2026-2027 Schoolwide Plan for Pine Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Pine Park Elementary School
Principal:	Yeny Correa
Assistant Principal(s):	N/A
SIT Co-Chairs:	Virginia Grieco & Ingrid Acosta (alt. Nicole Coscia)
Grades Served:	K-1

Staff List

Pine Park Staff

2026.2027 Staff Information

First Name	Last Name	School	Position
Alivya	D'Allessandro	Pine Park	Teacher Aides/ 1:1
Alma	Calix	Pine Park	Cook - Head
Amanda	Beach	Pine Park	ENL
Amany	Hamed	Pine Park	ENL TEACHER ASST
Amy	Abbatiello	Pine Park	CWC
Ana	Laos	Pine Park	Monitor
Andrea	Gonzalez	Pine Park	Math Consultant
Angela	Hernandez	Pine Park	CWC
Ashanti	Gutierrez	Pine Park	Horizon Agency
Ashley	Tack	Pine Park	Art
Ayana	Carbon	Pine Park	Communications Aide
Azada	Rajab	Pine Park	Teacher Aides/ 1:1
Barbara	Avilez	Pine Park	Teacher Aides/ 1:1
Bessi	Moreno	Pine Park	BILINGUAL
Brittaney	Antoine	Pine Park	Custodian
Brook	Lucas	Pine Park	Perm Sub Teacher
Caridad	Diaz	Pine Park	Monitor
Carissa	McKillop	Pine Park	ENL
Carmen	Toledo	Pine Park	SGI- TEACHER ASST
Catherine	Gonzalez	Pine Park	SPEC. ED TEACHER ASST
Christina	Bell	Pine Park	Physical Education
Christina	Ragonese	Pine Park	SGI- TEACHER ASST
Cindy	Faicco	Pine Park	Reading Consultant
Claudia	Gordon	Pine Park	GE
Cruz	Zambrano	Pine Park	Kitchen Team
Cynthia	Ruiz	Pine Park	SPEC. ED TEACHER ASST
Daniel	Smith	Pine Park	K - SWD Level 3
Danielle	DeGirolamo	Pine Park	K - SWD Level 3
Danielle	DeMarco	Pine Park	GE
Dawn	Talley	Pine Park	CWC
Diane	Heller	Pine Park	Behavior Specialist
Egla	Moreno	Pine Park	Nurse
Elizabeth	Almonte	Pine Park	Monitor
Elizabeth	Dominguez	Pine Park	Kitchen Team
Elver	Campos	Pine Park	IT Technician
Emily	Flores	Pine Park	Monitor
Erick	Velandia	Pine Park	Custodian Night
Erika	Nichols	Pine Park	Horizon Agency
Fiona	Amarante	Pine Park	GE

Gina	Connolly	Pine Park	ENL Teachers
Gina	D'Angelo	Pine Park	ENL Teachers
Gina	Scalia	Pine Park	K - SWD Level E
Grace	Basile	Pine Park	Monitor
Helyn	Arango	Pine Park	SGI- TEACHER ASST
Ingrid	Acosta	Pine Park	BILINGUAL
Jakelin	Chavez	Pine Park	Office Asst.
Jeannie	Reyes	Pine Park	Perm Sub Teacher
Jennifer	Kaplan	Pine Park	Occupational Therapist
Jennifer	Kupka	Pine Park	Speech
Jennifer	Rotbart	Pine Park	Teacher Aides/ 1:1
Jennifer	Stazzone	Pine Park	ENL
Jennine	Nangle	Pine Park	K - SWD Level E
Jensie	Juarez	Pine Park	Teacher Aides/ 1:1
Jill	Wolynetz	Pine Park	SPEC. ED TEACHER ASST
Jocelyn	Rojas	Pine Park	SGI- TEACHER ASST
John	Sofos	Pine Park	ENL Teachers
Judy	LaRocca	Pine Park	Physical Education
Julianne	Anderson	Pine Park	ENL
Julie	Clyne	Pine Park	Speech
June	McClafferty	Pine Park	SPEC. ED TEACHER ASST
Justine	Corio	Pine Park	Social Worker
Kaitlin	Veygel	Pine Park	Library Clerk
Kalesha	Davy	Pine Park	GE
Kayla	Patrick	Pine Park	K- SWD Level E
Keiry	Canales	Pine Park	Horizon Agency
Kerri	Herbst	Pine Park	Library Media Specialist
Kimberly	Givner	Pine Park	Guidance Counselor
Kristen	Krausen	Pine Park	CWC
Laura	Durante	Pine Park	SPEC. ED TEACHER ASST
Lazaro	Cuellar	Pine Park	Custodian
Lidia	Taveras	Pine Park	SGI- TEACHER ASST
Lori	Delaney	Pine Park	Psychologist
Madison	Cohen	Pine Park	K- SWD Level E
Mamoona	Rasheed	Pine Park	SGI- TEACHER ASST
Maria	Colon	Pine Park	BILINGUAL
Maria	Masciangelo	Pine Park	Speech
Maria	Montero	Pine Park	Teacher Aides/ 1:1
Maria	Tata	Pine Park	BILINGUAL
Maria	Vedernikova	Pine Park	Horizon Agency
Marianette	Galarza	Pine Park	SGI- TEACHER ASST

Mary	Ann	Pine Park	BILINGUAL
Mary	McDermott	Pine Park	Speech
Mary	Schneider	Pine Park	SGI- TEACHER ASST
Melissa	Flores	Pine Park	Monitor
Melissa	Gonzalez	Pine Park	BILINGUAL
Melissa	Harris	Pine Park	Speech
Melody	Florentino	Pine Park	SGI- TEACHER ASST
Merly	Bonilla	Pine Park	SGI- TEACHER ASST
Migdalia	Garcia	Pine Park	Monitor
Mussarat	Sahibzada	Pine Park	SGI- TEACHER ASST
Natasha	Poidomani	Pine Park	ENL Teachers
Nathaly	Barahona	Pine Park	BILINGUAL
Nicholas	Mango	Pine Park	Music
Nicole	Coscia	Pine Park	Library Media Specialist

Nicolette	Poggioli	Pine Park	Perm Sub Teacher
Nora	Miller	Pine Park	ENL Teachers
Padmoutie	Singh	Pine Park	SGI- TEACHER ASST
Pamely	Aude	Pine Park	Monitor
Patricia	Barlow	Pine Park	K - SWD Level 3
Quratul	Bajwa	Pine Park	Horizon Agency
Robert	Yevoli	Pine Park	Speech
Robinson	Imbachi	Pine Park	ENL TEACHER ASST
Robyn	Sidito	Pine Park	K-SWD Level 4
Rocio	Romero	Pine Park	BILINGUAL
Ronald	Amaya	Pine Park	Physical Therapist
Rudy	Maharaj	Pine Park	Head Custodian
Samuel	Hernandez	Pine Park	Sr. Office Asst.
Sandeep	Bammi	Pine Park	SGI- TEACHER ASST
Selma	Giray	Pine Park	ENL TEACHER ASST
Senta	Paola	Pine Park	ENL
Shannon	Torres	Pine Park	Monitor
Sienna	Romero	Pine Park	SGI- TEACHER ASST
Sonia	Oviedo	Pine Park	Kitchen Team
Susan	Abbamonte	Pine Park	Intervention Specialist
Tanya	Jimenez	Pine Park	Monitor
Tara	O'Reilly	Pine Park	SPEC. ED TEACHER ASST
Vanessa	Gutierrez	Pine Park	ENL TEACHER ASST
Veronica	Garcia	Pine Park	ENL TEACHER ASST
Veronica	Gonzalez	Pine Park	Health Aide
Victoria	Reyes	Pine Park	Perm Sub Teacher
Victoria	Slavin	Pine Park	Occupational Therapist
Virginia	Grieco	Pine Park	ENL

Waldy	DeJesus	Pine Park	Security
Wendy	Korkus	Pine Park	GE
Yanira	Arevalo	Pine Park	Kitchen Team
Yeny	Correa	Pine Park	Principal
Zayra	Rotbart	Pine Park	Teacher Aides/ 1:1

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Kinder-garten Full-day f	Grade 1 g
*All Students	526	515	11
Female	249	245	4
Male	277	270	7
*American Indian/Alaska Native	7	7	0
*Black	33	32	1
*Hispanic	445	435	10
*Asian/Pacific Islander	8	8	0
Asian	7	7	0
Native Hawaiian/Other Pacific Islander	1	1	0
*White	30	30	0
*Multiracial	3	3	0
General Education Students	383	383	0
*Students with Disabilities	143	132	11
Former Students with Disabilities	9	9	0
Not English Language Learner	238	229	9
*English Language Learner	288	286	2
*Economically Disadvantaged	478	468	10
Not Economically Disadvantaged	48	47	1
Not Migrant	526	515	11
Homeless	7	7	0
Not Homeless	519	508	11
In Foster Care	1	1	0
Not in Foster Care	525	514	11
Parent Not in Armed Forces	526	515	11

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)

Pine Park Elementary School exists to provide students with a nurturing and joyful learning environment where every child grows into a respectful, organized, cooperative, kind, and safe individual. Through meaningful learning experiences and exploration, we cultivate character and curiosity, empowering our

young learners to thrive socially, emotionally, and academically as they build the foundation for lifelong success.

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 **Pine Park Elementary School** the McKinney- Vento liaison is **Justine Corio.**

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	7
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)	Kalesha Davy
Members of the Community to be served	Pine Park Elementary Students and Families
Teachers-SWP Sub Committee	Unplug Night/Paint Night: Ashley White, Nicole Coscia, Christina Bell, Judith LaRocca Multi-cultural Night: Maria Tata, Melissa Gonzalez, Samuel Hernandez Parent Academy: Susan Abbamonte, Andrea Gonzalez, Cindy Faicco PBIS Rocks/Hispanic Heritage Committee: PBIS Team Trunk or Treat Committee: Virginia Grieco & Ingrid Acosta Santa Photo Night Committee: Fiona Amarante, Julianne Anderson Data Committee: Nicole Coscia, Virginia Grieco, Ingrid Acosta, Andrea Gonzalez, Cynthia Faicco, Susan

	Abbamonte Attendance Committee: PBIS Team Black History Month Committee:
Principals	Yeny Correa
Other School Leaders	Andrea Gonzalez (Math Consultant), Cynthia Faicco (Reading Consultant), Susan Abbamonte (Instructional Support)
Teaching Assistants	
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Amanda Kohan, Coordinator of Math and Business Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	Nicole Coscia
Other School Staff *	Lori Delaney (School Psychologist)
Students (for a secondary school)	
Other individuals determined by the school	

** if appropriate*

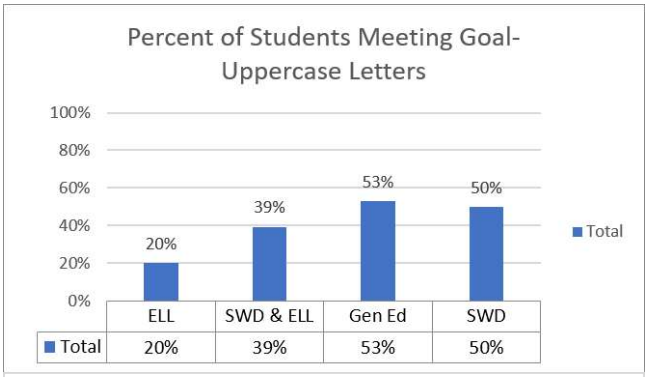
Comprehensive Needs Assessment

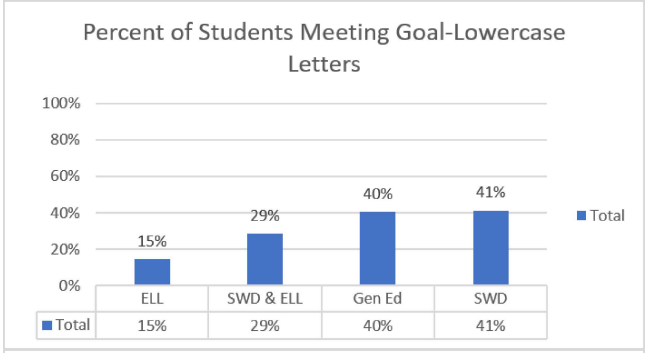
Needs Assessment Data

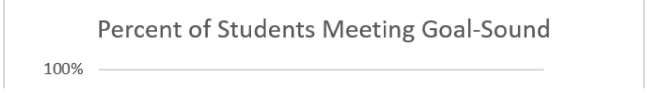
Our Schoolwide Plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state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

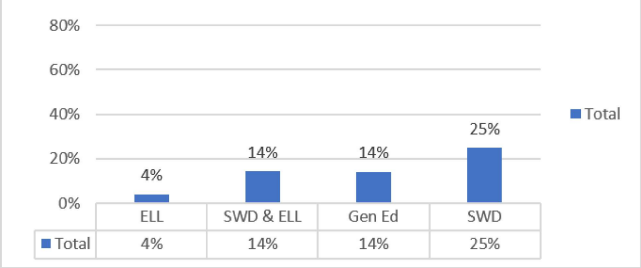
English Language Arts (ELA) Performance

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



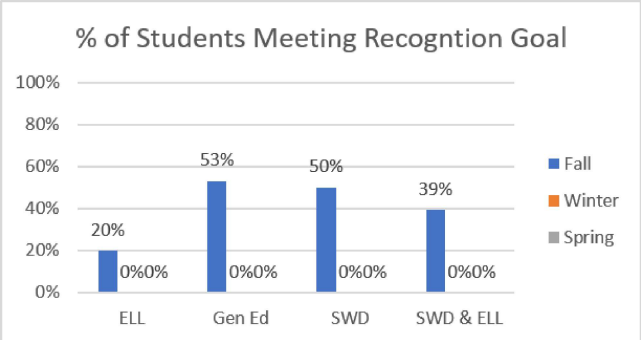


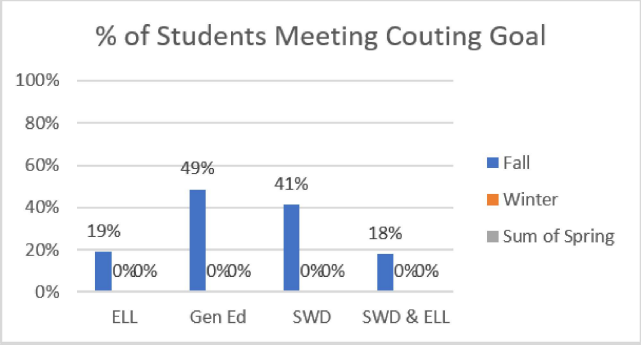


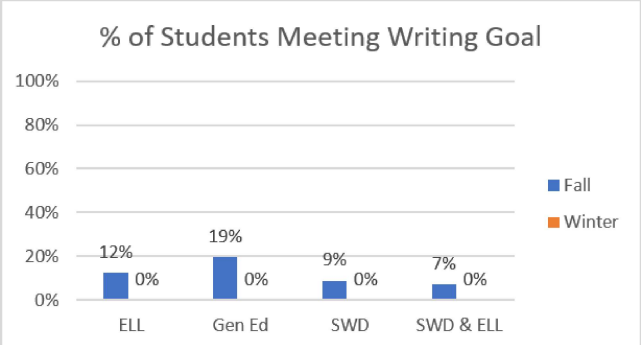


Mathematics Performance

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







Surveys

Survey Data

Disruptive student behavior has interfered with instruction in my classroom this year.	
Strongly agree	36%
Agree	25%
Somewhat agree	20%

Disagree	9%
Strongly disagree	7%
Not applicable	4%

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; 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).*

Example: *After disaggregating and analyzing last year's State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing last year's surveys, it was evident that the majority of all students only somewhat agree with the statement, "My family helps at home with school work." This year's Schoolwide Plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "My family helps at home with school work."*

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

- Our school is responsive to our students' and family's needs by providing support when needed.
- We allow opportunities for multiple family engagement and therefore have been successful.
- Our teachers are highly qualified in the areas they teach.
- Teachers have high expectations for our students.
- We provide daily support to allow for small group instruction to take place.
- We have empowered our students to enter the classroom each and every day with the necessary tools and experiences to succeed in school and life.
- 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 maintain ongoing communication with families via multiple modalities.

School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2026-2027):

- For teachers to feel more equipped to handle distracting behaviors that may occur in the classroom and limit the amount of occurrences that interfere with instruction.
- Support for teachers and staff to help them work together across content areas through PLCs in order to provide an integrated approach to student learning.
- Create more opportunities for students to speak English through a supportive, risk free environment.
- Continuous improvement in student attendance.

Schoolwide Plan Priorities

Subgroup:	Priority Area:	
1.	All Students	Students will become proficient in the recognition of uppercase and lowercase letters and sounds.
2.	All Students	Students will become proficient in the recognition, counting, and writing numbers 0-20.
3.	All Students	Students will use resources provided to them to help self-regulate emotions and behaviors.

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

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 continuously enrolled students will show an increase in sound/symbol proficiency from the baseline level of performance of 35% of all students recognize uppercase letters, 27% of all students recognize lowercase letters and 11% of all our students produce the letter sounds to the desired level of performance of 65% of all our students will recognize uppercase and lowercase letters and produce sounds as indicated on the sound/symbol assessment administered 3 times a year: beginning, mid-year and end.

Mathematics Performance Goals

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 will show an increase in counting, writing and recognizing numbers 0-20 from the baseline performance of 35% of all of our student can recognize numbers 0-20, 29% of all our students can count from 1-20 and 14% of all our students can write numbers 0-20 to the desired performance of 65% as measured/indicated by the our numeracy 0-20 assessment, administered 3 times a year: beginning, mid-year and end.

Survey Goal

By June 2027, we would like to see a decrease in teachers strongly agreeing with the statement: "disruptive student behavior has interfered with instruction in my class, this year" by using more PBIS strategies and second step curriculum within the classroom.

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**

The Four Tenets of Graduation PLUS +

Success Pathways	**Growth Culture**

• BARS Analysis ○ This strategy aligns to our belief that each child's plus aligns to their strengths and areas in need of improvement • Our school had a variety of events throughout the year that connect to college, career and civic readiness such as creating a painting at Special area teacher Night, playing a sport with a varsity team, learning to be a writer for Hispanic heritage night, etc. • Our school brings in a variety of programs during the school year that connect to college, career and civic readiness such as meet the animals to learn more about animals, visiting a farm to see what a farmer does, and learning the life cycle of a chick.	• Teachers provide a variety of before/after school programs such as STEAM, technology and academic skills to support critical thinking, readers theater. • Teachers are attending multiple professional development courses on diversity and inclusion, ELA support skills, PBIS skills and mathematical thinking and problem solving to help accelerate and enrich core design elements. Through these professional development trainings, we believe that all BUFSD stakeholders are lifelong learners. • Teachers are divided into diverse professional learning communities based upon their own needs and support. • Teachers will use i-Ready diagnostics to form skill-based groups, while students will engage with i-Ready to support their individual learning needs.
Meaningful and Relevant Instruction and Assessment • Teachers will be reviewing and using HMH Module monthly assessments to assess students learning of letters, letter sounds, comprehension skills and word recognition. • Teachers will use CAM assessments to assess students learning of math skills through manipulatives, multi-choice questions, and short responses. • We will nurture the whole child through our PBIS program and assessing students on how they are showing respect, cooperation, kindness, being safe and being organized.	**Empowered Stakeholders** • Families will be involved in the School Improvement Team and Parent Advisory Council meetings vision to help maximize student potential as well as play an active role in supporting their child's learning journey. Parents will be welcomed to participate as monthly class parents. • Students will be recognized as ROCKStars, aligning to our PBIS initiative. Respectful, Organized, Cooperative, Kind and Safe. • Teachers will communicate with families through ParentSquare, teacher meetings, and monthly calendars. • Families are encouraged to Strive for 5 for attendance to maximize student potential. Letters are sent home for students who exceed 5 absences. Awards are given to students who have perfect attendance in a trimester. As well as being recognized schoolwide and rewarded.

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)]*:

- HMH Training to support with the reading program for the 2026-2027 school year.
- PBIS training to help improve behaviors within the classroom and understanding how to implement our ROCKS program.
- Differentiated Professional Learning Communities helps us connect with other teachers and collaborate on different reading skills that are being taught in the classroom, ie. Evidence-based practices, curriculum, differentiation, communication with families, technology.
- Science Program training
- WIDA training
-

Planned Math Professional Learning

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

- HMH Into Math Training to support our math program
- HMH Alignment and Building Thinking Classrooms by Bill Atwood

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.

- **Learning Through Craft: Completing crafts and exercises to support math, reading, science and social studies skills.**
- **Extra Support ELA: Supporting reading and writing skills to help with Kindergarten success**
- **Extra Help Math: Supporting math skills in bilingual and ENL students**
- **Reading is Fun!: Supporting students with disabilities in reading and basic ELA skills.**
- **Reading + Math: Supporting students in reading and math academic skills to have success in Kindergarten**
- **Math: Supporting students with disabilities in math skills.**
- **High Dosage Speech: Working with students who have speech concerns**
- **High Dosage Tutoring: ELA & Math**

- **Technology Club: Working with students through technology and teaching them about various apps and pieces of technology such as 3D printing**
- **STEAM Club: Using STEAM skills to support students learning in the Science, Technology, Engineering, Arts, and Mathematics**
- **Cooking with Literacy: Connecting stories to cooking new and unique foods**
- **Literacy through Music and Movement**
- **Reading support for Bilingual and ENL students.**
- **Access to the Little Library by the playground**

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.

- **Kindergarten Orientation (June/August): Families will be able to come into the school and review expectations for the upcoming school year.**
- **Meet the Teacher Night: Teachers providing information on how to be successful in Kindergarten**
- **PBIS ROCKS Event: Connecting families with our PBIS initiative and showing our community how we can be ROCKStars.**
- **Hispanic Heritage Night: An author will come in to showcase her books and read a story about Hispanic heritage.**
- **Multi-cultural Night: A night to celebrate multiple cultures in the community**
- **Trunk or Treat: A safe way to trick or treat around Halloween**
- **Santa Photo Night: A night to take photos with Santa and many other backdrops**
- **Winter Craft Fun: An event held during the day to engage families in many activities such as making a craft and reading a book with their child.**
- **Black History Month celebration**
- **Count on Parents: 100th day of school celebration**
- **Unplug with Special Area Teachers: A night to unplug and use different materials instead of technology. They will follow the Art teacher through a painting, do a movement lesson with the PE teachers and enjoy music with the music teacher.**
- **Special Women Tea: Inspirational women will come into the school for a tea party with their child.**
- **Spring Celebration: An event involving MBK that celebrates spring and brings the community together**
- **Field Day- Outside events run by the PE teachers**
- **Moving-Up Ceremony: Kindergarten graduation**
- **Attendance Celebrations throughout the school year**
- **Family Engagement Monthly Home Projects**
- **PAC Meetings throughout the school year**
- **Monthly Class Parent participation**
- **Parent Training Workshops**

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 - Pine Park			
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	**$34,971**
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	**$16,040**
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$101,794**

School-Parent-Student Compact

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

School Responsibilities

Pine Park Elementary School will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention

Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

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. This school year, parents will be invited to come to the school with their Kindergartener for a brief presentation from the building administrators. Students will then be invited into their kindergarten classroom to meet the teacher during supply drop off on Superintendent Conference Day.

- 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 the 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.
- 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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