2026-2027 Schoolwide Plan for Oak Park Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Oak Park Elementary School
Principal:	Robert Peterson
Assistant Principal(s):	Carlene Martinez
SIT Co-Chairs:	Bridget Nemeth, Jessica Curry, and Michael Coan
Grades Served:	1-5

Staff List

Staff 26.27 (1)

10/9/2026

OAK PARK ELEMENTARY 2026/2027

Robert Peterson, Principal **Carlene Martinez, Assistant Principal**

Patricia Calbo (SR), Sinia Miranda (Attendance), Adele Fuschetto (Library), Vacancy (FO)

1ST GRADE		Rm #
Samantha Morales	BIL	3
Tecla Medrano	BIL	4
Kathleen Morris	ENL/Welch	5
Lori Martiny	Gen Ed	6
Teresa Pinner	ENL/Welch	7
2ND GRADE		**Rm #**
Soraya Bravo	BIL	8
Lauren DeMarco	ENL/Tolsdorf	9
Sarah Seiler	ENL/Tolsdorf	10
Marilyn Portillo	BIL	12
Melissa Mazzola	Gen Ed	15
3RD GRADE		**Rm #**
Aneesha Vargas	ENL/Manganiello	16
Jennifer Rosa	BIL	18
Eleanore Ryan	ENL/Manganiello	21
Stephen Coffman	Gen Ed	23
4TH GRADE		**Rm #**
William Abair	Gen Ed	22
Maria Carballude	BIL	24
Sasha Rosado	BIL	25
Lisa Mead (L3, 4th)	ENL/Nunez	26
Abby Slippen	ENL/ Nunez	27
Allan Melgar	ENL/ Nunez	29
5th GRADE		**Rm #**
Katelyn Nix (L3, 5th)	ENL/ Nunez	28
Kelly Intartaglia (ICT, SpEd)	ENL/Manganiello	61
Jessica Mondo (ICT, GenEd)	ENL/Manganiello	61
Denise Lorefice	Gen Ed	66
Roxanna Melendez	BIL (SIFE)	67
Robin Holdorf	Gen Ed	68
Dana Scacco	ENL/Welch	69
SPECIAL ED		**Rm #**
Selma Khatoun (LE, 2-3)		52
Laurelann Murray (LE, 2-3)	ENL/DelGiorno	53
Megan Klein (LE, 2-3)	ENL /Tolsdorf	54
Patricia Ermert (LE, 1-2)		55
Kaitlyn Slavin (LE, 3-4)	ENL /Tolsdorf	56
Samantha McIntyre (LE, 4-5)		57
Samantha Miller (L1, 5)	ENL/Manganiello	58
Lynda Brophy (L1, 4)	ENL/Welch	59
Mecca Eltime-Tricoche (L1, 1-3)	ENL/DelGiorno	60

SPECIAL AREA TEACHERS	Rm #
Katelyn Freel, ART	1
Stephanie Clark, ART	M / Th
Marie Sanfratello, MUSIC	2
Liam Ortiz, MUSIC (OP/Loretta/TP)	T/W
Jessica Schaller, MUSIC (Laurel /TP)	Th/F (late pm)
Keenan Beach, PE	Gym
Danielle Carleton , PE	Gym
Jon Urbom, PE (TP/OP)	M/W
Daniel Meo, DML	14
Christine Bouchard, DML (OP/TP)	14 (am)
ENL	**Rm #**
Amanda Del Giorno, ENL	OP (am)
Valerie Manganiello , ENL	30
Ariana Nunez, ENL	30
Karen Tolsdorf, ENL	30
Dawn Welch, ENL	30
CONSULTANTS/INTERVENTIONISTS	**Rm #**
Michael Coan, Interventionist	11
Nicole Crowe, Reading Consultant	11
Jessica Curry, Interventionist	11
Mary Amodemo, Math Consultant	13
Bridget Nemeth, Guidance Counslor	Main Hallway
SPECIAL EDUCATION SUPPORT	**Rm #**
Karen Gomez, Social Worker	31A
Emilysia Almonacy, Psychologist	Main Hallway
Lisbeth Torres, Psychologist	65
Amy Bosshard, (BCBA)	64
Leora McIness, Speech Pathologist	32
Sara Dookram, Speech Pathologist	32
Ann Fici, Speech Pathologist	62A
Dana Buonavita, Speech Pathologist	62B
Linda Walter, LRC (Tues CSE)	11
Eileen Groll, OT	20
Kristi Geyer, OT	20
Jamie DeSantis, PT	20
Dadelie Volmar, Nurse	Nurse
SUBSTITUTES (Leave Replacements)	
Catherine Whitlow (Eltime-Tricoche)	SpEd
Celena Wertz (Katelyn Nix)	SpEd
Elaina Esposito (Dana Buonavita)	Speech
Elizabeth Quiroz (Per Diem M-F)	SpEd/BIL
Arianna Silverman (Per Diem M-F)	GenEd
Dylan Lucchese (Per Diem M-F) (W/F class)	Phys Ed

TEACHER ASSISTANTS (9:10-3:40)	
Susan Aziz	Lab, Rm 13
Paula Ramdeem	Lab, Rm 13
Purneet Jassal (ENL)	Lab, Rm 11
Karla Johnathan	Lab, Rm 11
Adeela Kouser	Lab, Rm 11
Almas Parvez	Lab, Rm 11
Sua Robles Romero (ENL)	Lab, Rm 11
Angy Vizcarra (ENL)	Lab, Rm 11
Cesar Velasquez (ENL)	Lab, Rm 11
Emanuel Castro	Lab, Rm 11
Salma Begum	Rm 8
Vacancy	
Carmela Artusa (Per Diem Sub)	
Lucibeth Osoiro (Per Diem Sub)	
Michael Velasquez (Per Diem Sub)	

MONITORS
Anna Chavez
Arminda Cruz
Laura D'Abbraccio
Roger Ventura
Connie Groth
Beth O'Brien
Nicolette Oropallo
Thomas Pasqualone
Lori Sweeney
Alexus Tallerico

HEALTH MONITORS	
Karla Aparicio Garcia	Nurse's Office

IT	
Robert Willmont	IT
Masutha Thyparambath	Comm. Aide

CUSTODIANS	
Keith Gustafson	Head Custodian
Joseph Felix	Custodian
Damian McMillan	Night Senior
Daniel Class	Night Custodian
Thomas Leftenant	Night Custodian

SpEd TA's (9:10-3:40)
Susan Zeffer (26)
Israt Sharmin (28)
Taylor Augier (53) LOA
Saba Ijaz (56)
Emily Martinez (56)
Shahana Afroz (56)
Dawn Dearce Ramos (58)
Joseph Stroth (58)
Mirelle Dewan (59)
Muhammad Niazi (59)
Cynthia Newkirk (60)

SpEd AIDES (9:15-3:45)
Shanea Morrow (52)
Paige Biscardi (53)
Virginia Padro (54)
Sabina Wejuli (54)
Wendy Cabrera Molina (55)
Elizabeth Perez (55)
Paola Umanzor (55)
Kelly Tista (55)
Sarah Deegan (57)
Susan Delligati (57)
Kayla Peña (60)

Teacher Aide (9:15-3:45)
Teresa Ceron (53)
Yendi Escobar (54)
Wladimir Ricon (57)

KITCHEN STAFF
Maria Pena-Portillo
Nidia Gonzalez
Jeanmarie Joseph
Gladis Maldonado
Rosa Maldonado
Afshan Malik Tahir
Joshua Oquendo
Martha Salazar

SECURITY
Ryan Obom
Devin Harris

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	Grade 2 h	Grade 3 i	Grade 4 j	Grade 5 k	Ungraded Elementary (UGE) m
*All Students	634	7	106	111	132	137	128	13
Female	309	1	56	56	55	66	70	5
Male	325	6	50	55	77	71	58	8

*American Indian/Alaska Native	13	0	1	1	7	3	1	0
*Black	44	1	11	5	9	4	12	2
*Hispanic	531	5	84	92	110	118	111	11
*Asian/Pacific Islander	28	0	5	9	4	8	2	0
Asian	27	0	5	9	4	7	2	0
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	1	0	0
*White	17	1	4	4	2	4	2	0
*Multiracial	1	0	1	0	0	0	0	0
General Education Students	491	0	96	87	105	108	95	0
*Students with Disabilities	143	7	10	24	27	29	33	13
Former Students with Disabilities	13	0	2	1	2	4	4	0
Not English Language Learner	340	7	40	67	58	82	79	7
*English Language Learner	294	0	66	44	74	55	49	6
Formerly English Language Learner	103	0	9	21	20	34	19	0
*Economically Disadvantaged	595	5	97	102	126	130	122	13
Not Economically Disadvantaged	39	2	9	9	6	7	6	0
Not Migrant	634	7	106	111	132	137	128	13
Homeless	12	0	1	1	4	3	3	0
Not Homeless	622	7	105	110	128	134	125	13
In Foster Care	1	0	0	1	0	0	0	0
Not in Foster Care	633	7	106	110	132	137	128	13
Parent Not in Armed Forces	634	7	106	111	132	137	128	13

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)

Oak Park Elementary School takes great pride in being an inclusive and diverse learning community focused on the ever-evolving development of the whole child. At Oak Park it is our goal to provide students with a language-rich educational environment that will allow students to flourish across all interpersonal and academic domains. Through targeted vocabulary instruction in general education, English as a New Language, and bilingual education settings it is our highest priority to help students not only meet, but exceed, New York State educational expectations. It is our belief that all children at Oak Park are capable of success, no exceptions!

In addition to academic goals, Oak Park Elementary School also strives to cultivate a community of well-rounded students. Inspired by a district wide implementation of Positive Behavior Intervention Supports, Oak Park has made it a goal to ensure that students have a positive experience at school. Pillars of character education at Oak Park include Respect, Responsibility, Kindness, and Empathy. These four traits are not only taught but authentically demonstrated by staff and students daily. Fostering the development of role models and the future leaders of our community has and always will be at the heart of the people who are a part of the Oak Park Elementary School community. Like a mighty oak we are ALWAYS growing stronger!

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 Oak Park Elementary School, the McKinney- Vento liaison is Bridget Nemeth.

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)	Zahir Rahman Jeny Thomas-Rahman Karissa Rodney Paula Ramdeem
Members of the Community to be served	Pronto Big Brothers Big Sisters Flutterflies
Teachers-SWP Sub Committee	Patricia Ermert Samantha Miller
Principals	Robert Peterson-Principal Carlene Martinez-Assistant Principal
Other School Leaders	N/A
Teaching Assistants	Sua Robles Romero
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 *	Susan Aziz
Other School Staff *	Tecla Medrano Samantha Morales Lauren DeMarco Sorya Bravo Aneesha Vargas Jennifer Rosa Abby Slippen Allan Melgar Roxanna Melendez Denise Lroefice Dana Scacco Nicole Crowe Mary Amodemo Amy bosshard Emilysia Almonacy Karen Gomez Lisbeth Torres Keen Beach Valerie Manganiello
Students (for a secondary school)	N/A
Other individuals determined by the school	N/A

** 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

Oak 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	42 41.18%	39 38.24%	18 17.65%	3 2.94%	102	20.59%
Female	19 40.43%	17 36.17%	9 19.15%	2 4.26%	47	23.40%
Male	23 41.82%	22 40.00%	9 16.36%	1 1.82%	55	18.18%
American Indian	4 57.14%	3 42.86%	0 0.00%	0 0.00%	7	0.00%
Black	3 37.50%	3 37.50%	2 25.00%	0 0.00%	8	25.00%
Hispanic	31 38.27%	32 39.51%	15 18.52%	3 3.70%	81	22.22%
Asian/Pacific Islander	3 75.00%	0 0.00%	1 25.00%	0 0.00%	4	25.00%
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	36 38.71%	38 40.86%	16 17.20%	3 3.23%	93	20.43%

SWD	5 83.33%	1 16.67%	0 0.00%	0 0.00%	6	0.00%
Former SWD	1 33.33%	0 0.00%	2 66.67%	0 0.00%	3	66.67%
LEP	33 57.89%	19 33.33%	5 8.77%	0 0.00%	57	8.77%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	40 41.24%	36 37.11%	18 18.56%	3 3.09%	97	21.65%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD
Oak 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	46 36.22%	43 33.86%	28 22.05%	10 7.87%	127	29.92%
Female	17 27.42%	21 33.87%	19 30.65%	5 8.06%	62	38.71%
Male	29 44.62%	22 33.85%	9 13.85%	5 7.69%	65	21.54%
American Indian	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
Black	1 20.00%	2 40.00%	0 0.00%	2 40.00%	5	40.00%
Hispanic	41 37.61%	37 33.94%	25 22.94%	6 5.50%	109	28.44%
Asian/Pacific Islander	2 28.57%	3 42.86%	1 14.29%	1 14.29%	7	28.57%
White	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	31 29.52%	38 36.19%	27 25.71%	9 8.57%	105	34.29%
SWD	15 75.00%	3 15.00%	1 5.00%	1 5.00%	20	10.00%
Former SWD	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
LEP	27 56.25%	17 35.42%	3 6.25%	1 2.08%	48	8.33%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	45 37.82%	40 33.61%	25 21.01%	9 7.56%	119	28.57%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD
Oak 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	50 46.30%	35 32.41%	20 18.52%	3 2.78%	108	21.30%
Female	23 42.59%	19 35.19%	10 18.52%	2 3.70%	54	22.22%
Male	27 50.00%	16 29.63%	10 18.52%	1 1.85%	54	20.37%
American Indian	0	1	0	0	1	0.00%

American Indian	0.00%	100.00%	0.00%	0.00%	1	0.00%
Black	2 25.00%	3 37.50%	2 25.00%	1 12.50%	8	37.50%
Hispanic	48 50.00%	30 31.25%	16 16.67%	2 2.08%	96	18.75%
Asian/Pacific Islander	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	28 35.90%	28 35.90%	19 24.36%	3 3.85%	78	28.21%
SWD	22 78.57%	6 21.43%	0 0.00%	0 0.00%	28	0.00%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	34 72.34%	13 27.66%	0 0.00%	0 0.00%	47	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	47 46.53%	33 32.67%	18 17.82%	3 2.97%	101	20.79%

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

QSI Fall 2025 Data

Subgroup Gaps / Grade-Level Performance

Grade 1: Across first-grade classrooms, approximately 17% of students were on grade level in the Fall, with classroom percentages ranging from roughly 5% to 29%. This indicates that a majority of students entered the school year still developing foundational spelling and word study skills.

Grade 2: Approximately 41% of second-grade students were on grade level in the Fall assessment. While performance improved from Grade 1, a substantial number of students remained below benchmark expectations and continued to require targeted literacy intervention.

Grade 3: Approximately 53% of third-grade students were on grade level in the Fall. The data reflect an increase in proficiency as students progressed through the primary grades, though significant variability remained among classrooms.

Grade 4: Approximately 63% of fourth-grade students were on grade level during Fall testing. Most classrooms had a majority of students meeting grade-level expectations, although some students continued to demonstrate gaps in advanced word study features.

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Approximately 63% of fourth-grade students were on grade level during Fall testing. Most classrooms had a majority of students meeting grade-level expectations, although some students continued to demonstrate gaps in advanced word study features.

Grade 5:

Approximately 58% of fifth-grade students were on grade level in the Fall. While overall performance remained strong, a notable subgroup of students continued to require support in upper-level spelling patterns, morphology, and word analysis skills.

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Grade-Level Trends

The Fall 2025 QSI data demonstrate a generally positive trend across grade levels, with proficiency rates increasing from Grade 1 through Grade 4. Grade 1 showed the lowest percentage of students meeting grade-level expectations (17%), while Grade 4 demonstrated the highest percentage of students on grade level (63%). Grade 5 maintained relatively strong performance, though proficiency rates were slightly lower than those observed in Grade 4.

Building-wide, the data suggest that students continue to make gains as they progress through the elementary grades. However, the largest achievement gaps continue to exist in the primary grades, where many students require additional support in phonemic awareness, phonics, spelling patterns, and foundational literacy skills.

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Local Assessment Literacy Data (QSI)

Analysis of the Fall 2025 QSI data indicates that literacy achievement improves steadily across the elementary grades. Students in Grades 1 and 2 demonstrated the greatest need for intervention services, while students in Grades 3-5 showed increasing mastery of grade-level spelling and word study expectations.

These findings support continued implementation of Reading Lab services, Tier II interventions, small-group instruction, structured literacy practices, and targeted phonics and word study instruction. Particular attention should be given to students in the primary grades to strengthen foundational literacy skills and accelerate progress toward grade-level proficiency.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD
Oak 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	13 12.75%	42 41.18%	43 42.16%	4 3.92%	102	46.08%
Female	7 14.58%	21 43.75%	18 37.50%	2 4.17%	48	41.67%
Male	6 11.11%	21 38.89%	25 46.30%	2 3.70%	54	50.00%
American Indian	1 14.29%	4 57.14%	1 14.29%	1 14.29%	7	28.57%
Black	0 0.00%	5 62.50%	3 37.50%	0 0.00%	8	37.50%
Hispanic	12 14.81%	31 38.27%	35 43.21%	3 3.70%	81	46.91%
Asian/Pacific Islander	0 0.00%	1 25.00%	3 75.00%	0 0.00%	4	75.00%
White	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	9 9.68%	40 43.01%	40 43.01%	4 4.30%	93	47.31%
SWD	4 66.67%	1 16.67%	1 16.67%	0 0.00%	6	16.67%
Former SWD	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
LEP	12 20.69%	27 46.55%	17 29.31%	2 3.45%	58	32.76%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	13 13.40%	39 40.21%	41 42.27%	4 4.12%	97	46.39%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD
Oak 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	24 18.75%	45 35.16%	50 39.06%	9 7.03%	128	46.09%
Female	10 16.13%	24 38.71%	25 40.32%	3 4.84%	62	45.16%

Male	14 21.21%	21 31.82%	25 37.88%	6 9.09%	66	46.97%
American Indian	1 33.33%	0 0.00%	2 66.67%	0 0.00%	3	66.67%
Black	0 0.00%	2 40.00%	3 60.00%	0 0.00%	5	60.00%
Hispanic	21 19.09%	41 37.27%	40 36.36%	8 7.27%	110	43.64%
Asian/Pacific Islander	1 14.29%	1 14.29%	5 71.43%	0 0.00%	7	71.43%
White	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	12 11.32%	39 36.79%	46 43.40%	9 8.49%	106	51.89%
SWD	12 60.00%	6 30.00%	2 10.00%	0 0.00%	20	10.00%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	15 30.61%	21 42.86%	10 20.41%	3 6.12%	49	26.53%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	23 19.17%	42 35.00%	46 38.33%	9 7.50%	120	45.83%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD

Oak 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	60 54.05%	24 21.62%	22 19.82%	5 4.50%	111	24.32%
Female	31 57.41%	13 24.07%	7 12.96%	3 5.56%	54	18.52%
Male	29 50.88%	11 19.30%	15 26.32%	2 3.51%	57	29.82%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	3 37.50%	3 37.50%	1 12.50%	1 12.50%	8	25.00%
Hispanic	55 56.70%	20 20.62%	19 19.59%	3 3.09%	97	22.68%
Asian/Pacific Islander	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
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	36 43.90%	22 26.83%	19 23.17%	5 6.10%	82	29.27%
SWD	24 88.89%	2 7.41%	1 3.70%	0 0.00%	27	3.70%
Former SWD	0 0.00%	0 0.00%	2 100.00%	0 0.00%	2	100.00%
LEP	37 72.55%	11 21.57%	3 5.88%	0 0.00%	51	5.88%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	55 53.92%	23 22.55%	20 19.61%	4 3.92%	102	23.53%

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

Subgroup Gaps:

Grade 3:
Grade 3 students performed at a rate of 46.1% proficient (Levels 3 & 4). Notable achievement gaps are evident among student subgroups. Students with Disabilities (SWD) achieved proficiency at 16.7%, reflecting a gap of-29.4 percentage points compared to All Students. English Language Learners (LEP) achieved proficiency at 32.8%, a gap of-13.3 percentage points. General Education students outperformed the overall population with 47.3% proficiency.

Grade 4:
Grade 4 students performed at a rate of 46.1% proficient (Levels 3 & 4). Significant achievement gaps continue to exist among subgroups. Students with Disabilities achieved proficiency at 10.0%, representing a gap of-36.1 percentage points compared to All Students. English Language Learners achieved proficiency at 26.5%, a gap of-19.6 percentage points. General Education students achieved 51.9% proficiency, exceeding the overall grade-level rate.

Grade 5:
Grade 5 students performed at a rate of 24.3% proficient (Levels 3 & 4). Achievement gaps widened considerably among student subgroups. Students with Disabilities achieved proficiency at 3.7%, a gap of-20.6 percentage points. English Language Learners achieved proficiency at 5.9%, a gap of-18.4 percentage points. General Education students achieved 29.3% proficiency, outperforming the overall grade-level population.

Subgroup Trends:

Analysis of the 2026 NYS Mathematics Assessment data indicates that proficiency rates remained relatively stable in Grades 3 and 4, with both grades achieving approximately 46% proficiency. However, Grade 5 experienced a substantial decline, with proficiency dropping to 24.3%.

Across all grade levels, Students with Disabilities and English Language Learners consistently performed below the All Students subgroup. The most significant gaps occurred in Grade 4 for Students with Disabilities and in Grade 5 for English Language Learners. Additionally, Grade 5 demonstrated the highest concentration of students performing at Level 1, with more than half of students scoring at the lowest performance level.

General Education students outperformed the overall student population in every grade level, suggesting that the school's greatest area of need continues to be supporting special populations in mathematics. These patterns indicate a need for continued intervention services, scaffolded instruction, and targeted support for students who struggle with mathematical reasoning, problem solving, and grade-level standards.

State Assessment Mathematics Data Analysis

Analysis of the 2026 NYS Mathematics Assessment data shows varying levels of achievement across grade levels and student groups. Grades 3 and 4 demonstrated similar proficiency rates, with approximately 46% of students achieving proficiency. In contrast, Grade 5 showed substantially lower performance, with only 24.3% of students achieving Levels 3 or 4.

Students with Disabilities and English Language Learners consistently performed at lower rates than their peers across all grade levels. In Grade 4, only 10.0% of Students with Disabilities achieved proficiency, while in Grade 5 only 5.9% of English Language Learners achieved proficiency. These achievement gaps indicate a continued need for intensive support and targeted mathematics interventions.

To address these gaps, Oak Park will continue implementing Tier II interventions, small-group instruction, progress monitoring, and data-driven instructional practices. Additional emphasis will be placed on strengthening conceptual understanding, mathematical problem solving, number sense, and academic vocabulary to improve outcomes for students performing below proficiency levels, particularly Students with Disabilities and English Language Learners.

Surveys

Survey Data

My child's school helps students explore college, career, and life opportunities after graduation.	
Strongly agree	30%
Agree	44%
Somewhat agree	22%
Disagree	2%
Strongly disagree	2%

Student survey data indicates that a strong majority of students (74%) Agree or Strongly Agree that their school helps them explore college, career, and life opportunities after graduation. An additional 22% Somewhat Agree, suggesting that while most students feel supported, there is still room for improvement in preparing students for their futures. Only 4% of students Disagree or Strongly Disagree with this statement. To build on these positive results, the school will continue to provide students with even more opportunities to explore college and career pathways, learn about future educational options, and develop practical life skills. Additional guidance and resources will be provided to ensure that all students feel confident and supported as they prepare for life after graduation.

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

Local data from iReady show that there is also an achievement gap between the All Students subgroup and the English Language Learners (ELL)/ Special Education subgroups in our school. In the area of ELA, NYS testing data reflects gaps in achievement due to deficits that exist for the all students subgroup specifically related to foundational skills in writing, spelling, and effectively formulating extended responses. It is hypothesized by the SIT team that these achievement gaps for this subgroup compared to the district are due to a lack of exposure to standardized grade level extended responses. Additionally, student writing has been greatly impacted due to the lack of spelling fluency building wide. Last year's SIT goal was tied to identifying and targeting phonics needs specifically through reading. This year, we would like to continue to leverage this growth in phonics/fluency and push into the area of writing. It is our school teams belief that once we get students into a structured routine of daily dictation, targeted small group spelling instruction through the use of the QSI, as well as consistently having students respond to HMH End of Module Short response questions our writing achievement gaps will be reduced. Building wide initiatives as well as writing based SIT goals in both ELA and Math are focused on improving these areas of need. Continued strengthening of our buildings MTSS practices at both a Tier 1 and Tier 2 level should provide higher quality instruction and provide our students with what they need academically. Local QSI, Writing Samples, and iReady Diagnostic Data from Fall 2025, further expresses the need for continued strengthening of Tier 1 and Tier 2 instructional practices. When students have difficulty decoding words fluently reading comprehension suffers and will negatively impact student performance on assessments across all subject areas. Furthermore, when children have difficulty reading, written expression becomes even more challenging for students to produce and edit. These are areas of tremendous need for our students. Our school wide local goal for ELA this year will focus on improving outcomes for all students related to writing through leveraging one of our schools greatest strengths, our MTSS processes. Through the use of local universal spelling screener data such as HMH QSI every student will be assessed three times a year to see how those students are progressing in the retention of specific on or off grade level spelling patterns throughout the year. It is our hope that if our students become more proficient spellers that they will feel more confident when approaching challenging writing tasks. Students will be monitored throughout the year and adjustments to professional development, planning, and MTSS practices will be made to fit the changing needs of our students. QSI, iReady, Writing Samples, CAM short responses, and building level anecdotal data from daily dictation routines/ short responses will all be other sources of data for our plan throughout the year as well.

After disaggregating and analyzing the 2025-2026 NYS Mathematics Assessment data and local assessment data from the Oak Park QSI Building Wide Data and SIT Binder Math Data for Analysis 2627.docx, it is evident that achievement gaps continue to exist among student subgroups across the building. In mathematics, Students with Disabilities and English Language Learners consistently performed below the All Students subgroup across grades 3-5, with the most significant gaps evident in Grades 4 and 5. Local QSI data also indicate that a substantial number of students across all grade levels continue to enter the school year below grade-level expectations in spelling and word study development, particularly in the primary grades. These gaps in literacy development may impact students' ability to comprehend complex mathematical tasks, interpret academic vocabulary, and effectively communicate mathematical reasoning in written responses.

In the area of mathematics, state assessment results suggest that many students continue to struggle with mathematical reasoning, problem solving, and explaining their thinking when presented with multi-step tasks. While Grades 3 and 4 demonstrated relatively consistent proficiency rates, Grade 5 showed a significant decline in performance, indicating a need for increased support and intervention as mathematical concepts become more rigorous. It is hypothesized by the SIT team that these achievement gaps are influenced by students'

difficulties with academic vocabulary, comprehension of word problems, mathematical discourse, and the ability to justify solutions using evidence and precise mathematical language.

Local QSI data further reinforce the importance of strengthening foundational literacy skills across the building. Students who struggle with decoding, spelling, and reading fluency often experience difficulty accessing content across all subject areas, including mathematics. Mathematical problem solving requires students to independently read, interpret, and analyze increasingly complex text-based tasks. When foundational literacy skills are weak, students may struggle to understand directions, identify key information, and communicate their mathematical thinking clearly and accurately.

As a result, our school will continue to focus on strengthening both Tier 1 and Tier 2 instructional practices through our established MTSS framework. In ELA, the building will continue implementing daily dictation routines, targeted spelling and word study instruction informed by QSI data, and structured writing opportunities designed to improve written expression and overall literacy achievement. QSI data will continue to be collected three times annually to monitor progress and identify students requiring additional support.

In mathematics, instructional efforts will focus on increasing opportunities for students to engage in mathematical discourse, explain their reasoning, justify solutions, and solve complex word problems using a variety of strategies. Classroom teachers and intervention staff will utilize assessment data to identify skill deficits, provide targeted small-group instruction, and monitor student growth throughout the year. Continued refinement of MTSS structures, intervention programming, and collaborative planning processes will help ensure that students receive the timely support necessary to close achievement gaps.

Through the continued use of local assessment measures, including QSI data, mathematics benchmark assessments, classroom performance tasks, writing samples, progress-monitoring tools, and state assessment data, the SIT team will regularly evaluate student progress and make adjustments to instructional practices, professional learning opportunities, and intervention supports as needed. By strengthening foundational literacy skills while simultaneously improving students' ability to reason, communicate, and problem solve in mathematics, Oak Park aims to improve outcomes for all students and reduce achievement gaps across the building.

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

- Collegiality
- Warm environment
- Daily "I am somebody statement"/"Oak Park Song" and OP Mantra
- Strong SEL infrastructure
- PBIS Implementation
- An inclusive Special Education Program
- School culture is one of willingness to go above and beyond for students
- Technology
- HMH Literacy Program
- HMH Math program
- SPIRE
- Sonday System
- Safety Team
- Community Plaza
- Unity Day performance
- Meet the teacher night
- Parent Engagement
- MTSS best practices for academics and behavior
- Success criteria for students and staff
- Outstanding professional development/learning calendar
- Quality Instruction Bi-Monthly Reading Group
- TLC Meetings

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

- Improved Tier 1 and Tier 2 Instruction
- Standardized daily writing routines to build great writing capacity

- Quality MTSS processes
- Analysis of areas of weakness in both ELA and math based on NYS Testing Data
- Continued development of school wide PBIS initiatives

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All students	ELA Example: Written expression
2.	All students	Math Example: Math fluency
3.	All parent(s)/guardian(s)	Survey Example: Explore college, career, and life opportunities after graduation
4.	All students	Science: Written expression

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 June of 2027, the 4th grade (all students subgroup) cohort will show a 3% increase in the amount of students who received full credit on constructed response questions when compared to the 2025-2026 3rd grade data as measured by the New York State English Language Arts assessment, administered once annually.

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 of 2027, the all students subgroup in grade 4, will show an increase in the percentage of "On Level" students from the Fall 2026 to Spring of 2027 administration of the HMH Qualitative Spelling Inventory (QSI) administered three times annually (November/March/May).

Mathematics Performance Goals

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

By June 2027, the All Students subgroup in grades 3-5, will show a 5% increase in the percentage of students who received full credit on constructed response questions assessing the Numbers and Operations –Fractions domain as compared to the 2025-2026 NYS Math assessment data. This goal will be measured one time annually through the administration of the 3-5 NYS Mathematics assessment.

Local Math Goal (i.e., CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data

By June 2027, the Grade 4 All-Students subgroup will demonstrate growth in mathematical fluency. Progress will be measured through HMH Differentiation Fluency Builder assessments administered three times annually, common assessments, performance tasks, and classroom data analysis activities.

Survey Goal

By June of 2027, Parent and Family Engagement Survey results will show an increase in families who agree or strongly agree that Oak Park helps students explore college, career, and life opportunities after graduation, as compared to the 2025–2026 survey results.

Science Goal

By June 2027, Grade 5 students will demonstrate an increase in the percentage of students earning full credit on questions assessing standards 5-PS1-2 and 5-ESS2-2 *on the NYS Grade 5 Science Assessment, compared to 2025–2026 results. Progress will be measured annually through the NYS Grade 5 Science Assessment.*

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
• BARS / DATAMATE/iReady/Math Fluency/QSI Analysis
  ○ This strategy aligns to our belief that each child's plus aligns to his/her strengths/areas in need of improvement. By looking at this data as building we are able to identify the strengths and weaknesses of each student and provide them with the instructional pathway that fits their individualized academic needs.
	Growth Culture
	• High Quality Professional Development /Learning Opportunities
	  ○ This strategy aligns to our belief that the concept of being lifelong learners is not only applicable for students but for all stakeholders as well. In order for students to be able to attain their plus they need to be instructed by staff that are current on best practices. Cultivating an intellectual school culture that is always striving to improve provides students with an environment suitable for facilitating the achievement of their plus.

Meaningful and Relevant Instruction and Assessment
• BARS /DATAMATE/iReady/Math fluency/QSI Analysis
  ○ This strategy aligns to our belief that the ability for each child to attain their plus lies within high quality and relevant instruction determined by a multitude of formative/summative assessments. It is this personalized instruction that will help students achieve their plus.
	Empowered Stakeholders
	○ BARS /DATAMATE/iReady/Math Fluency/QSI Analysis
	  ○ This strategy aligns to our belief that the ability for each child to attain their plus lies within high quality and relevant instruction determined by a multitude of formative/summative assessments. It is this personalized instruction that will help students achieve their plus.

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)]*:

- QSI and HMH Tier 2 intervention PD with Jennifer Booth
- NewsELA and BrainPOP with Kristen Fehr-Thompson, Kimberly Savage and Jennifer Booth

- HMH consult PD with Jennifer Booth
- In-house ELA PD with 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)]*:

- Bill Atwood K-2 fluency PD 3-5 NYS math assessment analysis PD
- Eileen Imhoff CAM data review with grades 1-5
- HMH into Math PD interface
- In-house Math PD with reading consultants

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**
    - Enrichment programs
    - Before/After school clubs
    - Gardening Club
    - STEAM Club
    - Theater Club
    - Crochet Club
    - Math Olympiads
    - Soccer Club
    - Cheerleading Club
    - Hope and Kindness Club
    - Student SIT Club
    - Dance Club
    - Mindful Coloring Club
    - Middle School Readiness Club
    - High dosage tutoring
    - NYSESLAT Prep classes
    - Night Events

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.

- PAC involvement in SIT meetings
- Meet the Teacher Family Fun Night
- Childhood Cancer Awareness Walk
- Hispanic Heritage Night
- Trunk or Treat
- Family Night Unplugged (featuring community closet)
- College and Career Week
- Parent/Teacher Conferences
- Winter wonderland Night
- Career Pathways Day
- Family Literacy Night
- Family STEAM Night
- Black History Night
- Women's History Night
- Winter Concert
- Spring Concert
- Field Days
- Talent Show
- 5th grade moving up ceremony
- Spirit Weeks
- P.S. I love you Day

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 - Oak 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	**$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

Oak 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

Oak 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: **Please customize the bulleted list below for your school (Elementary Only)**

- 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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