# 2026-2027 Schoolwide Plan for East Elementary School

Friday, July 28, 2023 1:01 PM

**Schoolwide Plan Preparation:**

| | |
|---|---|
| **Name of School:** | East Elementary School |
| **Principal:** | Minerva Feliciano |
| **Assistant Principal(s):** | N/A |
| **SIT Co-Chairs:** | Jillian Ortiz/Marjorie Zambrano |
| **Grades Served:** | K |

**Staff List**

26-27 Staff Roster

## EAST ELEMENTARY SCHOOL – FACULTY LIST 2026–2027

| PRINCIPAL |
|---|
| MINERVA FELICIANO |
| **KINDERGARTEN CLERICAL STAFF** |
| YARENIS SARMIENTO *(SENIOR BILINGUAL OFFICE ASSISTANT)* |
| FATIMA YAÑEZ *(BILINGUAL OFFICE ASSISTANT)* |
| MARIELA CRUZ *(LIBRARY CLERICAL)* |
| CASSIDY HEISSER *(SCHOOL COMMUNICATION AIDE)* |
| **SECURITY GUARD** |
| JOHN MARIN |

| KINDERGARTEN TEACHERS (20) | ROOM |
|---|---|
| Amoedo, Isabel | 15 |
| Cardenas, Lizette | 5 |
| Drayton, Berzaida | 8 |
| Fernandez, Johan | 1 |
| Gallina, Stacy | 4 |
| Lardaro, Isabella | 22 |
| Montalbano, Juanita | 9 |
| Moreno, Yicel | 11 |
| Petrozzino, Samantha | 7 |
| Piacenti, Jenna | 34 |
| Portillo, Melissa | 10 |
| Russell, Melissa | 31 |
| Salazar, Carolina | 13 |
| Signor, Barbara | 47 |
| Smith, Jill | 12 |
| Stanco, Georgene | 36 |
| Torres, Kenia | 20 |
| Ward, Jacqueline | 3 |
| Zambrano, Marjorie | 6 |
| Zelaya, Gabriela | 46 |
| | |
| KINDERGARTEN SPECIAL ED TEACHERS | |
| Chan, Kate | 1 |
| | |
| UNIVERSAL PRE-K TEACHERS (6) | |
| Bocardo, Elba | 34 |
| Cardenas, Nancy | 33 |
| Coysh, Katie | 35 |
| Mathis, Shirley | 42 |
| Monteforte, Ana | 44 |
| Prego, Laura | 40 |
| | |
| CONSULTANTS | |
| Chanoine, Tanya | 21 |
| DeJesus, Dina | 21 |
| Mendolia, Vanessa | 21 |
| | |
| UPK TOSA | |
| Donovan, Kim | |
| | |
| ENL KINDERGARTEN TEACHERS (4) | ROOM |
| Benavides, Crystal | 26 |
| Cusack, Amelia | 16 |
| Ortiz, Jillian | 14 |
| Phelan, Dana | 19 |
| | |

| ART TEACHER | |
|---|---|
| Deletrain, Francesca | 2 |
| | |
| LIBRARY MEDIA SPECIALIST | |
| Ritter, Stephanie | Library |
| | |
| MUSIC TEACHER | |
| Ryan, Jacqueline | 28 |
| | |
| PHYSICAL EDUCATION TEACHER | |
| Vlajou, Nicole | Gym |
| Welch, Amanda | Gym |
| | |
| BEHAVIOR SPECIALIST | |
| Doyle, Janet | 45 |
| | |
| GUIDANCE COUNSELOR | |
| Giuner, Kimberly | 45 |
| | |
| PSYCHOLOGIST | |
| O'Keeffe, Julie | 45 |
| | |
| SOCIAL WORKER | |
| Aviles-Velasco, Maria | 45 |
| | |
| KINDERGARTEN SPEECH TEACHERS | |
| Meyers, Ivy | |
| O'Brien, Annie Rose | 18 |
| | |
| UPK SPEECH TEACHERS | |
| Mangan, Sarah | |
| Nunez, Ana | |
| Randazzo, Summer | |
| | |
| I.T SPECIALIST | |
| Famiglietti, Ezio | Library |
| | |
| KINDERGARTEN ENL T.A.'s | |
| Ahmed, Tabassum *(Benavides)* | 26 |
| Benavides, Maria *(Ortiz)* | 14 |
| Hernandez, Vasty *(Cusack)* | 16 |
| Prisinzano, Kathy *(Phelan)* | 16 |
| | |
| KINDERGARTEN PERM SUB TEACHER | |
| Dookram, Lilian | |
| Recenello, Victoria | |
| Van Essendelft, Breanna | |

| SCHOOL NURSE | | | | |
|---|---|---|---|---|
| Delcid, Kenia | Nurses Office | | | |

| KINDERGARTEN INSTRUCTIONAL TA'S | ROOM | | KINDERGARTEN MONITORS | ROOM |
|---|---|---|---|---|
| Barzola, Rossellini | 6 & 20 | | Bravo-Feican, Monica | |
| D'Esposito, Christine | 12 & 5 | | Burgos, Nydia | |
| Fahrenholz, Patricia | LL | | Gonzalez, Ciara | |
| Herrero, Yenci | 11 & 13 | | Grammenos, Zabella | |
| Lopez De Ortiz, Martha | 9 & 46 | | Guerrero, Candida | |
| Marino, Veronica | 7 | | Ostorga, Lillian | |
| Rivera, Annette | FL | | Reichert, Donna | |
| Rodriguez, Christy | LL | | Rodriguez, Lira *(Health Aide)* | Nurses Office |
| Rodriguez, Lillian | 8 & 10 | | Turan-Cil, Nurgul | |
| Singh, Kanak | LL | | *Vacancy* | |
| *Vacancy (2)* | | | | |
| | | | KITCHEN STAFF | |
| UPK INSTRUCTIONAL TA'S | ROOM | | Eseiza, Margarita | |
| Alvarenga, Aleyda | 44 | | Fuentes, Marta | |
| Benitez, Jailene | 35 | | Moreno Benitez, Iris *(Head Cook)* | |
| Choudhury, Suhana | 42 | | Rios, Rossy | |
| Joya, Blanca | 34 | | Saravia, Celia | |
| Osmanov, Silvina | 40 | | *Vacancy* | |
| | | | | |
| SPECIAL EDUCATION TA'S | | | CUSTODIAL STAFF | |
| Miller, Benjetta | 33 | | Gadius, Mackenzie *(Head Custodian)* | |
| Priscinzano, Kathy | 22 & 36 | | Canales, Jose | |
| Valentino, Debbie | 1 | | Garcia, Benjamin | |
| | | | Hudson, Demeck | |
| | | | Rodriquez, Ivan | |

| ASSISTANT COORDINATOR OF SPECIAL SERVICES/EIP |
|---|
| ELIZABETH SHEEHAN |
| EIP CLERICAL STAFF |
| LORRAINE RIVERA *(SENIOR OFFICE ASSISTANT)* |
| ANGELO OROSCO *(SENIOR OFFICE ASSISTANT)* |
| CPSE CLERICAL STAFF |
| SUSANA MILHEISER *(BILINGUAL SENIOR OFFICE ASSISTANT)* |
| JENNIFER ORTIZ *(BILINGUAL SENIOR OFFICE ASSISTANT)* |
| ANGEL VARNER *(PRINCIPAL OFFICE ASSISTANT)* |

| EARLY INTERVENTION PRE-K TEACHERS | | | PRE-SCHOOL SPEECH TEACHERS | |
|---|---|---|---|---|
| Bihn, Rachel | 30 | | Feliciano, Gisele | 43 |
| Bishop, Alexa | 38 | | Hall, Morgan | 43 |
| Collaro, Rachel | 33 | | Novoth, Kelly | 43 |
| Crevoiserat, Kaitlyn | 39 | | Yevoli, Robert | 43 |
| Guzman, Elisa | 37 | | Zito, Christina | 43 |
| Marinello, Stephanie | 32 | | | |
| Perrone, Coleen | 41 | | TEACHER AIDES | |
| Reyes, Amanda | 35 | | Arevalo Iraheta, Magdalena | |
| | | | Avecillas, Yaire | |
| CPSE TOSA | | | Cangas, Adrienne | |
| Brock, Jessica | EIP Office | | Disla, Rosanna | |
| Schnal, Lauren | EIP Office | | Flores, Melissa | |
| Staudt, Rosemarie | EIP Office | | Gardner, Ramel | |
| Young, Stephanie | EIP Office | | Hamchand, Andrew | |
| | | | Jimenez, Cindy | |
| EIP SOCIAL WORKER | | | Lemus, Carol *(LOA)* | |
| Celestrin, Michelle | 39A | | Magana de Jimenez, Linda | |
| EIP PSYCHOLOGIST | | | Mertz, Filiz | |
| Garza, Heather | 43 | | Moran Alas, Jessica | |
| Perez Rojo, Graciela | 43 | | Mostova, Natalia | |
| PHYSICAL THERAPIST | | | Paden, Nicole | |
| D'Amico, Kate | 41A | | Pitt, Lakisha | |
| | | | Prado Tovar, Adriana | |
| OCCUPATIONAL THERAPIST | | | Zavala, Giselle | |
| Calabro, Mia | 41A | | | |

# East Elementary School – Faculty List 2025–2026

| PRINCIPAL |
|---|
| MINERVA FELICIANO |
| EIP PROGRAM ADMINISTRATOR |
| ELIZABETH SHEEHAN |
| KINDERGARTEN CLERICAL STAFF |
| YARENIS SARMIENTO *(SENIOR BILINGUAL OFFICE ASSISTANT)* |
| FATIMA YAÑEZ *(BILINGUAL OFFICE ASSISTANT)* |
| MARIELA CRUZ *(LIBRARY CLERK)* |

| KINDERGARTEN TEACHERS | ROOM | | ENL KINDERGARTEN TEACHERS | ROOM |
|---|---|---|---|---|
| Amoedo, Isabel | 15 | | Benavides, Crystal | 26 |
| Bocardo, Elba | 13 | | Cusack, Amelia | 16 |
| Brereton, Melissa | 47 | | Ortiz, Jillian | 14 |

| | | | | |
|---|---|---|---|---|
| Cardenas, Lizette | 5 | | Phelan, Dana | 19 |
| Drayton, Berzaida | 8 | | | |
| Fernandez, Johan | 1 | | **ART TEACHER** | |
| Gallina, Stacy | 4 | | Deletrain, Francesca | 17 |
| Lardaro, Isabella | 22 | | | |
| Mathis, Shirley | 42 | | **LIBRARY MEDIA SPECIALIST** | |
| Monteforte, Ana | 2 | | Ritter, Stephanie | Library |
| Moreno, Yicel | 11 | | | |
| Petrozzino, Samantha | 7 | | **MUSIC TEACHER** | |
| Piacenti, Jenna | 34 | | Ryan, Jacqueline | 28 |
| Portillo, Melissa | 10 | | | |
| Prego, Laura | 40 | | **PHYSICAL EDUCATION TEACHER** | |
| Russell, Melissa | 31 | | Vlajov, Nicole | Gym |
| Salazar, Carolina | 44 | | Welch, Amanda | Gym |
| Signor, Barbara | 9 | | | |
| Smith, Jill | 12 | | **BEHAVIOR SPECIALIST** | |
| Stanco, Georgene | 36 | | Doyle, Janet | 30 |
| Torres, Kenia | 20 | | | |
| Ward, Jacqueline | 3 | | **GUIDANCE COUNSELOR** | |
| Zambrano, Marjorie | 6 | | Valdez, Melissa | 30 |
| Zelaya, Gabriela | 46 | | | |
| **DERGARTEN SPECIAL ED TEACHERS** | | | **PSYCHOLOGIST** | |
| Chan, Kate | 1 | | Garza, Heather *(EIP)* | 39A |
| Reyes, Amanda | 7 | | O'Keeffe, Julie | 30 |
| **UNIVERSAL PRE-K TEACHERS** | | | | |
| Cardenas, Nancy | 33 | | **SOCIAL WORKER** | |
| Loubar, Kathy | 35 | | Aviles-Velasco, Maria | 30 |
| | | | Celestrin, Michelle *(EIP)* | Rm 39A |
| **LY INTERVENTION PRE-K TEACHERS** | | | | |
| Bihn, Rachel | 38 | | **SCHOOL NURSE** | |
| Bishop, Alexa | 35 | | Delcid, Kenia | Nurses Office |
| Collaro, Rachel | 33 | | | |
| Crevoiserat, Kaitlyn | 39 | | **KINDERGARTEN SPEECH TEACHERS** | |
| Guzman, Elisa | 37 | | Meyer, Ivy | 18 |

| | | | | |
|---|---|---|---|---|
| Kukrat, Chelsea | 43 | | O'Brien, Annie Rose | 18 |
| Marinello, Stephanie | 32 | | **PRE-SCHOOL SPEECH TEACHERS** | |
| Perrone, Coleen | 41 | | Aristonde, Karla | 45 |
| | | | Carino, Jessica | 45 |
| **CONSULTANTS** | | | Feliciano, Gisele | 45 |
| Chanoine, Tanya | 21 | | Hall, Morgan | 45 |
| DeJesus, Dina | 21 | | Novoth, Kelly | 45 |
| Mendolia, Vanessa | 21 | | Zito, Christina | 45 |
| **DERGARTEN INSTRUCTIONAL TA** | **ROOM** | | **KINDERGARTEN MONITORS** | **ROOM** |
| Barzola, Rossellini | | | Bravo-Feican, Monica | |
| Choudhury, Suhana | | | Burgos, Nydia | |
| D'Esposito, Christine | | | Grammenos, Zabella | |
| Dennis, Paula | | | Guerrero, Candida | |
| Fahrenholz, Patricia | | | Lopez, Luisa | |
| Joya, Blanca | | | Ostorga, Lillian | |
| Lopez De Ortiz, Martha | | | Reichert, Donna | |
| Marino, Veronica | | | Turan-Cil, Nurgul | |
| Rivera, Annette | | | *Vacancy* | |
| Rodriguez, Christy | | | | |
| Rodriguez, Lillian | | | **HEALTH AIDE** | |
| Singh, Kanak | | | Rodriguez, Lira | Nurses Office |
| *Vacancy* | | | | |
| *Vacany* | | | **KITCHEN STAFF** | |
| | | | Cortes, Evelyn | |
| **KINDERGARTEN ENL T.A.'s** | | | Eseiza, Margarita | |
| Ahmed, Tabassum *(Benavides* | 26 | | Fuentes, Marta | |
| Benavides, Maria *(Ortiz)* | 14 | | Moreno Benitez, Iris *(Head Cook)* | |
| Hernandez, Vasty *(Cusack)* | 16 | | Rios, Rossy | |
| Moya, Michelle *(Phelan)* | 19 | | Saravia, Celia | |
| | | | | |
| **SPECIAL EDUCATION TA'S** | | | **CUSTODIAL STAFF** | |
| Miller, Benjetta | 7 | | Forte, Korey *(Head Custodian)* | |
| Prisinzano, Kathleen | 7 | | Canales, Jose | |
| Valentino, Deborah | 1 | | Gadius, Mackenzie | |
| | | | Hudson, Demeck | |
| **UPK TA'S** | | | Merced, Ruben | |
| Benitez, Jailene | 1 | | | |
| | | | **SECURITY** | |
| **TEACHER AIDES** | | | Marin, John | Lobby |

| | | | | |
|---|---|---|---|---|
| Arevalo Iraheta, Magdalena | | | | |
| Disla, Rosanna | | | **OCCUPATIONAL THERAPIST** | |
| Gardner, Ramel | | | Calabro, Mia *(EIP)* | 41A |
| Jimenez, Cindy | | | | |
| Lemus, Carol | | | **PHYSICAL THERAPIST** | |
| Magana de Jimenez, Linda | | | Byrne, Kate | 41A |
| Mertz, Filiz | | | | |
| Person, Samantha | | | **EARLY INTERVENTION CLERICAL** | |
| Zavala, Giselle | | | Milheiser, Susana | EIP Office |
| | | | Rivera, Lorraine | EIP Office |

| | | | | |
|---|---|---|---|---|
| **CPSE TOSA** | | | Rodriguez, Jennifer | EIP Office |
| Brock, Jessica | EIP Office | | Varner, Angel | EIP Office |
| Spagnuolo, Denise | EIP Office | | | |
| Staudt, Rosemarie | EIP Office | | | |
| Young, Stephanie | EIP Office | | | |

**Student demographic information:**

| Student Subgroup (accountability subgroups are | Total (PreK-12, | Pre-Kinder- | Kinder-garten |
|---|---|---|---|

| marked with an asterisk (*)) | UGE, UGS) a=b+c+d | garten Full-day c | Full-day f |
|---|---|---|---|
| *All Students | 409 | 19 | 390 |
| Female | 194 | 8 | 186 |
| Male | 215 | 11 | 204 |
| *American Indian/Alaska Native | 7 | 0 | 7 |
| *Black | 19 | 0 | 19 |
| *Hispanic | 369 | 19 | 350 |
| *Asian/Pacific Islander | 4 | 0 | 4 |
| Asian | 4 | 0 | 4 |
| *White | 8 | 0 | 8 |
| *Multiracial | 2 | 0 | 2 |
| General Education Students | 341 | 16 | 325 |
| *Students with Disabilities | 68 | 3 | 65 |
| Former Students with Disabilities | 9 | 0 | 9 |
| Not English Language Learner | 144 | 19 | 125 |
| *English Language Learner | 265 | 0 | 265 |
| *Economically Disadvantaged | 379 | 15 | 364 |
| Not Economically Disadvantaged | 30 | 4 | 26 |
| Migrant | 1 | 0 | 1 |
| Not Migrant | 408 | 19 | 389 |
| Homeless | 4 | 0 | 4 |
| Not Homeless | 405 | 19 | 386 |
| Not in Foster Care | 409 | 19 | 390 |
| Parent Not in Armed Forces | 409 | 19 | 390 |

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

**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)**

The mission of East Elementary School is to educate and facilitate students to reach their fullest potential through a curriculum that meets and exceeds the common core standards in order to fully prepare them as active participants in the global community. With the support of all stake holders (teachers/staff, administrators, parents, and the larger community), students will become equipped with the tools necessary for academic, personal, and social growth in the 21st century. East Elementary School strives to instill mutual respect for others in a safe and nurturing atmosphere while creating life-long learners who will be a positive force in society and the community.

**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 **EAST ELEMENTARY**, the McKinney-Vento liaison is Maria Aviles.

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 | 4 |
| Children in Foster Care | 0 |
| Migrant Students | 1 |

**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) | Leticia Polanco<br>Bisma<br>Fayaz |
| Members of the Community to be served | |
| Teachers-SWP Sub Committee | Jillian Ortiz<br>Tanya Chanoine<br>Marjorie Zambrano<br>Dana Phelan<br>Stephanie Ritter<br>Yicel Moreno<br>Gabriella Zelaya<br>Georgene Stanco<br>Johan Fernandez<br>Isabella Lardaro<br>Isabel Amoedo<br>Lizette Cardenas<br>Nancy Cardenas<br>Ana Monteforte<br>Carolina Salazar<br>Samantha Petrozinno |
| Principals | Minerva Feliciano |
| Other School Leaders | |
| Teaching Assistants | Maria Benavides<br>Christy Rodriguez<br>Tabassum Ahmed<br>Veronica Marino<br>Benjetta Miller<br>Suhana Choudhury |

| | |
|---|---|
| | Rossellini Barzola |
| District Administrators | Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer |
| Specialized Instructional Support Personnel* | Amanda Kohan, Coordinator of Math and Business<br>Dr. Rebecca Grella, Coordinator of Science and Technology<br>Mary Taibi, Assistant Coordinator of ELA and Social Studies |
| Technical Assistance Providers * | |
| Other School Staff * | Stephanie Ritter<br>Coleen Perrone<br>Christine Zito<br>Giselle Feliciano<br>Amelia Cusack<br>Crystal Benavides<br>Janet Doyle<br>Morgan Hall<br>Katie Coysh |
| 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**

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

| Letter Sound Assessment | | | |
|---|---|---|---|
| **Fluency Percentage** | **0-25%** | **26-40%** | **41-99%** |
| Total # of GEN ED. Students | 13 | 35 | 151 |
| Total # of ENL Students | 10 | 16 | 64 |
| Total # of Bilingual Students | 36 | 39 | 89 |
| ICT Class | 1 | 3 | 16 |
| | 60 | 93 | 320 |

**Mathematics Performance**

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

| K CAM | 2025-2026 | 2026-2027 GOAL |
|---|---|---|
| **General Education** | **Question 22 (Standard: NY-K.NBT1.)** 47%<br><br>**Question 25 (Standard: NY-K. CC4c.)** 58% Correct | **Question 22(Standard: NY-K.NBT1.)** 49%<br><br>**Question 25 (Standard: NY-K. CC4c.)** 58% Correct |
| **Bilingual** | **Question 22 (Standard: NY-K.NBT1.)**<br><br>66.4%correct<br><br>**Question 25 (Standard: NY-KCC4c)** | **Question 22 (Standard: NY-K.NBT1.)**<br><br>68.4%correct<br><br>**Question 25 (Standard: NY-KCC4c)** |

| | | |
|---|---|---|
| | 47.4 % | 47.4 % |
| **ENL** | **Question 22**<br>**(Standard: NY-K.NBT1.)**<br><br>64 %Correct<br><br>**Question 25**<br>**(Standard: NY-K.CC4c)**<br>81% Correct | **Question 22**<br>**(Standard: NY-K.NBT1.)**<br><br>66 %Correct<br><br>**Question 25**<br>**(Standard: NY-K.CC4c)**<br>81% Correct |

## Surveys

### Survey Data

| Disruptive student behavior has interfered with instruction in my classroom this year. | |
|---|---|
| Strongly agree | 16% |
| Agree | 25% |
| Somewhat agree | 22% |
| Disagree | 19% |
| Strongly disagree | 3% |
| Not applicable | 16% |

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

Our 2026-2027 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6).* Multiple forms of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures, I Ready Data and Attendance **Data.** We found that we need to focus on our Entering and Emerging ELL's who were performing one grade level below on their ELA I-Ready assessments as well as their I Ready Math Assessment. It was also found that students with numerous days absent were performing below grade level on I Ready math and Ela assessments. Based on our survey, we found that student behavior is affecting classroom instruction. This year's Schoolwide plan will focus on closing the achievement gaps in language acquisition and math concepts/skills for ELLs in our school, decreasing the number of days students are absent, in addition to decreasing the percentage of teachers that are disagreeing with the statement, "Classroom behavior interferes with instruction."

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

- We actively utilize a school-based plan with specific SMART goals to guide our work.
- Our school leaders require staff to utilize specific data for purposes of instructional planning and measuring student progress.
- Our school leaders actively support data-driven inquiry as a school-wide practice.
- Our school uses key measurements, such as common assessments, to monitor student progress.
- Teachers actively use data to differentiate instruction.
- Teachers are skilled in using formative assessments in their instruction.
- Teachers purposefully align daily instruction to explicit student learning targets/goals, content and language objectives ("I can...").
- Teachers consistently differentiate activities and materials to meet students' needs.
- Teachers construct classroom activities to ensure high student engagement.
- We have an effective MTSS program which provides targeted assistance for students in need.

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

- **Social emotional support for students, teachers and families to ensure that classroom behavior does not interfere with instruction.**
- **Increasing parent involvement across the school.**
- Support for teachers and staff to help them work together across grade levels and content areas in order to provide an integrated approach to student learning.

- Chronic absenteeism remains a major barrier, with numerous students in Attendance Levels L1 and L2 and some students missing 30-77 days.
- Mathematics performance lags behind ELA, with many students remaining "1 Grade Level Below" in Spring Math.
- A large number of students continue to receive AIS and MTSS supports, indicating that Tier 1 instruction alone is not sufficiently accelerating learning for all learners.

**Schoolwide Plan Priorities**

| | Subgroup: | Priority Area: |
|---|---|---|
| 1. | ELLs | Language Acquisition Skills/Letter/Sound Knowledge |
| 2. | ELLs | Math Concepts and Skills |
| 3. | All Students | Supporting staff with strategies to ensure classroom behavior does not interfere with instruction. |
| 4. | All Students | Attendance |

**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 the (student subgroup, i.e. All Students, SWD, ELL, ED, etc.) will show an increase in (performance metric to be achieved, i.e. proficiency, annual typical growth, etc.) from (baseline level of performance, criteria or standard in 2025-2026) to (desired level of performance, criteria or standard in 2026-2027) as measured/indicated by the (title of the assessment), administered (how often the assessment is given (i.e., annually, 3x per year, etc.).*

**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 General Education students will show a reduction in* the percentage of students scoring in the 0–25th percentile range from 7% to 3% or lower *as measured/indicated by the EASY CBM administered 3 xs a year.*

*By June 2027 the ENL students will show a reduction in* the percentage of students scoring in the 0–25th percentile range from 11% to 5% or lower *as measured/indicated by the EASY CBM administered 3 xs a year.*

*By June 2027 the Bilingual students will show a r*eduction in the percentage of students scoring in the 0–25th percentile range from 22% to 10% or lower. *as measured/indicated by the EASY CBM administered 3 xs a year.*

*By June 2027 the ICT students will show a r*eduction in the percentage of students scoring in the 0–25th percentile range to 10% or lower *as measured/indicated by the EASY CBM administered 3 xs a year.*

## 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*

*By June 2027 the (student subgroup, i.e. All Students, SWD, ELL, ED, etc.) will show an increase in (performance metric to be achieved, i.e. proficiency, annual typical growth, etc.) from (baseline level of performance, criteria or standard in 2025-2026) to (desired level of performance, criteria or standard in 2026-2027) as measured/indicated by the (title of the assessment), administered (how often the assessment is given (i.e., annually, 3x per year, etc.).*

**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 the (General Education Students) will show an increase in (*build and break down numbers from 11 to 19 into a group of ten ones and some extra single ones *) from (57%) to ( 59%) as measured/indicated by the (K CAM), administered annually.*

*By June 2027 the (General Education Students) will show an increase in (*understands that each next number name represents a quantity that is one larger *) from (58%) to ( 60%) as measured/indicated by the (K CAM), administered annually.*

*By June 2027 the (Bilingual Students) will show an increase in (*build and break down numbers from 11 to 19 into a group of ten ones and some extra single ones *.) from (66.4%) to ( 68.4%) as measured/indicated by the (K CAM), administered annually.*

*By June 2027 the (Bilingual Students) will show an increase in (*understands that each next number name represents a quantity that is one larger*) from (47%) to ( 49%) as measured/indicated by the (K CAM), administered annually.*

*By June 2027 the (ENL Students) will show an increase in (*build and break down numbers from 11 to 19 into a group of ten ones and some extra single ones *.) from (81%) to ( 83%) as measured/indicated by the (K CAM), administered annually.*

*By June 2027 the (ENL Students) will show an increase in (*understands that each next number name represents a quantity that is one larger*) from (60.4%) to ( 62.4%) as measured/indicated by the (K CAM), administered annually.*

**Survey Goal**

*By June 2027 our school will show an increase in the percentage of respondents who disagreed with the statement, (Disruptive behavior interfered with my classroom instruction.) from (22%) to (24%%) as measured/indicated by (District Data Triangle Survey) with the frequency 1 x's a year.*

**Attendance Goal**

By June 2027 our school will show a decrease the number of students who are having chronic absenteeism from 30% to 28 % of our students in the Level 1/Level 2 as measured once a year but monitored throughout the school year.

## 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** |
|---|---|
| • BARS Analysis for NYSESLAT<br>  ○ This strategy aligns to the belief that each child's plus will be reflective of his/her strengths/areas of improvement<br>  ○ Analysis of I Ready Scores<br>• This strategy aligns to the belief that each child's plus will be reflective of his/her strengths/areas of improvement | • Students will use I-Ready and teachers will use I-ready diagnostics to create skill based groups to meet the needs of all students.<br>  ○ This strategy aligns with the believe in curating an academic program with acceleration and enrichment as core design elements from inception.<br>  ○ Before School Programs:<br>  ○ Programs will be aligned with goals for our building and will address individual needs of students to provide students with extra time for growth.<br>• |
| **Meaningful and Relevant Instruction and Assessment** | **Empowered Stakeholders** |
| • Structured Literacy Instruction for all students along with Into Reading Modules to increase and provide students with quality text to build comprehension and vocabulary.<br>  ○ This strategy aligns to the believe in nurturing the whole child (physical, emotional, academic, social, cultural).<br>  ○ Students will use I-Ready and teachers will use I-ready diagnostics to create skill based groups to meet the needs of all students.<br>  ○ This strategy aligns to the belief that each child's plus will be reflective of his/her strengths/areas of improvements | • Parents will be part of our School Improvement Team and will be invited to be active participants in their child's education.<br>  • This strategy aligns to the belief that stakeholder collaboration and partnership have exponential value.<br>  • School will communicate with parents school expectations, information about what the students are learning in school, provide resources to help parents work with their child at home.<br>  • School will have open communication through Parent Square, in person workshops for families on curriculum and ways to support the whole child at home. |

### 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.**
  - I Ready Data Meeting – September 24th
  - Writing Support for Bilingual Classes – On going, support by interventionists and reading consultants
  -

### 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.**
  - Training 1: October 6 & 7 - HMH Into Math Coaching
  - Training 2: January 20 & 21 - Bill Atwood Coaching
  - Training 3: March 23 & 24 - Bill Atwood Coaching

**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**
  - ***High Dosage Tutoring***
  - • ***Speech and Language Enrichment****- Students will participate in language based enrichment activities to target improvement of functional communication skills.*
  - • ***Parent Workshops - SEL*** *Parents will learn about Social Emotional Learning and the importance of implementing SEL at Home*
  - **Family Learning Academy: Growing Together –** Students and their families will be invited to participate in letter/sound and literacy activities to support reading skills and provide parents with ways to support reading at home.
  - ***Green Team:*** Students will participate in lessons to support vocabulary around plants, living and non-living things and to learn how to use the hydroponic gardening system.
  - ***Books and News****- Creating a Parent-School Connection to help develop reading comprehension and speaking skills*
  - **Kinder Count Club**- Students will participate in activities to support math concepts, focusing on number sense.
  - **Alphabet Artists Club- alphabet/phonics based reinforcement -** Students will engage in alphabet and phonics activities through art.
  - **Reader's Theatre**- Reader's theatre activities to strengthen reading fluency, comprehension and oral language
  - **Alphabet Boot Camp -** Letter/sound activities to support reading skills in a fun, engaging way.
  - **Make it, Take it Math**- Students will learn math games that reinforce math skills and they will bring the activities home to play with families
  - **Writing Boot Camp –** Students will participate in writing activities while reinforcing letters/sound correspondence.
  - **Curious Kids: Exploring Non-fiction through reading and writing** - Students will explore non-fiction while building their foundational reading skills.
  - **Little Heroes Math Club –** Students will explore numbers and math concepts through hands on activities.
  - **Early Readers Enrichment-** Students will read and explore different text while building their comprehension skills.
  - **The Magic of me and we club-** Social Emotional Group
  - **Morning Heroes Academy-** Social Emotional Group
  - **Namaste Positive –** Students will participate in yoga activities while also reinforcing letters and sounds.
  - **Science Explorers** Students will participate in science exploration while reinforcing listening and speaking skills.
  - **Super Friend Academy –** Social emotional group

**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**
  -

| Name of Event | Date/Time | Location |
|---|---|---|
| Orientation | September 2<br>12 – 1 | Gymnasium |
| Supply Drop OFF | September 4<br>9 – 2:00 | Front Office |

| | | |
|---|---|---|
| PBIS KICKOFF | Saturday, September 12, 2026 | 10-11:30 am |
| Meet the Teacher Night | Tuesday, September 15, 2026<br>Two Sessions<br>Time: 5:45 – 6:45 pm<br>7:15 – 8:15 pm | East Elementary Classrooms |
| Parent Advisory Meeting/ESSA Presentation | Wednesday, October 7, 2026<br>Time: 5:00 pm | East Elementary Faculty Room |
| Hispanic Heritage Night | Wednesday, October 14, 2026<br>Time: 5:30-7:00 pm | East Elementary Cafeteria and Gymnasium |
| Trunk or Treat | Friday, October 23, 2026<br>4:30 – 6:00 pm | East Elementary School Parking Lot |
| Pajama Night | Tuesday November 10 2026<br>Time: 6:15 – 7:00 pm | East Elementary Classrooms |
| Evening Conferences | December 9<br>4-6pm | East Elementary Classrooms |
| Winter Sing Along and Craft Day | December 15 and December 16, 2026<br>2 Sessions:<br>Session 1: 9:15 am – 10:30 am<br>Session 2: 10:50 am – 12:00 pm | East Elementary Gymnasium and Classrooms |
| Unplug Night | Tuesday, March 2, 2027<br>Time: 5:45 pm – 6:45 pm | East Elementary School Classrooms |
| Spring Soiree | Wednesday, March 31, 2027<br>Time: 5:30 pm – 7:00 pm | East Elementary School Cafeteria and Gymnasium |
| STEM Night | Tuesday, 4/27/27<br>Time: 5:30 – 7:00 | East Elementary School |

| | | |
|---|---|---|
| Multicultural Celebration | Wednesday, May 26, 2027<br>Time: 5:30 – 7:15 pm | East Elementary School Cafeteria and Classrooms |
| Fun Day | Wednesday, June 2, 2027<br>Rain date, June 3, 2027 | East Elementary School Field |
| Kindergarten Orientation | Friday, June 4, 2027 | East Elementary School Gymnasium |
| UPK Grad | 6/8/2027 | |
| Kindergarten Graduations | June 14-June 17, 2027 | East Elementary School |

**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 - East K** | | | |
|---|---|---|---|
| **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 | **$17,879** |
| **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** | Title I Elementary Before/After School Programs for Youth Enrichment/AIS provided by certified teachers - 130 hrs per 11 elementary buildings = 1,430 hours @ $54/hr = $77,220 / 11 elementary schools = $7,020/school. School-based discretion for the development of supplemental, Title IA Programs. | $54.00 | $7,020 |
| **1500 - Salaries** | Title I Elementary Summer Enrichment Program - *Super Scholars Academy* - based on 500 students – 35 general ed. teachers + 3 Special education teachers across multiple elementary schools - 2,500 hours X $58/hr = $145,000 / 11 elementary schools = $13,181.82/school (227.27 hrs per building). | $58.00 | $13,182 |
| **1500 - Salaries** | Three Title I Elementary Summer Enrichment Administrators/Supervisors - 20 days X $625/day = $12,500 X 3 supervisors = $37,500 / 11 elementary schools = $3,409.09/school. | $625 per day | $3,409 |
| **Code 4000 - Purchased Services** | Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs. | School Specific | $1,222 |

| | | | |
|---|---|---|---|
| **Code 5000 - Supplies and Materials** | Parent and Family Engagement Supplies and Materials. $20,774 / 17 schools = $1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs. | School Specific | $1,222 |
| **Code 5000 - Supplies and Materials** | Title I Elementary Summer Reading Books – Lending library. $10,000 / 11 elementary schools = $909.09/school. | School Specific | $909 |
| **Code 5000 - Supplies and Materials** | Elementary School, Summer, After School/Enrichment Supplies and Books. $4,000 / 11 elementary schools = $363.63/school. | School Specific | $364 |
| **Code 5000 - Supplies and Materials** | Summer *Super Scholars Academy* Supplies/Materials. $15,484 / 11 elementary schools = $1,407.63/school. | School Specific | $1,408 |
| **Code 8000 - Benefits** | Employee Benefits for non-AIS Provider elementary Title I services (rows 4 through 9, above). | Contractual | $8,900 |
| **Code 8000 - Benefits** | Employee Benefits. AIS Providers Only - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school. | Contractual | **$8,854** |
| | | | |
| **Title I Sub-total:** | | | **$50,783** |
| **Title I Total w/ Salaries & Fringe:** | | | **$77,516** |

**School-Parent-Student Compact**

**East Elementary**, 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**

**East Elementary** will:

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

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

children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

**Parent Responsibilities**

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

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

**Student Responsibilities**

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

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

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

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

- Each year, our Kindergarteners are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2026-27 school year, parents will be invited to come to the school with their Kindergarten student for a brief presentation from the building administrators. Students will then be invited into a Kindergarten classroom to meet some of the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 2026-2027, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

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

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