC Math Department)
- Backwards Planning for Regents Preparation – Presentation by Marc Sumberac & Alexa Armenti – Dec. 15, 2026 (FC Math Department)
- Error Analysis & Test Prep Strategies – Presentation by Marc Sumberac & Alexa Armenti – Jan. 19, 2027 (FC Math Department)
- Norming Grading PD for Algebra & Geometry Midterms – Presentation by Marc Sumberac & Alexa Armenti – Date TBD (FC Math Department)
- Midterm Data Dive – Presentation by Marc Sumberac & Alexa Armenti – Feb. 23, 2027 (FC Math Department)
- Backwards Planning for Regents Preparation – Presentation by Amanda Kohan, Marc Sumberac, & Alexa Armenti – Mar. 16, 2027 (FC Math Department)
- Road to the Regents – Presentation by Marc Sumberac & Alexa Armenti – Apr. 27, 2027 (FC Math Department)
- Year in Review – Presentation by Marc Sumberac & Alexa Armenti – May 18, 2027 (FC Math Department)
  Additional Opportunities
- Performance Tasks in the Math Classroom (Exemplars Training) – Presentation by Amanda Kohan – Date TBD (FC Math Department)
- Half Day Common Planning & Professional Development – Date & Topic TBD (FC Math Department)

Planned Interdisciplinary Professional Learning

- Remote Learning Preparation – Presentation by Kelly Buonaspina, Erin Gugin, & Marc Sumberac – Oct. 5, 2026 (FC Faculty)
- Pal-O-Mine Equestrian – Facility Tour – Oct. 14, 2026 (Bond, David; Grella, Dr. Rebecca)
- 45th Annual LICSS Conference for Social Studies – Presented by LICSS – Oct. 23, 2026 (Argueta, Ellen; Snyder, Colette)
- Project Grow Learning Opportunity 4-H Teacher Ambassador Program Kickoff – Presentation by 4-H – Oct. 29, 2026 (Grow, David)
- Keynote Speech – Presentation by Dr. Jared Cooney Horvath – Nov. 3, 2026 (FC Faculty)
- Learning About MOOV – Presentation by FC Administration – Nov. 3, 2026 (FC Faculty)
- Bil/ENL/SIFE TA Training – Presentation by Dr. Audry Cohan – Nov. 19, 2026 (Dajani, Shireen; Wilson, Candace)
- Collins Writing: The Five Types of Writing – Presentation by Erin Gugin & Marc Sumberac – Dates & Attendees TBD (Prep Period Sign Ups)

Plans to Increase Learning Time Beyond the Instructional Day

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

- Math Academy for Algebra & Geometry
- High-Dosage Tutoring
- NYSESLAT After-school Prep
- ENL Academic Supports
- Academic Acceleration

- Regents Review Sessions
  - Algebra 1
  - Geometry
  - Earth and Space Sciences
  - Life Science: Biology

Plans to Increase Parent and Family Engagement

The Brentwood Union Free School District and the Board of Education believe that the involvement of parents in the education of their children is a necessary and desirable part of the children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's Schoolwide Plan *(ESSA Section 1114(b)(ii))*. The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's Schoolwide Plan.

- Start with Hello Week Parent Event – Sept. 24, 2026 – 6 pm to 7:30 pm
- Parent Information Night (Title I Information) & Meet the Teacher Night – Oct. 6, 2026 – 5:30 pm to 8 pm
- Trick or Treat Street – Oct. 28, 2026 – 4:30 pm to 6:30 pm
- Parent Conferences (Election Day) – Nov. 3, 2026 – 7:50 am to 10:50 am
- Veteran's Day Celebration – Nov. 9, 2026
- Parent Engagement Workshop – Date TBD
- Mid-Year Meet Up & Interactive Black History Month Museum Tour – Feb. 25, 2026 – 6 pm to 7 pm
- Spanish Honor Society Induction – March 31, 2027
- Financial Literacy Family Night – Date TBD

Strategies to Prepare Students for Postsecondary Education and/or Workforce Readiness

Our Schoolwide Plan was developed to improve Brentwood UFSD secondary students' opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) *ESSA Section 1114(b)(7)(A)(iii)(II)*. Examples of these activities are listed below:

Schoolwide Plan Funding Sources

In accordance with ESSA law for schools operating a schoolwide program, our school will consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program *[ESSA Section 1114(a)(1)]* to best meet the needs of students who are failing, or, at-risk of failing to meet the state's challenging state academic standards *[ESSA Section 1114(b)(7)(A)(i-iii)]*. Title I funds, strategically aligned to support this plan may be seen below:

2026-2027 ESSA Title I Budget - Freshman Campus			
Code	**Specific Expenditure**	**Rate of Pay**	**Project Salary**
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	$103,347
1500 - Salaries	Salary for Title I Homeless Liason. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liason for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.	Stipend	$1,588
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X $56/hr = $33,600 / 17 schools = $1,976.47 / school.	$56.00	$1,976
1500 - Salaries	Freshman Campus Secondary Regents Preparation Teachers. 185.19 hours X $54/hr = $10,000. School-based discretion for the development of supplemental, Title IA Programs.	$54.00	$10,000
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
Code 4000 - Purchased Services	Dual-enrollment program and Summer Scholars program transportation through Suffolk Transportation for Title I-A economically-disadvantaged students. 5 buses x $10,000/bus = $50,000	$10,000.00	$50,000
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. $20,774 / 17 schools = $1,222/school for parent and family engagement	School Specific	$1,222

	activities. School-based discretion for the development of supplemental, Title IA Programs.		
5000 - Supplies and Materials	Freshman Center Regents Preparation Materials. School-based discretion for the development of supplemental, Title IA Programs (125 books x $8/book = $1,000).	School Specific	$1,000
5000 - Supplies and Materials	Freshman Center Bridges Summer Program Supplies and Materials. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$3,000
Code 8000 - Benefits	Employee Benefits for non-contractual Freshman Campus Title I services (rows 4 through 7, above).	Contractual	$6,598
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	**$47,700**
Title I Sub-total:			**$86,189**
Title I Total w/ Salaries & Fringe:			**$237,236**

School-Parent-Student Compact

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

School Responsibilities

Brentwood High School Freshman Campus will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and

14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

Parent Responsibilities

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

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

Student Responsibilities

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

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

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

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