2026-2027 Schoolwide Plan for Laurel Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Laurel Park Elementary School
Principal:	Kathleen Hudzik
Assistant Principal(s):	Hannah McCarthy
SIT Co-Chairs:	Samantha Kershow Naomi DeMarfio
Grades Served:	1-5

Staff List

MASTER 2026-2027

MRS. KATHLEEN HUDZIK, PRINCIPAL
MRS. HANNAH MCCARTHY, ASSISTANT PRINCIPAL
MR. NATHAN DIXON & MR. IZEYAH RALPH - SECURITY

RM#	FIRST GRADE		EXT.
1	MRS. KERI RUSSO	ENL	3251
2	MS. PAULETTE PEACE	ENL	3252
4	MRS. KIMBERLY THOMPSON & MRS. MARGARET PATWELL-GUZMAN	ICT	3254
1A	MS. AURA HERNANDEZ	BIL	3285
2A	MS. PATRICIA ROMERO-MARIN	BIL	3286
RM#	**SECOND GRADE**		
7	MRS. LORENA ATTANASIO	BIL	3257
8	MS. JENNIFER REGALADO	BIL	3258
9	MRS. LILLIAN LAVALLE	ENL	3259
10	MRS. AUDRA GLEASON	REG	3260
14	MS. SAMANTHA KERSHOW & MS. ALYSON PFAFFE	ICT	3264
RM#	**THIRD GRADE**		
11	MS. EILEEN PINTO	REG	3261
13	MS. CIARA HUGHES	ENL	3263
15	MRS. KERI PATNAUDE & MS. JENNIFER KOBASIUK	ICT	3265
17	MS. KIMBERLY MARTINEZ	BIL	3267
22	MR. NICHOLAS CEBALLOS	BIL	3272
RM#	**FOURTH GRADE**		
21	MRS. NAOMI DEMARFIO	BIL	3271
24	MS. AMANDA MCLOUGHLIN & MRS. LESLIE GRANSHAW	ICT	3274
26	MRS. LORRAINE O'NEILL	ENL	3276
28	MRS. MARCY BUDNIK	REG	3278
RM#	**FIFTH GRADE**		
23	MR. JOHN MEHLER		3273
27	MS. MERLIN ZAVALA	BIL	3277
29	MS. MARIE BUCKVAR & MRS. SUE MOERLER	ICT	3279
30	MR. CARLOS RIBEIRO	REG	3280
31	MRS. TAYLOR JULIAN	ENL	3281

RM#	SPECIAL EDUCATION	GRADE	
6	MR. SEAN MCCARDLE	1ST	3256
12	MRS. LAUREN CHAMBERS	2ND	3262
16	MS. ANNA SCHNELLER	3RD	3266
19	MS. JENNIFER KOLONGOWSKI	4TH	3269
25	MRS. COLEEN CARROLL	5TH	3275

TEACHER ASSISTANTS/AIDES

16	MS. NASRIN AKTER
2A	MRS. AFSAR BUSHRA
23	MS. LORETTA BAKER
12	MS. BRIITTANY BANKS
29	MR. SEAN DULLAGHAN
21	MS. NEZMARIE FORBES
ML-34	MRS. GLADYS FERNANDEZ
1A	MS. JAEL GARCIA
4	MRS. SOPHIA GIAMBRONE
14	MRS. SONIA GUL
24	MS. JULIANN KETTELL
21	MS. SABINA HOQUE
RL	MS. SUSAN IRIZARRY
29	MS. MIGUELINA LOPEZ
29	MS. YURI MALDONADO
RL	MRS. KATHERINE MONCION
RL	MR. GABRIEL OLIVEIRA
17/22	MRS. BIANCA ORDONEZ
ML-34	MS. LINA PUERTA
19	MRS. JACQUELINE RIVELLI
7	MRS. MARIA SALAZAR
7/8	MRS. EVELYN SANTOS IRIZARRI
15	MRS. SALINA SHILPI
6	MRS. SAIMA SIDDIQUI

SPECIAL AREAS:		RM	EXT.
MRS. CHRISTINE MCCUE	ART	3	
MS. KAREN FERNANDEZ	MUSIC	20	3270
MS. JESSICA SCHALLER			
MR. ELWIN CANALES	PHYS. ED		3242
MR. JESSE SCANNA			
MS. ANGELICA DIAZ	LIBRARY MEDIA SPECIALIST		3216
MRS. KERRY PALMESE	RDG CONS.		3214
MRS. ALEXA ZEPEDA	MATH CONS.		3284
MS. ANNE PERCI	LRC		3214
MRS. JILLIAN DISIDORE	INTERVENTIONIST		3284
MS. DIANE POULOS	NURSE		3207
MS. FATIMA PRUDENCIO	SCHOOL HEALTH AIDE		3217
MR. MICHAEL FRANK	IT		
MRS. HEIDI SCHNITZER	SPEECH		3223
MS. CANDICE GREENE			3218
MS. SOFIA SANCHEZ			3210
MRS. JAIME BISAGNI	ENL		3255
MRS. JENNIFER BITETTO			
MR. JOHN CHEWENS			
MRS. CORI GONZALEZ			
MS. JACLYN OKULA			
MRS. JENNIFER RODRIGUEZ	PSYCHOLOGIST		3212
MR. RYAN ZIPPER	GUIDANCE COUNSELOR		3224
MS. JESICA VELASQUEZ	SOCIAL WORKER		3211

MONITORS/TA:

MS. TAYYABA AZAM
MS. LYNN GONDEK
MS. SAMINA GUL
MS. DENISE MATHES-HOUSTON
MS. JACKIE OLMEDA
MS. DEBRA YEAGER
MS. ODALY ZACARIAS

CUSTODIAN:

MR. TRAVIS SIEUSANKAR 3208
MR. COLIN SAM
MR. CHRIS INGA
MR. CHAPAL PAUL
MR. SEGUNDO REYES

KITCHEN:

MRS. CHRISTINA DEITERS 3225
MRS. REYNA ARGUETA
MRS. CAROLINA BENITEZ
MS. DONNA DIAFERIA
MRS. JEAN DISPIRITO

CLERICAL:

MS. MARLA GALLARO	SR. OFFICE ASSISTANT	3204
MRS. ROSEMARY GREEN	OFF. ASST. SPANISH SPKG.	3203
MRS. VANESSA LODATO	OFFICE ASSISTANT	3220
MR. BENJAMIN DOOKRAM	COMMUNICATIONS AIDE	3296

16 MS. JUSTINE VELASQUEZ
25 MR. GARRETT WEINSTEIN

Rev. 9/3/26

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Grade 1 g	Grade 2 h	Grade 3 i	Grade 4 j	Grade 5 k
*All Students	624	109	128	121	145	121
Female	288	53	58	52	70	55
Male	336	56	70	69	75	66
*American Indian/Alaska Native	10	3	1	2	3	1
*Black	31	9	3	6	6	7
*Hispanic	554	91	119	110	126	108
*Asian/Pacific Islander	3	2	0	1	0	0
Asian	2	1	0	1	0	0
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0
*White	24	4	5	2	8	5
*Multiracial	2	0	0	0	2	0
General Education Students	438	78	94	77	103	86
*Students with Disabilities	186	31	34	44	42	35
Former Students with Disabilities	13	2	1	1	2	7
Not English Language Learner	329	50	57	53	95	74
*English Language Learner	295	59	71	68	50	47
Formerly English Language Learner	118	11	20	24	37	26
*Economically Disadvantaged	595	105	122	118	135	115
Not Economically Disadvantaged	29	4	6	3	10	6
Not Migrant	624	109	128	121	145	121
Homeless	12	2	1	4	3	2
Not Homeless	612	107	127	117	142	119
In Foster Care	1	1	0	0	0	0
Not in Foster Care	623	108	128	121	145	121
Parent Not in Armed Forces	624	109	128	121	145	121

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)

PLEASE ADD HERE IF APPLICABLE, OR DELETE THIS SECTION IF NOT APPLICABLE

The mission of Laurel Park is to provide our students with an academically stimulating and safe learning environment. Collectively, the Laurel Park community of our staff, students, and families are responsible for the physical, intellectual, emotional, and social needs of our students. We strive to provide an academically stimulating environment utilizing the state standards, which allow the students to realize their full potential. As a community, Laurel Park encourages the students to be tolerant of others' individuality, develop a sense of responsibility for their actions, and acquire the skills needed to be productive citizens in our ever changing world.

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 Laurel Park, the McKinney- Vento liaison is **Jesica Velasquez**.

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

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

	# of Students
McKinney-Vento	12
Children in Foster Care	1
Migrant Students	0

Schoolwide Plan Development – Consultation and Collaboration

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

Title:	Name:
Parents (More than 1)	Kimberly Contreras Sophia Giambrone Jean DiSpirito Carolina Benitez
Members of the Community to be served	
Teachers-SWP Sub Committee	
Principals	Kathleen Hudzik Hannah McCarthy

Other School Leaders	
Teaching Assistants	Katherine Moncion Bianca Ordonez
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 *	
Other School Staff *	
Students (for a secondary school)	
Other individuals determined by the school	

** if appropriate*

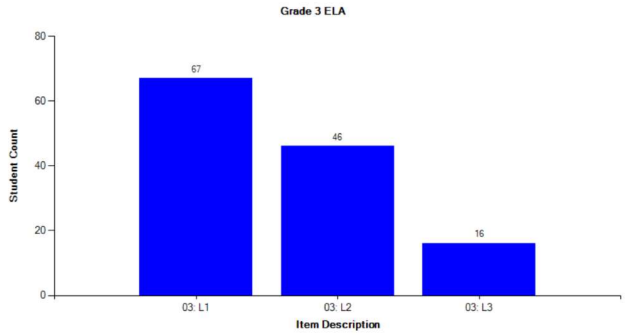
Comprehensive Needs Assessment

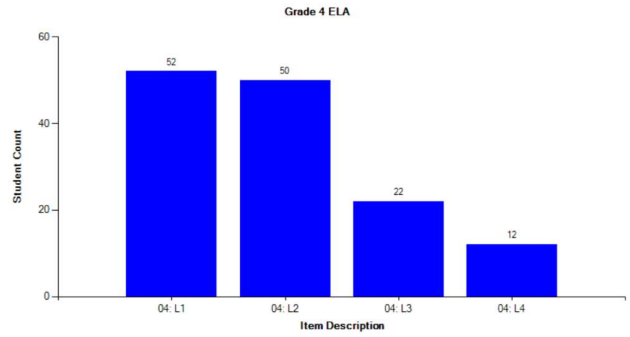
Needs Assessment Data

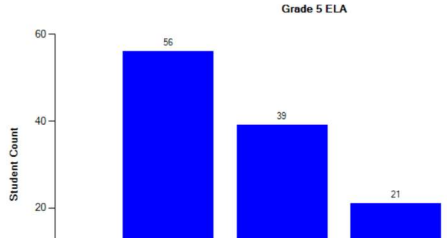
Our Schoolwide Plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state 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).*

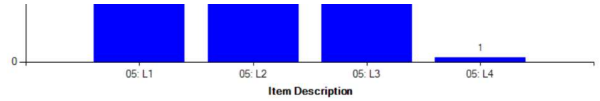
English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup









Frequency Distribution by Subgroup

Grade 3 English Language Arts April 2026

Brentwood UFSD

Laurel Park Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	67 52.34%	46 35.94%	15 11.72%	0 0.00%	128	11.72%
Female	25 45.45%	21 38.18%	9 16.36%	0 0.00%	55	16.36%
Male	42 57.53%	25 34.25%	6 8.22%	0 0.00%	73	8.22%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	3 42.86%	3 42.86%	1 14.29%	0 0.00%	7	14.29%
Hispanic	63 53.85%	41 35.04%	13 11.11%	0 0.00%	117	11.11%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	29 36.71%	36 45.57%	14 17.72%	0 0.00%	79	17.72%
SWD	37 77.08%	10 20.83%	1 2.08%	0 0.00%	48	2.08%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	47 64.38%	25 34.25%	1 1.37%	0 0.00%	73	1.37%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	66 53.23%	45 36.29%	13 10.48%	0 0.00%	124	10.48%

Level 1 379-431, Level 2 432-449, Level 3 450-473, Level 4 474-497

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD

Laurel Park Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	51 37.78%	50 37.04%	22 16.30%	12 8.89%	135	25.19%
Female	26 40.00%	18 27.69%	14 21.54%	7 10.77%	65	32.31%
Male	25 35.71%	32 45.71%	8 11.43%	5 7.14%	70	18.57%
American Indian	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
Black	1 20.00%	3 60.00%	1 20.00%	0 0.00%	5	20.00%
Hispanic	44 37.29%	45 38.14%	19 16.10%	10 8.47%	118	24.58%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	4 57.14%	1 14.29%	1 14.29%	1 14.29%	7	28.57%
Multiracial	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	31 32.63%	36 37.89%	18 18.95%	10 10.53%	95	29.47%
SWD	20 52.63%	12 31.58%	4 10.53%	2 5.26%	38	15.79%
	0	2	0	0		

Former SWD	0.00%	100.00%	0.00%	0.00%	2	0.00%
LEP	32 69.57%	12 26.09%	2 4.35%	0 0.00%	46	4.35%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	49 39.20%	44 35.20%	22 17.60%	10 8.00%	125	25.60%

Level 1 372-430, Level 2 431-449, Level 3 450-470, Level 4 471-498

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD

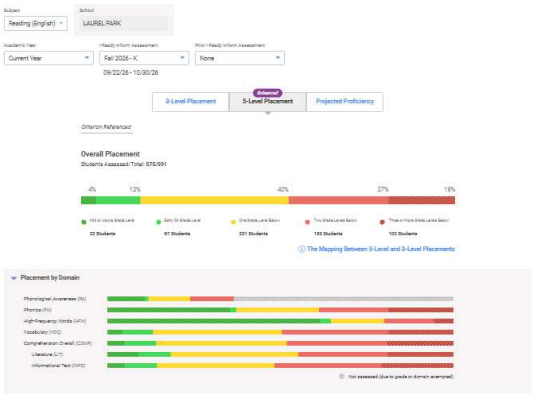
Laurel Park Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	56 48.28%	38 32.76%	21 18.10%	1 0.86%	116	18.97%
Female	26 47.27%	20 36.36%	9 16.36%	0 0.00%	55	16.36%
Male	30 49.18%	18 29.51%	12 19.67%	1 1.64%	61	21.31%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 28.57%	3 42.86%	2 28.57%	0 0.00%	7	28.57%
Hispanic	52 50.00%	33 31.73%	18 17.31%	1 0.96%	104	18.27%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 25.00%	2 50.00%	1 25.00%	0 0.00%	4	25.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	29 37.18%	29 37.18%	19 24.36%	1 1.28%	78	25.64%
SWD	26 83.87%	5 16.13%	0 0.00%	0 0.00%	31	0.00%
Former SWD	1 14.29%	4 57.14%	2 28.57%	0 0.00%	7	28.57%
LEP	36 81.82%	7 15.91%	1 2.27%	0 0.00%	44	2.27%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	53 47.75%	36 32.43%	21 18.92%	1 0.90%	111	19.82%

Level 1 375-431, Level 2 432-449, Level 3 450-473, Level 4 474-504

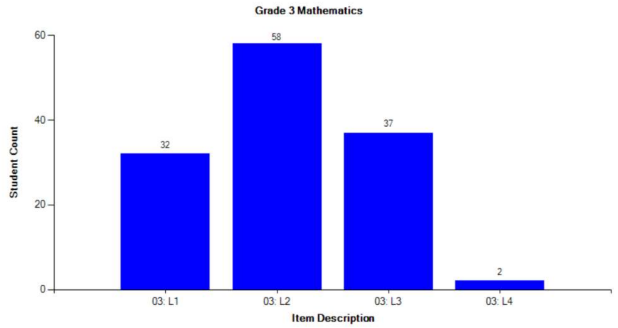
Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady

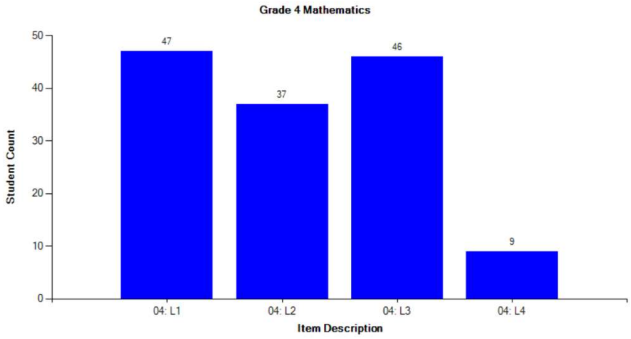


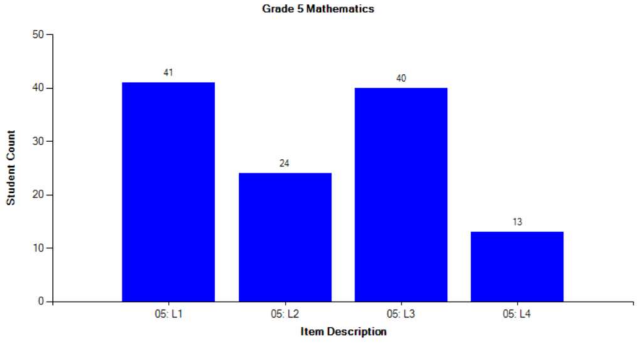


Mathematics Performance

State Assessment Math Data, disaggregated by subgroup







Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026 — **Brentwood UFSD**, **Laurel Park Elementary School**

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	32 25.00%	58 45.31%	36 28.13%	2 1.56%	128	29.69%
Female	15 27.27%	22 40.00%	18 32.73%	0 0.00%	55	32.73%
Male	17 23.29%	36 49.32%	18 24.66%	2 2.74%	73	27.40%
American Indian	0	0	1	0	1	100.00%

	0.00%	0.00%	100.00%	0.00%		
Black	2 28.57%	2 28.57%	3 42.86%	0 0.00%	7	42.86%
Hispanic	29 24.79%	54 46.15%	32 27.35%	2 1.71%	117	29.06%
Asian/Pacific Islander	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
White	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	12 15.19%	31 39.24%	34 43.04%	2 2.53%	79	45.57%
SWD	19 39.58%	27 56.25%	2 4.17%	0 0.00%	48	4.17%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	23 31.51%	36 49.32%	13 17.81%	1 1.37%	73	19.18%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	31 25.00%	57 45.97%	34 27.42%	2 1.61%	124	29.03%

Level 1 381-423, Level 2 424-449, Level 3 450-486, Level 4 487-503

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD

Laurel Park Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	47 34.06%	37 26.81%	45 32.61%	9 6.52%	138	39.13%
Female	26 38.81%	18 26.87%	20 29.85%	3 4.48%	67	34.33%
Male	21 29.58%	19 26.76%	25 35.21%	6 8.45%	71	43.66%
American Indian	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Black	1 20.00%	1 20.00%	3 60.00%	0 0.00%	5	60.00%
Hispanic	41 33.88%	33 27.27%	38 31.40%	9 7.44%	121	38.84%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	3 42.86%	2 28.57%	2 28.57%	0 0.00%	7	28.57%
Multiracial	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	27 27.55%	28 28.57%	36 36.73%	7 7.14%	98	43.88%
SWD	20 52.63%	9 23.68%	7 18.42%	2 5.26%	38	23.68%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	24 48.98%	14 28.57%	10 20.41%	1 2.04%	49	22.45%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	47 36.43%	33 25.58%	40 31.01%	9 6.98%	129	37.98%

Level 1 382-430, Level 2 431-449, Level 3 450-485, Level 4 486-518

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD

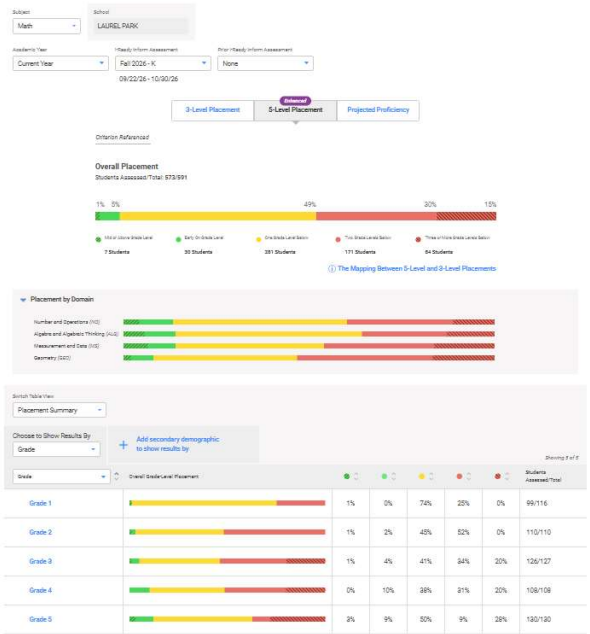
Laurel Park Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	41 35.04%	24 20.51%	39 33.33%	13 11.11%	117	44.44%
Female	20 35.71%	15 26.79%	15 26.79%	6 10.71%	56	37.50%
Male	21 34.43%	9 14.75%	24 39.34%	7 11.48%	61	50.82%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	0 0.00%	3 42.86%	4 57.14%	0 0.00%	7	57.14%
Hispanic	39 37.14%	21 20.00%	33 31.43%	12 11.43%	105	42.86%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 25.00%	0 0.00%	2 50.00%	1 25.00%	4	75.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	18 22.78%	19 24.05%	30 37.97%	12 15.19%	79	53.16%
SWD	22 70.97%	4 12.90%	5 16.13%	0 0.00%	31	16.13%
Former SWD	1 14.29%	1 14.29%	4 57.14%	1 14.29%	7	71.43%
LEP	28 63.64%	8 18.18%	6 13.64%	2 4.55%	44	18.18%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	40 35.71%	23 20.54%	36 32.14%	13 11.61%	112	43.75%

Level 1 384-431, Level 2 432-449, Level 3 450-482, Level 4 483-513

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



Surveys

Survey Data

Disruptive student behavior has interfered with instruction in my classroom this year.	
Strongly agree	22%
Agree	22%
Somewhat agree	33%
Disagree	7%
Strongly disagree	4%
Not applicable	11%

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

According to the survey from last year, 44% of staff agreed with the fact that disruptive student behavior has interfered with instruction in the school this year, therefore 66% of faculty felt that behavior does not interfere with instruction. Our goal for 2026-2027 is to decrease the percentage of staff that agree with this statement "Disruptive student behavior has interfered with instruction in my classroom" to 40%.

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

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

After disaggregating and analyzing last year's State ELA and Math assessment results and the local assessment data provided above, it is evident that there is an achievement gap between the performance of the All Students and English Language Learner (ELL) subgroups in our school (Grade 3 ELA all 12%/LEP 1%, Grade 4 all 25%/ LEP 4%, Grade 5 all 19%/LEP 2%) (Grade 3 Math all 30%/LEP 19%, Grade 4 all 39%/LEP 22%, Grade 5 all 44%/LEP 18%) . This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards.

School Strengths Identified

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

School Needs Identified, aligned to priority areas below

- **All Students**

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All Students	Language Acquisition Skills
2.	All Students	Math Concepts and Skills
3.		
4.		

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.):

By May 2027, all third grade students will show an increase in ELA proficiency at level 3 and 4 from 11 % to 15% as measured by NYS ELA data on BARS, 1 time a year. **Last year was the first year of CBT**

By May 2027, all fourth grade students will show an increase in ELA proficiency at level 3 and 4 from 25.19 % to 30% as measured by NYS ELA data on BARS, 1 time a year.

By May 2027, all fifth grade students will show an increase in ELA proficiency at level 3 and 4 from 18% to 23% as measured by NYS ELA data on BARS, 1 time a year.

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

By June, 2027, all students at Laurel Park Elementary School will equal or exceed 60% median progress toward stretch growth as measured/indicated by the 2026-2027 I-Ready Diagnostic end-of-year assessment in May 2027.

Mathematics Performance Goals

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

By May 2027, all third grade students will show an increase in Math proficiency at level 3 and 4 from 29.69% % to 33% as measured by NYS ELA data on BARS, 1 time a year.

By May 2027, all fourth grade students will show an increase in Math proficiency at level 3 and 4 from 39.13 % to 42% as measured by NYS ELA data on BARS, 1 time a year.

By May 2027, all fifth grade students will show an increase in Math proficiency at level 3 and 4 from 44.44% to 47% as measured by NYS ELA data on BARS, 1 time a year.

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

By June, 2027, all students at Laurel Park Elementary School will equal or exceed 60% median progress toward stretch growth as measured/indicated by the 2026-2027 I-Ready Diagnostic end-of-year assessment in May 2027.

Survey Goal

According to the survey from last year, 44% of staff agreed with the fact that disruptive student behavior has interfered with instruction in the school this year, therefore 66% of faculty felt that behavior does not interfere with instruction. Our goal for 2026-2027 is to decrease the percentage of staff that agree with this statement "Disruptive student behavior has interfered with instruction in my classroom" to 40%.

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 • BARS Analysis • Questioning techniques utilizing state terminology beginning in first grade • HMH Screeners/Diagnostics to determine specific individual needs • Career Fair	**Growth Culture** • Career Fair Week • Start with Hello • Hispanic Heritage • Attendance • PBIS Assemblies • Professional Development Opportunities

Meaningful and Relevant Instruction and Assessment
• Common planning
• Bill Atwood presentations-incorporating many strategies within lessons for review
  ○ HMH meetings/grade level & small group
	Empowered Stakeholders
	• Modifications of i-Ready student goals to be attainable for a broader range of students
	• Committees (testing, yearbook, MTSS, SIT, PPS)
	• Family Engagement Events
	• Paul Forbes Meeting
	  • Hispanic Heritage Night
	  • Trunk or Treat
	  • Balloons Over Laurel
	  • Winter Wonderland

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.**
  - Analysis of data from last years' state ELA assessment. Discuss gap analysis of top three standard discrepancies between our school and district and discuss probable causes.
  - iReady student goal modifications
  - SPIRE Training
  - HMH Universal Screener/Diagnostic Training
  - AMIRA School Assistant (SPIRE)
  - iReady Training
  - SIPPS
  - Sonday within ICT Classrooms as an additional intervention

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.**
  - Bill Atwood training
  - Analysis of data from last years' state Math assessment. Discuss gap analysis of top three standard discrepancies between our school and district and discuss probable causes
  - i-Ready student goal modifications
  - Training on new HMH Math curriculum
  - HMH Coaching Sessions

- Most in Math training grades 4 and 5
- Experience Science 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**

  - High Dosage Tutoring
  - Math Remediation
  - Speech and Language Enrichment
  - Bilingual Mathematics Club
  - WIDA Prep

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**

  - Hispanic Heritage Month
  - Trunk or Treat
  - Balloons over Broadway
  - Winter wonderland

  - Community Plaza
  - Part 154 Presentation
  - WIDA Testing information meeting
  - Summer Curriculum
  - Family Connect Night
  - Meet the Teacher Night
  - Parent Teacher Conferences
  - Winter Concert
  - Spring Concert
  - Art Show
  - Amazing Race
  - Digital Subscription Workshop
  - State Test Workshop
  - Title I information night
  - Black History Month celebration
  - Report card informational night
  - Read
  - Family Learning Night

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 - Laurel Park Elementary 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	**$52,393**

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	**$23,534**
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$126,710**

School-Parent-Student Compact

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

School Responsibilities

Laurel Park 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:

- To ensure effective transitions, our SIT plan was developed in collaboration with our internal and external Pre-K partners. Specific strategies for helping students' transition into the elementary setting have been identified and implemented. Those strategies may be seen below:
- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2026-27 school year, parents will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 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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