2026-2027 Schoolwide Plan for Brentwood High School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

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

Staff List

Sonderling Staff by Department

2026-2027

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

BILINGUAL
Foraker, Meredith (DH)
Anajovich, Joy
Bateman, Ian
Calderon, Juan
Desouza, Nora
Gomez, Christyanne
Herguth, Kyle
Loccisano, Dana
Lopez, Maria
Morales, Ana
Restmeyer, Jessica
Schuck, Marcia
Vargas, Charles

BOCES
Benjamin, Kenia

FACS
Boletsis-Waszczuk, Maria (AP)
Bachmann, Patricia
McDermott, Lorie
Naval, Ashley
Rotella, Christina

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

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

ROTC
Hanna, Wayne SMSgt
Perez, Armando MSgt

TECHNOLOGY
Linardic, Stephen (AP)
Brooks, Brian
Fodrowski, Anthony
Marullo, Jake
Mulderig, Jacob

SPECIAL EDUCATION
Citrin, Ingrid (DH)
Brown, Bryan
Butts, Gerry
Cameron, Ashley
Capozzoli, Linda
Conroy, Jeremy
Csutor, Lori
Farrell, James
Forte, Janine
Gagstetter, Krystal
Gesseck, Denise
Hoffman, Ian
Joseph, Karin
LaCova, Joseph
LaScala, Anthony
Latuga, Kristen
McCrossin, Kristin
McDermott, Brittany
Murphy, Gina
Narracci, Kayleigh
Nicolotti, Amanda
Pell, Lisa
Picasso, Mary
Pinto, Stephen
Porrini Stark, Barbara
Ramsaran, Janelle
Silvestro, Gregory
Suarez, Wilhelmina
Taylor, Maggie

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

Sonderling Staff by Department

2026-2027

MATHEMATICS
DeVita, Kristin (DH)
Amador, Victoria
Berger, David (dean)
Bergs, Jenny
Bowden, Nicole
Calzetta, Anthony
Delaney, Kristy
Devane, Danielle
Florio, Maria
Gray, Theresa
Marino, Stephanie
Melendez-Leon, Delia
Mitchell, Kathleen
Morris, Brittany
Rivera, Rebeca
Rowlette, Michelle
Schwaner, Jennifer
Tracey, Nicholas
Wilson, Spencer (dean)
Wulfken, Marissa

GUIDANCE DEPARTMENT
Abenes, Wayne (Coord)
Tricoche, Sarah (Asst Coord)

SCIENCE DEPARTMENT
Costa, Jennifer (DH)
Alestra, Kyle
Baritis. George
Bellafiore, Benjamin
Carrara, Kenneth
Castillo, Miguel Angel
DeBlasi, Maria
Dirkschneider, Kim
Giannakos, Angelo
Howell Amato, Alia
Lambert, Connor
Medwig, Jacquelyn
O'Neill, Sean
Patch, Robert
Roderick, Joseph
Rotella, Anthony
Sawicka, Katarzyna
Schnakenberg, Conrad
Sikorsky, Gregory
Sundaran, Bindu
Ullrich, Jessica
Valela, Gabrielle
Witzke, Joy

SOCIAL STUDIES
Santorelli, Paula (DH)

WORLD LANGUAGE
Ribeiro, Carla (DH)
Cohen, Kimberly
Edwards, Kathleen
Korovezos, Lilianne
Lagos, Keiri
Larsen, Keri
Lopez, Eva
Pellegrino, Giacomo

HEALTH
Davis, Steven (AD)-Lasky, Kate(AP)
Dunn, Danielle
Lupo, Leonard

CLERICAL

Bartlett, Carol	OA
Berry, Lisa	SOA
Vacancy	OA
Bowser, Cathy	POA
Cordovano, Lauren	OA
Crudele, Lisa	SOA
D'Agostino, Cheryl	SOA
Decotis, Patricia	POA
DiMaria, Theresa	OA
Garcia, Corina	OA

Carmona, Estefany
Cooke, Kiersten (loa)
Cosme-Taveras, Ruth
Davidson, Scott
Feil, Karin
Ferguson, Melissa
Gudema, Wendy
Idelfonso-Patino, Yanira (Beyond the Bell)
Lanzetta, Dawn Marie
Lerikos, Kristina
Menjivar, Michael
Montoya, Jennifer
Popal, Michelle
Yanes, Jasmine (Beyond the Bell)

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

Gonzalez, Vilma	SOA
Hamlani, Rashida	SOA
Leon, Michael (EHS)	OA
Leon-Burgos, Danielle	AA
Nerio Rivas, Xenia	OA
Vacancy	OA
Rickey, Maria	OA
Rizzuto, Fran	SOA
Salomon, Vladimir (EHS)	OA
Schook, Janine	SOA
Villatoro, Alicia (EHS) POA	

CONT. EDUCATION

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

Sonderling Staff by Department

2026-2027

TA's & MONITOR'S

Abdallah, Jeanine	Teacher Aide
Acevedo, Carmen	Teacher Aide
Alejo Perez, Catherine	Teacher Aide
Ally, Lydia	TA
Andersen, Lisa	Monitor
Argueta, Eleonora	TA
Barnwell, Valerie	Teacher Aide
Bonilla, Franklin	TA
Born, Lisa	Teacher Aide
Burdett, Melissa	Monitor
Candelier, Maria	Computer TA
Cantor, Linda	TA
Chavez, Merari	Teacher Aide
Coffin, Rosemary	Monitor
Dominguez, Josias	Teacher Aide
Dopwell, Arlene	TA
Euceda, Kamberly	Monitor
Flores, Jessica	TA
Garcia, Hector	Monitor
Giorgio, Nancy	Monitor
Gonzalez, Mariafernanda	Att Monitor
Harris, Franceda	Monitor
Hernandez Brizuela, Fredy	Monitor
Martinez Vasquez, Marina	TA
Mateo, Denia	Teacher Aide
Mathieu, Gina	TA
Medina, Daisy	Health Aide
Morwood, Jay	Media TA
Naseem, Aysha	Mon
Nocita, Robert	TA
Otero, Lori Ann	TA
Parim, Cristina	TA
Pena, Francy	TA
Perci, Thomas	TA
Pessoa, Tanisha	Computer Lab
Pimentel, Carmen	Monitor
Saba, Samra	Teacher Aide
Sanchez-Gomez, Gabriela	Teacher Aide
Schaller, Deborah	TA
Solano, Antony	Teacher Aide
Todedo, Rebecca	Teacher Aide
Toppin, Anisa	TA
Vermilyea, Samantha	TA
Volmar, Veronique	Teacher Aide
Williams, Nicole	Teacher Aide
Zelaya, Rogelio	TA

SPECIALISTS

Argueta, Stephanie	Speech
Bontemps, Taina	Psychologist
Charuk, Kaylin	Speech
D'Elia, Kristie	Speech
Garrett, Arlene	Nurse
Vacancy (loa)	Social Worker
Herron, Daphne	Attend. Teacher
Jackson, Maria	Social Worker
Lorefice Rivera, Christina	Nurse
Maia, Ana	Psych.-Bilingual
McCormack, Elizabeth	Psych
Orechovsky, Patricia	R.J. Coach
Philippou, Tara	Librarian
Ponce, Lisa	Social Worker
Portillo, Omar	Social Worker
Quinn, Gabriella (loa) Psych	
Rostas, Alyse	Speech
Ryan, Maureen	Librarian

CUSTODIANS

Alvarez Joseph	3-11
Aponte, David (Chief)	7 - 3
Flaherty, Scott	11- 7
Garamy, Zoltan	11- 7
Hernandez, Jonny	7- 3
Iorio, Ralph	11- 7
Jean-Pierre, Anfernee	11- 7
Jean-Pierre, Terrell	11- 7
Legrand, Castleberry	11- 7
Lopez, Roberto	7 - 3
Love, Marcus	7 - 3
Marquina, Diego	3-11
Melendez, Brandon	11- 7
Oquendo, Johnathan	3-11
Price, Wesley	11 - 7
Rizzuto, Anthony	7 - 3
Vargas, Daniel	3-11

CAFETERIA

Aguilar, Theresa	Old
Alfaro, Elba	New
Avila, Martha	New
Carreon Camacho, Cassandra	New
Casimir, Marie	Old
Flores Mendez, Lesly	Old
Franquiz, Marta (Cook)	New
Gedeus, Hermione	Old
Grant, Joanne	New
Hernandez, Heidi	Old
Hernandez, Jose	Old
Lopez, Maria L. (Cook)	Old
Morales, Ada	Old
Osorio, Luci	New
Paz, Maria	Old
Periera, Maria	New
Salgado, Maria	New
Tucker, Ana	Old
Urena, Reina	Old
Zahariia, Olena	New

PERMANENT SUBSTITUTES

Casas, Atrinette
Consalazio, Ally
Hart, Jordan
Houghtalen, Sarah
Leidig, Jr., Joshua
Palmer, Cole
Pentycofe, Erik
Pluchinotta, Joseph

Administrators	4
Cafeteria	20
Clerical	21
Custodians	17
Deans	4
Dept. Chairpersons	3
Guidance Counselors	14
Specialists	18
TA's & Monitors	46
Teachers	166
Perm. Substitutes	8
Total	317

Ross Center Faculty by Department

2026-2027

Brentwood High School | Dr. Dulin, Principal
Assistant Principals: Edward Coleman, Kate Lasky, Stephan Linardic

ENGLISH DEPARTMENT

	H.R.
Amores, George	
Benavides, Catalina	
Chacon Ortiz, Kevin	
Crowe, Jennifer	1716
Delgado, Dan	1715
Ferzola, Rachel	
Herron, Pamela	1712
Muller, Kristi	1713
Muma, Robert	1111
Opisso, Nicole	
Roche, Kirsten	
Schwager, Kyle	1720
Taylor, Chanel	1718
Taylor, Valerie	1106
Terrana, Kristina	
Torre, Brianne	2309
Turner, Sydney	
Weissman, Denise	
Zane, Morgan	1710

ENL

	H.R.
Anderson-Byrne, Valerie	1428
Argyros, John	
Bianco, Stephanie	1714
Brugger, Lionel	1127
Busby, Kristen	1106
Dykstra, Irene	1151
Florian, Dominic	1708
Garutti, Danielle	
Hernandez, Ryan	
Kelley, Kristen	
King, Melissa	
Lagnese, Danielle	
Leonardo, Celia	1114
Ricciardi, Susanna	1717
Walsh, Patricia	1110

BILINGUAL

	H.R.
Andrade, Maria (Science)	
Cabrera, Kamalic (Science)	2210
Campana, Christian (Science)	
Castaneda, Jose (Science)	
Espinal-Davila, Dany (Social Studies)	
Fick, John (Social Studies)	2713
Membreno, Jose (Math)	
Mendez, Manuel (Social Studies)	1429
Parada, Oscar (Science)	
Ramirez, Massiel (Science)	
Rosario, Betsy (Social Studies)	
Salgado, Jose (Social Studies)	2720
Salinas, Brenda (Social Studies)	2714
Valderrama, Bryana (Science)	

MATHEMATICS

	H.R.
Abbatiello, Kristin	
Borghese, Melisa	1159
Farfan, Victor	1154
Fischer, Danielle	
Gray, Glen	
Kelly, Jackie	
Lombardi, Mark	
Mauriello, Stephen	1161
McCormack, Jacque	1617
Mitchell-Pacifico, Dawn	1155
Morgan, Jonathan	1158
Rantinella, Melissa	
Rotella, Mark	1156
Scheidel, Melissa	1163
Silva, Ghislaine	
Tronolone, Joseph	1157

SCIENCE DEPARTMENT

	H.R.
Acunzo, Andrew	1119
Borelli, Michael	
Connell, Megan	2206
Cooper, Elizabeth	
Coysh, George	1125
Dowd, Kevin	
Fernandez, Robert	2208
Ferraioli, Grace	1118
Greb, Michael	1116(A)
Khanfri, Hassan	2213
Lane, Christopher	
Lazo, Paola	1121
Milito, Fabrizio	1120

Ynoa Carter, Yelitza (Math)	1153	Ortlieb, Dennis	1127
		Ortlieb, Lisa	
		Reinhart, Gina	2205
		Sepe, Kileen	
		Verdone, Tristan	1117(B)

Ross Center Faculty by Department

2026-2027

Brentwood High School | Dr. Dulin, Principal
Assistant Principals: Edward Coleman, Kate Lasky, Stephan Linardic

SOCIAL STUDIES	H.R.
Arias, Alex	
Boardman, Matthew	
Burbige, Kathryn	2717
Cleary, Joseph	
Cummings, Bridgette	
DeVita, Kevin	2710
Formato, Ryan	2715
Gallo, Christina	1142
Golden, Carol	1103
Hall, John	
Mingoia, Jenna	
Razza, Diana	2708
Rooney, Brian	2718
Rooney, Jacqueline	2716
Salerno, Alexis	
Stassi, Janene	2712
Vario, Madison	1108
Vasaturo, Paul	
Wrase, Nicole	

WORLD LANGUAGE	H.R.
Cereola, Christine	1104
Contreras, Luly	1115
Coreas, Katherine	1099
Labrador, Veronica	
Lanfranco, Yoensy	1707
Mastriano, Evelyn	1102
Morales-Gotsch, Guadalupe	
Narvaez, Priscilla	1112
Paravalos, Xenia	1619
Restrepo, Jennifer	
Rivas, Sandra	1101
Staebler, Lindsay	
Zagaja, Henry	

SPECIAL EDUCATION	H.R.
Burnett, Susan	1615
Colontonio, Alexis	
Cornwell, Bryan	
Cusumano, Elaina	2303
DeBernardo, Gloria	
DeSantis, Laura	1166
Disbrow, Susan	1165
Donnelly, Dominique	1164
Grauer, Kathleen	
Hesselbirg, Erika	
Kenney, Carolyn	1170
Mears, Erica	1169
Metzger, Karyn	2211
Skillman, Gregory	
Stratmann, Krystie	
Umanzor Reyes, Naun	1615

PHYSICAL ED	H.R.
Ahearn, Kevin	
Arvanitakis, Colin	
Dolan, Danielle	
Guastavino, Dely	1183
Hudson, Ronald	1183
MacConnell, Brian	1183
Weinstein, Joseph	1611

HEALTH	H.R.
Bernal, Jenny	2203
Lundquist, Maureen	1133
Wolff, Jeanne	2305
Yablon, Cori	2301

BUSINESS	H.R.
Buechner, Doreen	2307
Carrion, Ken	
Eastwood, Julianna	1709
Horner, Steven	1123
Ingram, Mark	1701
McNamara, Avaril	
Rovello, Anthony	

MUSIC	H.R.
Bley, Jonathan	
Hartman, Brad	
Helbock, Christina	
Hillard, Kelly	
Lippmann, Justin	1620
Montero, Johann	1603
Tims, Kevin	1626
Yamagishi, Amy	

TECHNOLOGY	H.R.
Illingworth, Bret	1168
Lorefice, Joseph	

HLA	H.R.
Grisales, Dina	1105
Martinez, Hector	1109
Perez-Hernandez, Yvonne	1107
Ramirez, Gladys	
Wiszowaty, Kim	

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS)	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded Secondary (UGS)
	d	p	q	r	s	t
*All Students	4,576	136	1,468	1,442	1,466	64
Female	2,198	66	734	693	683	22
Male	2,378	70	734	749	783	42
*American Indian/Alaska Native	33	6	9	6	10	2
*Black	326	0	110	109	101	6
*Hispanic	4,044	128	1,287	1,271	1,305	53
*Asian/Pacific Islander	87	0	32	24	29	2
Asian	85	0	31	24	28	2
Native Hawaiian/Other Pacific Islander	2	0	1	0	1	0
*White	66	2	24	22	17	1
*Multiracial	20	0	6	10	4	0
General Education Students	3,993	132	1,274	1,264	1,323	0
*Students with Disabilities	583	4	194	178	143	64
Former Students with Disabilities	44	0	15	14	15	0
Not English Language Learner	3,453	0	1,139	1,119	1,168	27
*English Language Learner	1,123	136	329	323	298	37
Formerly English Language Learner	639	0	245	178	216	0
*Economically Disadvantaged	3,831	122	1,243	1,201	1,201	64
Not Economically Disadvantaged	745	14	225	241	265	0
Migrant	3	1	1	1	0	0
Not Migrant	4,573	135	1,467	1,441	1,466	64
Homeless	66	1	17	19	26	3
Not Homeless	4,510	135	1,451	1,423	1,440	61
In Foster Care	20	0	9	5	5	1
Not in Foster Care	4,556	136	1,459	1,437	1,461	63
Parent Not in Armed Forces	4,576	136	1,468	1,442	1,466	64

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)

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

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

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

	# of Students
McKinney-Vento	66
Children in Foster Care	20
Migrant Students	3

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)	Lisa Spence
Members of the Community to be served	
Teachers-SWP Sub Committee	Melissa Clare, Patricia Orechovsky, Jessica Sanchez
Principals	Dr. Dashana Dulin, Principal
Other School Leaders	Edward Coleman, Assistant Principal Kate Macrae-Lasky, Assistant Principal Wayne Loper, Assistant Principal Maria E. Boletsis Waszczuk, Assistant Principal Stephan Linardic, Assistant Principal

Teaching Assistants	
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	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 *	Candice Cheng
Other School Staff *	
Students (for a secondary school)	
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

Frequency Distribution by Subgroup

Regents English Language Arts - Jun 2026 — **Brentwood UFSD**

Brentwood Senior High School

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	113 8.14%	199 14.34%	401 28.89%	403 29.03%	272 19.60%	1,388	77.52%
Female	40 6.03%	80 12.07%	188 28.36%	191 28.81%	164 24.74%	663	81.90%
Male	73 10.07%	119 16.41%	213 29.38%	212 29.24%	108 14.90%	725	73.52%
American Indian	2 28.57%	0 0.00%	0 0.00%	4 57.14%	1 14.29%	7	71.43%
Black	5 4.46%	12 10.71%	32 28.57%	41 36.61%	22 19.64%	112	84.82%
Hispanic	104 8.55%	186 15.28%	361 29.66%	344 28.27%	222 18.24%	1,217	76.17%
Asian/Pacific Islander	0 0.00%	1 4.35%	3 13.04%	8 34.78%	11 47.83%	23	95.65%
White	1 5.00%	0 0.00%	4 20.00%	3 15.00%	12 60.00%	20	95.00%
Multiracial	1 11.11%	0 0.00%	1 11.11%	3 33.33%	4 44.44%	9	88.89%
GenEd	96 7.88%	147 12.07%	335 27.50%	374 30.71%	266 21.84%	1,218	80.05%
SWD	17 10.83%	52 33.12%	60 38.22%	23 14.65%	5 3.18%	157	56.05%
Former SWD	0 0.00%	0 0.00%	6 46.15%	6 46.15%	1 7.69%	13	100.00%
LEP	102 33.33%	122 39.87%	79 25.82%	1 0.33%	2 0.65%	306	26.80%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

Economically Disadvantaged	101 8.77%	172 14.93%	353 30.64%	323 28.04%	203 17.62%	1,152	76.30%

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

After disaggregating and analyzing 2025/26 ELA Regents assessment results, it is evident that there is an achievement gap between the performance of All Students and English Language Learner (ELL) subgroups in our school—particularly the Emerging English Language Learner population. This gap is of a general language deficit that exists for ELLs, which compromises their ability to master reading comprehension. Our 2026/2027 schoolwide plan will focus on improving reading comprehension for ELLs in our school as measured by their performance on IXL.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Regents Algebra I - Jun 2026

Brentwood UFSD

Brentwood Senior High School

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	357 45.36%	246 31.26%	155 19.70%	25 3.18%	4 0.51%	787	23.38%
Female	141 42.73%	110 33.33%	63 19.09%	14 4.24%	2 0.61%	330	23.94%
Male	216 47.26%	136 29.76%	92 20.13%	11 2.41%	2 0.44%	457	22.98%
American Indian	3 23.08%	4 30.77%	4 30.77%	2 15.38%	0 0.00%	13	46.15%
Black	18 45.00%	16 40.00%	5 12.50%	1 2.50%	0 0.00%	40	15.00%
Hispanic	327 45.61%	222 30.96%	144 20.08%	20 2.79%	4 0.56%	717	23.43%
Asian/Pacific Islander	3 50.00%	2 33.33%	0 0.00%	1 16.67%	0 0.00%	6	16.67%
White	3 37.50%	2 25.00%	2 25.00%	1 12.50%	0 0.00%	8	37.50%
Multiracial	3 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	3	0.00%
GenEd	229 40.32%	186 32.75%	129 22.71%	20 3.52%	4 0.70%	568	26.94%
SWD	128 59.53%	58 26.98%	25 11.63%	4 1.86%	0 0.00%	215	13.49%
Former SWD	0 0.00%	2 50.00%	1 25.00%	1 25.00%	0 0.00%	4	50.00%
LEP	198 45.52%	132 30.34%	89 20.46%	15 3.45%	1 0.23%	435	24.14%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	313 46.10%	211 31.08%	131 19.29%	20 2.95%	4 0.59%	679	22.83%

Frequency Distribution by Subgroup

Regents Algebra II - Jun 2026

Brentwood UFSD

Brentwood Senior High School

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	5 1.15%	18 4.16%	181 41.80%	145 33.49%	84 19.40%	433	94.69%
Female	2 0.92%	10 4.59%	99 45.41%	72 33.03%	35 16.06%	218	94.50%
Male	3 1.40%	8 3.72%	82 38.14%	73 33.95%	49 22.79%	215	94.88%
American Indian	0 0.00%	1 25.00%	3 75.00%	0 0.00%	0 0.00%	4	75.00%
Black	0 0.00%	0 0.00%	14 43.75%	11 34.38%	7 21.88%	32	100.00%
Hispanic	5 1.34%	17 4.57%	157 42.20%	124 33.33%	69 18.55%	372	94.09%
Asian/Pacific Islander	0 0.00%	0 0.00%	4 25.00%	8 50.00%	4 25.00%	16	100.00%
White	0 0.00%	0 0.00%	1 14.29%	2 28.57%	4 57.14%	7	100.00%
Multiracial	0 0.00%	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	100.00%
GenEd	5 1.19%	16 3.81%	175 41.67%	141 33.57%	83 19.76%	420	95.00%
SWD	0 0.00%	1 16.67%	0 0.00%	4 66.67%	1 16.67%	6	83.33%
Former SWD	0 0.00%	1 14.29%	6 85.71%	0 0.00%	0 0.00%	7	85.71%
LEP	1 10.00%	1 10.00%	7 70.00%	1 10.00%	0 0.00%	10	80.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	5 1.43%	17 4.86%	150 42.86%	116 33.14%	62 17.71%	350	93.71%

Frequency Distribution by Subgroup

Regents Geometry - Jun 2026

Brentwood UFSD

Brentwood Senior High School

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	90 25.71%	101 28.86%	131 37.43%	15 4.29%	13 3.71%	350	45.43%
Female	67 29.65%	72 31.86%	73 32.30%	3 1.33%	11 4.87%	226	38.50%
Male	23 18.55%	29 23.39%	58 46.77%	12 9.68%	2 1.61%	124	58.06%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	5 20.00%	5 20.00%	14 56.00%	0 0.00%	1 4.00%	25	60.00%
Hispanic	82 25.95%	93 29.43%	114 36.08%	15 4.75%	12 3.80%	316	44.62%
Asian/Pacific Islander	1 20.00%	1 20.00%	3 60.00%	0 0.00%	0 0.00%	5	60.00%
White	2 50.00%	2 50.00%	0 0.00%	0 0.00%	0 0.00%	4	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	84 25.53%	94 28.57%	126 38.30%	13 3.95%	12 3.65%	329	45.90%
SWD	5 38.46%	4 30.77%	1 7.69%	2 15.38%	1 7.69%	13	30.77%
Former SWD	1	3	4	0	0	8	50.00%

	12.50%	37.50%	50.00%	0.00%	0.00%		
LEP	7 20.00%	9 25.71%	14 40.00%	2 5.71%	3 8.57%	35	54.29%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	77 26.10%	85 28.81%	109 36.95%	13 4.41%	11 3.73%	295	45.08%

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

After disaggregating and analyzing 2025/26 Math Regents assessment results, it is evident that there is an achievement gap between the performance of All Students and English Language Learner (ELL) subgroups in our school—particularly the Emerging English Language Learner population. This gap is of a general language deficit that exists for ELLs, which compromises their ability to master reading comprehension. Our 2026/2027 schoolwide plan will focus on improving reading comprehension for ELLs in our school as measured by their performance on IXL.

Surveys

Survey Data

Our goal for the 26-27 SY is to increase school wide parent engagement on parent square by 10% by January 2027 (and thus promote parent engagement on ESchools).

*** Survey data spreadsheets should be maintained in the *Binder SIT-SWP Data* tab.**



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

After disaggregating and analyzing 2025/26 ELA Regents assessment results as well as the June 2026 administration of the NYSESLAT, it is evident that there is an achievement gap between the performance of All Students and English Language Learner (ELL) subgroups in our school. This gap is of a general language deficit that exists for ELLs, which compromises their ability to master reading comprehension. Our 2026/2027 schoolwide plan will focus on improving reading comprehension for ELLs in our school as measured by their performance on IXL.

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

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

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

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

Schoolwide Plan Priorities

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

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

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

By June 2027 the Emerging MLL population will show an increase of 5% as measured/indicated by the IXL assessment, administered 3x annually.

Mathematics Performance Goals

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

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

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

By June 2027, we will have focused on closing achievement gaps in concepts and skills for ELLs in our school. Our projection of a 5% improvement in IXL math scores on average will be established by assessing the emerging ELL subgroup.

Survey Goal

By June 2027 school wide parent interactions on parent square will show an increase of 5% measured/indicated by interactions with Parent Square, administered by triannual data acquisition.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

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

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

Schoolwide Improvement Strategies

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

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment

- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**
- **Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)**

The Four Tenets of Graduation PLUS +

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

Planned ELA Professional Learning

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

- **Create a bulleted list of intended ELA professional learning that is aligned to support improved capacity to implement the ELA strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the ELA-focused professional learning listed below.**
  - IXL Training Sessions
    - Professional Learning Experiences (PLE)
    - Paul Forbes Implicit Bias
    - H.S. CARE Coach Restorative Practice Training for New Teachers
    - Graduation Plus informational sessions
    - Regents' results data analysis and strategy development
    - SIOP training
    - PBL Training

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)]*:

- **Create a bulleted list of intended math professional learning that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the math-focused professional learning listed below.**
  - IXL Training Sessions
  - Graduation Plus informational sessions
  - H.S. CARE Coach Restorative Practice Training for New Teachers
  - Regents' results data analysis and strategy development
  - Professional Learning Experiences (PLE)
  - PBL Training

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.

- **Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment**
  - MBK/Girls, Inc.
  - High-dosage tutoring
  - Regents review classes
  - COPA
  - Academic Intervention Tutoring
  - Academic Writing
  - My Brother's Keeper
  - After School Tutors for Drop Out Prevention

Plans to Increase Parent and Family Engagement

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.

- **Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment**
  - Meet the Teacher Night
  - Parent-Teacher Conferences
  - Smart Scholars
  - College Fair
  - Course Curriculum Night
  - MBK/Girls, Inc. Etiquette Dinner Event
  - Financial Aid Night
  - Mini-College Fair
  - College Admissions Parent Information Night
  - ENL Engagement Night

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 - Brentwood High School			
Code	**Specific Expenditure**	**Rate of Pay**	**Project Salary**
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	**$-**
1500 - Salaries	Salary for Title I Homeless Liaison. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liaison 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	High School Secondary Regents Preparation Teachers - 862.07 hours X $54/hr = $50,000. School-based discretion for the development of supplemental, Title IA Programs.	$54.00	$50,000
1500 - Salaries	Stipend for Summer School Drop-Out Prevention Counselor at the High School. 35 days @ 1/200 of annual salary ($117,928) = $589.64/day X 35 days = $20,637	$589.64	$20,637
1500 - Salaries	High School Secondary Credit Recovery - Project Graduation. 648.15 hours X $54/hr = $35,000. School-based discretion for the development of supplemental, Title IA Programs.	$54.00	$35,000
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	School Specific	$1,222

	and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.		
4000 - Purchased Services	Dual-Enrollment College Credit Courses for Title I, economically disadvantaged students. Farmingdale State College, Suffolk County Community College, Stony Brook University, Long Island University, Five Towns College, SUNY Oswego, SUNY Empire, SUNY Old Westbury. 1,342 credits @ $500/credit = $670,846	$500.00	$670,846
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	$1,222
5000 - Supplies and Materials	High School Regents Preparation Materials (125 books x $8/book = $1,000)	School Specific	$1,000
Code 8000 - Benefits	Employee Benefits for non-contractual middle school Title I services (rows 4 through 9, above).	Contractual	$22,776
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	**$-**
Title I Sub-total:			**$815,850**
Title I Total w/ Salaries & Fringe:			**$815,850**

School-Parent-Student Compact

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

School Responsibilities

Brentwood High School will:

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

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

Parent Responsibilities

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

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

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

Student Responsibilities

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

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

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

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