2026-2027 Schoolwide Plan for Twin Pines Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Twin Pines Elementary School
Principal:	Dr. Gloria Jackson
Assistant Principal(s):	Mrs. Cindy Betancourt
SIT Co-Chairs:	Holly O'Keefe & Caileen Pascalis
Grades Served:	1-5

2026 – 2027 Staff List

	Staff Name	School	Grade	Position
1	Aguilar, Ingrid	Twin Pines		Cafeteria Helper
2	Al Radaideh, Hilda	Twin Pines		Teacher Assistant
3	Amatulle, Caroline	Twin Pines		PE Teacher
4	Antoine, Catherine	Twin Pines		Monitor
5	Aruta, Melissa	Twin Pines	5: ELA & S.S	ENL Teacher
6	Ayar, Guzal	Twin Pines		Monitor
7	Bagarella, Victoria	Twin Pines		Perm Sub
8	Betancourt, Cindy	Twin Pines		Assistant Principal
9	Blore, Ann	Twin Pines		Semi-Perm Sub
10	Bonner, Erin	Twin Pines		LRC Teacher
11	Boothe, Claire	Twin Pines	4	Teacher
12	Boss, JulieAnn	Twin Pines		Teacher Assistant
13	Bouchard, Christine	Twin Pines		LMS
14	Calabrese, Faith	Twin Pines		Perm Sub
15	Callahan Gee, Faith	Twin Pines	1	ENL Teacher
16	Camacho, Javier	Twin Pines	2	BIL Teacher
17	Carias, Jailene	Twin Pines	4	DUAL Teacher
18	Cavanaugh, Crystal	Twin Pines		Art Teacher
19	Cepeda, Hector	Twin Pines		Perm Sub
20	Cerone, Gina	Twin Pines	2	ENL Teacher
21	Cheema, Qudsia	Twin Pines		Teacher Aide
22	Chiappetta(Ignarro), Liana	Twin Pines		ENL
23	Conti, Nicole	Twin Pines	3	ENL Teacher
24	Croteau, Carly	Twin Pines	4	ENL Teacher
25	Cruz Portillo, Gabriella	Twin Pines	3	BIL Teacher
26	Diaz, Leslie	Twin Pines	2	BIL Teacher
27	Dr. Hayek, Veronique	Twin Pines		Psychologist
28	Dr. Jackson, Gloria	Twin Pines		Principal
29	Eberlin, Joni	Twin Pines		Nurse
30	Ekren, Delal	Twin Pines		Cafeteria Helper
31	Escobar, Elizabeth Nicole	Twin Pines		Teacher Aide
32	Ferrara, Donna	Twin Pines		Teacher Assistant
33	Fuentes, Francis	Twin Pines		Monitor
34	Fuentes, Gessy	Twin Pines		Social Worker
35	Fusco, Alexa	Twin Pines	Level E	Special Ed Teacher
36	Garcia Martinez, Katerin Gissel	Twin Pines		Teacher Aide
37	Grillo, Jay	Twin Pines		IT
38	Gul, Sima	Twin Pines		Monitor

39	Hanlon, Michele	Twin Pines		LRC Teacher
40	Hernandez-Ramos, Giselle	Twin Pines	4	Perm Sub
41	Hodges, Dwight	Twin Pines		Night Senior
42	Hossain, Jonaki	Twin Pines		Monitor
43	Khan, Nusrat	Twin Pines		Comm. Aide
44	Khan, Shiraz	Twin Pines		Night Custodian
45	Konstantatos, Maria	Twin Pines		Head Chef
46	LaGatta, Bonnie	Twin Pines		Music Teacher
47	Lazo, Katherine	Twin Pines		Office Assistant SS
48	Libreros, Viviana	Twin Pines	3	DUAL Teacher
49	Lodestro, Rosinda	Twin Pines	4	BIL Teacher
50	Lopez Manchame, Kerlin	Twin Pines		Teacher Aide
51	Lopez Martinez, Melissa	Twin Pines	5: Math & Science	BIL Teacher
52	Lopez, Cameron	Twin Pines		PE Teacher
53	Lowenstein, Gloria	Twin Pines		Office Assistant
54	Maldonado, Alma	Twin Pines	3	BIL Teacher
55	Malfa, Vanessa	Twin Pines	2	DUAL Teacher
56	Manzo Torres, Jessica	Twin Pines		Guidance Counselor
57	Marandola, Helen	Twin Pines	5: ELA & S.S	ENL Teacher
58	McNeil, Caroline	Twin Pines		Speech Pathologist
59	Mehmedi, Bashkim	Twin Pines		Night Custodian
60	Mendez, Miriam	Twin Pines		Cafeteria Helper
61	Mesbahuddin, Mahbuba	Twin Pines		Teacher Assistant
62	Molinari, Mary	Twin Pines		LMS
63	Morales Saravia, Evila N	Twin Pines		Teacher Aide
64	Murphy, Reilly	Twin Pines	Level E	Special Ed Teacher
65	Musa, James	Twin Pines		Day Custodian
66	Nadeem, Rehanna	Twin Pines		Teacher Assistant
67	O'Keefe, Holly	Twin Pines	1	ENL Teacher
68	Ortiz, Evelyn	Twin Pines	5: ELA & S.S	BIL Teacher
69	Ortiz, Liam	Twin Pines		Music Teacher
70	Ortiz, Maria	Twin Pines		Health Aide
71	Pahuja, Namrata	Twin Pines		ENL
72	Paredes Rodriguez, Maria	Twin Pines		Monitor
73	Pascalis, Caileen	Twin Pines		ENL
74	Pavone, Pam	Twin Pines		TOSA
75	Pichardo, Waleska	Twin Pines	3	ENL Teacher
76	Price, Nadine	Twin Pines		Speech Pathologist
77	Profeta, Kimberly	Twin Pines	2	ENL Teacher
78	Quintana, Tatiana	Twin Pines	1	BIL Teacher
79	Rankin, Patricia	Twin Pines		Teacher Assistant
80	Reyes, Dulce	Twin Pines	3	DUAL Teacher
81	Reyes, Rosa	Twin Pines		Cafeteria Helper
82	Riolo, Joann	Twin Pines		Teacher Aide
83	Rivera, Bethany	Twin Pines		ENL
84	Rivera, Jason	Twin Pines	5: Math & Science	ENL Teacher
85	Rodriguez, Iris	Twin Pines		Monitor
86	Rubino, James	Twin Pines	1	ENL Teacher
87	Ryan, Jacqueline	Twin Pines		Music Teacher
88	Sacco, Christine	Twin Pines	2	Teacher
89	Salvador, Dejanna	Twin Pines	1	DUAL Teacher
90	Santos, Jeanette	Twin Pines		TOSA
91	Schultz, Alexandra	Twin Pines	4	ENL Teacher

92	Sica, Linette	Twin Pines		Library Clerk
93	Simonson, David	Twin Pines	3	ENL Teacher
94	Solis, Karla	Twin Pines	4	Teacher
95	Tarantino, Peggy	Twin Pines		TOSA
96	Tassone, Shannon	Twin Pines		ENL
97	Torres, Caroline	Twin Pines	4	DUAL Teacher
98	Tronolone, Katherine	Twin Pines		Senior Office Assistant
99	Truglio, Lanora	Twin Pines	3	ENL Teacher
100	Umar, Rabia	Twin Pines		Teacher Assistant
101	Urbom, Jon	Twin Pines		PE Teacher
102	Valentin, Brandon	Twin Pines		Security
103	Vallejo, Alexandra	Twin Pines		Teacher Assistant
104	Warraich, Amjad	Twin Pines		Monitor
105	Wilkins, Brady	Twin Pines		Art Teacher
106	William, Nicole	Twin Pines		Security
107	Wong, Liseth	Twin Pines	2	DUAL Teacher
108	Xefos, Darlene	Twin Pines		Teacher Aide
109	Yanes, Leydy	Twin Pines	1	BIL Teacher
110	Young, Joshua	Twin Pines		Head Custodian
111	Zapeta Tale, Madeline	Twin Pines		Teacher Aide
112	Zembrzycki, Barbara	Twin Pines	5: Math & Science	Teacher

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Grade 1 g	Grade 2 h	Grade 3 i	Grade 4 j	Grade 5 k
*All Students	799	161	164	166	159	149
Female	435	84	93	90	86	82
Male	364	77	71	76	73	67
*American Indian/Alaska Native	11	3	2	3	2	1
*Black	47	7	13	10	9	8
*Hispanic	712	148	136	148	144	136
*Asian/Pacific Islander	8	1	4	2	1	0
Asian	7	1	3	2	1	0
Native Hawaiian/Other Pacific Islander	1	0	1	0	0	0
*White	18	2	8	2	2	4
*Multiracial	3	0	1	1	1	0
General Education Students	708	141	144	147	137	139
*Students with Disabilities	91	20	20	19	22	10
Former Students with Disabilities	12	3	4	2	1	2
Not English Language Learner	416	62	67	90	94	103
*English Language Learner	383	99	97	76	65	46
Formerly English Language Learner	126	9	10	26	37	44
*Economically Disadvantaged	735	151	147	156	149	132
Not Economically Disadvantaged	64	10	17	10	10	17
Not Migrant	799	161	164	166	159	149
Homeless	6	0	4	1	0	1
Not Homeless	793	161	160	165	159	148
Not in Foster Care	799	161	164	166	159	149
Parent Not in Armed Forces	799	161	164	166	159	149

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)

Twin Pines Elementary Mission Statement

Twin Pines Elementary School exists to serve the unique academic, physical, social, and emotional needs of all students in a safe and nurturing environment that promotes self-discipline, core values, motivation, and excellence in learning so each and every student is empowered to become a lifelong learner who will succeed and contribute responsibly in a global community. ALL IN. Every Child. Every Parent. Every Teacher. Every Administrator. Ever Staff Member. Every Community Member. Every Day. Whatever It Take

Twin Pines Elementary Vision Statement

The vision at Twin Pines Elementary School is to create an environment where learners set goals and work with integrity to become leaders who strive for excellence.

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 Twin Pines Elementary, the McKinney- Vento liaison is **Gessy Fuentes**.

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	6
Children in Foster Care	0
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)	Stephanie Santos

Members of the Community to be served	Twin Pines Elementary Teaching and Learning Community
Teachers-SWP Sub Committee	Dr. Gloria Jackson, Principal Mrs. Cindy Betancourt, Assistant Principal Carly Croteau, Fourth Grade Teacher Holly O'Keefe, First Grade Teacher Caileen Pascalis, ENL Teacher Bethany Rivera, ENL Teacher
Principals	Dr. Gloria Jackson, Principal Mrs. Cindy Betancourt, Assistant Principal
Other School Leaders	Ms. Stacey Brdey, Assistant Superintendent Elementary Schools
Teaching Assistants	Patricia Rankin
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 *	Nusrat Khan, IT Communications Aide Jay Grillo, IT Tech
Other School Staff *	Dr. Jackson, Principal Mrs. Cindy Betancourt, Assistant Principal Holly O'Keefe, Co-chair Caileen Pascalis, Co-chair/ENL Faith Gee, First Grade Liseth Wong, Second Grade Christine Sacco, Second Grade Alma Maldonado, Third Grade Dulce Reyes, Third Grade Viviana Libreros, Third Grade Carly Croteau, Fourth Grade Caroline Torres, Fourth Grade Barbara Zembrzycki, Fifth Grade Melissa L. Martinez, Fifth Grade Helen Marandola, Fifth Grade (BTA) Bethany Rivera, ENL Crystal Cavanaugh, Art Peggy Tarantino, TOSA Jessica Torres, Guidance Counselor
Students (for a secondary school)	
Other individuals determined by the school	Linette Sica, Office Assistant (Library)

** 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

Twin Pines Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	67 45.27%	52 35.14%	26 17.57%	3 2.03%	148	19.59%
Female	36 45.00%	28 35.00%	15 18.75%	1 1.25%	80	20.00%
Male	31 45.59%	24 35.29%	11 16.18%	2 2.94%	68	19.12%
American Indian	0 0.00%	4 100.00%	0 0.00%	0 0.00%	4	0.00%
Black	3 37.50%	4 50.00%	1 12.50%	0 0.00%	8	12.50%
Hispanic	64 48.48%	42 31.82%	24 18.18%	2 1.52%	132	19.70%
Asian/Pacific Islander	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
White	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	54 41.54%	48 36.92%	25 19.23%	3 2.31%	130	21.54%
SWD	12 70.59%	4 23.53%	1 5.88%	0 0.00%	17	5.88%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	45 66.18%	21 30.88%	2 2.94%	0 0.00%	68	2.94%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	63 45.65%	49 35.51%	24 17.39%	2 1.45%	138	18.84%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD

Twin Pines Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	56 40.29%	40 28.78%	34 24.46%	9 6.47%	139	30.94%
Female	31 41.89%	18 24.32%	19 25.68%	6 8.11%	74	33.78%
Male	25 38.46%	22 33.85%	15 23.08%	3 4.62%	65	27.69%
American Indian	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Black	3 30.00%	4 40.00%	2 20.00%	1 10.00%	10	30.00%
Hispanic	52 42.28%	36 29.27%	29 23.58%	6 4.88%	123	28.46%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
White	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	49 41.18%	34 28.57%	29 24.37%	7 5.88%	119	30.25%
SWD	7 36.84%	6 31.58%	5 26.32%	1 5.26%	19	31.58%
Former SWD	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
LEP	35 61.40%	19 33.33%	3 5.26%	0 0.00%	57	5.26%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	50 38.76%	37 28.68%	33 25.58%	9 6.98%	129	32.56%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026 — **Brentwood UFSD**

Twin Pines Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	48 43.64%	39 35.45%	19 17.27%	4 3.64%	110	20.91%
Female	28 45.16%	24 38.71%	7 11.29%	3 4.84%	62	16.13%
Male	20 41.67%	15 31.25%	12 25.00%	1 2.08%	48	27.08%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	1 16.67%	4 66.67%	1 16.67%	0 0.00%	6	16.67%
Hispanic	46 45.54%	34 33.66%	17 16.83%	4 3.96%	101	20.79%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	45 44.12%	37 36.27%	16 15.69%	4 3.92%	102	19.61%
SWD	3 50.00%	1 16.67%	2 33.33%	0 0.00%	6	33.33%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	32 82.05%	7 17.95%	0 0.00%	0 0.00%	39	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	44 44.44%	38 38.38%	14 14.14%	3 3.03%	99	17.17%

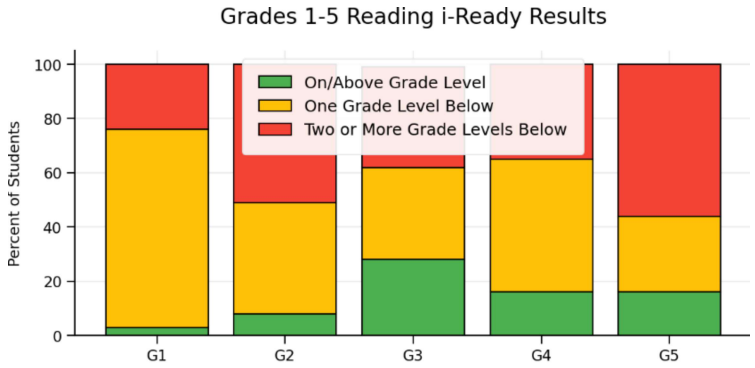
Local Assessment ELA Data, disaggregated by subgroup; i.e. iReady

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrates student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

*** All data that includes students' Personally Identifiable Information (PII) should be maintained in the *Binder SIT-SWP Data* tab.**

Fall 2026 i-Ready Reading Diagnostic data indicate that many students require additional support to reach grade-level reading expectations. The chart and summary below highlight current performance levels across grades 1-5.



Grade	On/Above	One Grade Below	Two+ Grades Below
Grade 1	3%	73%	24%
Grade 2	8%	41%	51%
Grade 3	28%	34%	37%

Grade 4	16%	49%	35%
Grade 5	16%	28%	56%

Twin Pines Elementary is committed to ensuring every student becomes a successful reader. To address areas of need, staff will strengthen core literacy instruction, provide targeted interventions, monitor progress throughout the year, and partner with families to support reading growth.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD
Twin Pines Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	22 14.77%	78 52.35%	43 28.86%	6 4.03%	149	32.89%
Female	11 13.41%	48 58.54%	20 24.39%	3 3.66%	82	28.05%
Male	11 16.42%	30 44.78%	23 34.33%	3 4.48%	67	38.81%
American Indian	0 0.00%	2 50.00%	2 50.00%	0 0.00%	4	50.00%
Black	1 12.50%	5 62.50%	2 25.00%	0 0.00%	8	25.00%
Hispanic	21 15.79%	71 53.38%	36 27.07%	5 3.76%	133	30.83%
Asian/Pacific Islander	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
White	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	18 13.85%	67 51.54%	39 30.00%	6 4.62%	130	34.62%
SWD	3 16.67%	11 61.11%	4 22.22%	0 0.00%	18	22.22%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	13 18.31%	45 63.38%	12 16.90%	1 1.41%	71	18.31%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	21 15.11%	73 52.52%	39 28.06%	6 4.32%	139	32.37%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD
Twin Pines Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	34 24.64%	50 36.23%	48 34.78%	6 4.35%	138	39.13%
Female	20 26.32%	33 43.42%	22 28.95%	1 1.32%	76	30.26%
Male	14 22.58%	17 27.42%	26 41.94%	5 8.06%	62	50.00%
American Indian	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Black	1 10.00%	5 50.00%	4 40.00%	0 0.00%	10	40.00%
Hispanic	32 26.23%	43 35.25%	42 34.43%	5 4.10%	122	38.52%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
White	0	1	1	0	2	50.00%

White	0.00%	50.00%	50.00%	0.00%	2	50.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	28 23.73%	44 37.29%	41 34.75%	5 4.24%	118	38.98%
SWD	6 31.58%	6 31.58%	6 31.58%	1 5.26%	19	36.84%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	19 33.33%	26 45.61%	12 21.05%	0 0.00%	57	21.05%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	32 25.00%	46 35.94%	45 35.16%	5 3.91%	128	39.06%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD

Twin Pines Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	52 53.61%	30 30.93%	12 12.37%	3 3.09%	97	15.46%
Female	33 64.71%	13 25.49%	5 9.80%	0 0.00%	51	9.80%
Male	19 41.30%	17 36.96%	7 15.22%	3 6.52%	46	21.74%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 40.00%	3 60.00%	0 0.00%	0 0.00%	5	0.00%
Hispanic	49 55.06%	26 29.21%	11 12.36%	3 3.37%	89	15.73%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 50.00%	0 0.00%	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	49 53.85%	28 30.77%	12 13.19%	2 2.20%	91	15.38%
SWD	2 50.00%	2 50.00%	0 0.00%	0 0.00%	4	0.00%
Former SWD	1 50.00%	0 0.00%	0 0.00%	1 50.00%	2	50.00%
LEP	25 69.44%	9 25.00%	2 5.56%	0 0.00%	36	5.56%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	50 58.14%	24 27.91%	10 11.63%	2 2.33%	86	13.95%

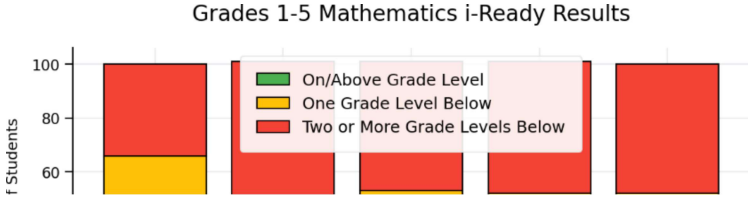
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

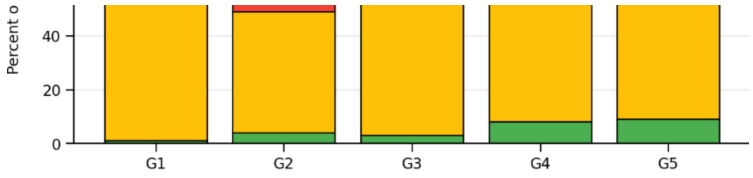
Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

*** All data that includes students' Personally Identifiable Information (PII) should be maintained in the *Binder SIT-SWP Data* tab.**

Fall 2026 i-Ready Mathematics Diagnostic data indicate that many students require additional support to meet grade-level mathematics expectations. The graph and summary below provide an overview of current performance levels across Grades 1-5.





Grade	On/Above Grade Level	One Grade Level Below	Two or More Grade Levels Below
Grade 1	1%	65%	34%
Grade 2	4%	45%	52%
Grade 3	3%	50%	48%
Grade 4	8%	44%	49%
Grade 5	9%	43%	48%

Twin Pines Elementary is committed to increasing mathematical achievement for all students. To address identified needs, staff will strengthen Tier I instruction, provide targeted intervention and enrichment opportunities, increase opportunities for mathematical discourse and problem solving, and use i-Ready data to monitor progress throughout the school year. These efforts are designed to increase the number of students

Other Assessment Performance (OPTIONAL & CAN BE DELETED)

Other assessment, disciplinary, walk-through, and/or anecdotal data (see "Other Examples of Student Outcome Data**", below)**

Include/Copy/Paste data that summarizes the need(s) identified in the priority areas below. It is not necessary or advisable to include all raw data. Only include data from local assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
- Subgroup gaps
- Subgroup trends

*** All raw data from local assessments should be maintained in the OneNote binder.**

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

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

An example is provided below. **Please customize for your school!**

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."*

The comprehensive needs assessment included analysis of New York State ELA and Mathematics Assessment results, i-Ready Reading and Mathematics Diagnostic data for Grades 1-5, subgroup performance data, School Climate Survey results, attendance trends, and stakeholder feedback from families and staff.

After disaggregating and analyzing the 2025-2026 State ELA and Mathematics Assessment results and local i-Ready diagnostic data, it was evident that significant achievement gaps exist between students performing at or above grade level and students performing below benchmark expectations. Reading data showed that only 3% to 28% of students were performing on or above grade level, while mathematics data showed that only 1% to 9% of students were performing on or above grade level. A substantial percentage of students were performing two or more grade levels below expectations in both content areas.

Analysis of student subgroup performance indicated that Economically Disadvantaged Students, Students with Disabilities, and English Language Learners continue to experience greater academic challenges than the overall student population. These students are disproportionately represented among students requiring intervention and support in literacy and mathematics.

After analyzing the 2025-2026 School Climate Survey results, it was evident that 72% of parents agreed or strongly agreed with the statement, 'I feel connected to my child's school.' While this reflects a positive school climate, opportunities exist to strengthen family-school partnerships and increase engagement among all families.

This year's Schoolwide Plan will focus on increasing student achievement in literacy and mathematics through high-quality Tier I instruction, targeted interventions, and ongoing progress monitoring. The plan will also prioritize reducing achievement gaps for Students with Disabilities, English Language Learners, and Economically Disadvantaged Students. In addition, the school will implement strategies to strengthen family engagement and increase the percentage of parents who agree or strongly agree that they feel connected to their child's school.

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

School Strengths Identified

- Dedicated and collaborative staff who regularly use state and local assessment data to inform instruction, intervention, and progress-monitoring efforts.
- Established MTSS and intervention systems that support students academically, behaviorally, and socially.
- Positive school climate and family engagement foundation, with 72% of parents reporting that they feel connected to their child's school on the annual School Climate Survey.
- Students demonstrated strengths in several ELA standards related to literary text analysis, vocabulary acquisition, and integration of knowledge and ideas. For example, Grade 4 students outperformed the district on several informational text and integration of knowledge standards, including (NY-4.RI.2, NY-4.RI.5, NY-4.RI.7, and NY-4.RL.8).
- Grade 5 students demonstrated strengths in vocabulary acquisition and use (NY-5.L.4), and performed at or above district averages on several literary analysis and constructed response items.
- Students across Grades 3-5 demonstrated stronger performance on standards involving vocabulary development and certain reading-literature skills than on more complex informational text and evidence-based response tasks.

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

School Needs Identified, Aligned to Priority Areas

- Increase student achievement in English Language Arts, particularly in reading informational texts, drawing evidence from texts, analyzing themes and central ideas, and responding to constructed-response questions. Assessment data indicate performance below district, regional, and proficiency benchmarks on many informational reading standards.
- Strengthen students' ability to cite textual evidence, analyze complex texts, and write evidence-based responses, as performance on constructed response items consistently lagged behind proficiency benchmarks across Grades 3-5.
- Improve literacy outcomes for who continue to be overrepresented among students performing below grade-level expectations on state and local assessments.
- Reduce the percentage of students performing one or more grade levels below benchmark expectations in reading, as identified through i-Ready Diagnostic assessments.
- Increase mathematics achievement in the areas of problem solving, mathematical reasoning, fractions, number sense, and application of mathematical concepts to multi-step tasks.
- Strengthen implementation of evidence-based instructional practices, including clear learning targets, success criteria, academic discourse, and student ownership of learning.
- Increase family engagement and partnership opportunities to improve student attendance, academic achievement, and school connectedness.
- Expand targeted intervention and enrichment opportunities to meet the needs of students performing significantly below and above grade-level expectations.

2026-2027 Schoolwide Plan Priorities

	Subgroup:	Priority Area: All Students Who Are Two or More Grade Levels Below Expectation
1.	All Students	Strengthening Our School Community Through Collective Practices Our collective commitment: Every student benefits when we align effective instruction, shared expectations, collaborative problem-solving, and authentic family partnerships. Throughout the 2026–2027 school year, these collective practices will serve as an integral part of our year-long professional learning plan. Through ongoing collaboration, shared reflection, data-informed discussions, and opportunities to learn from one another, we will continue to strengthen our instructional practices and collective capacity to meet the diverse needs of our students. Our professional learning will be purposeful, ongoing, and grounded in the daily

		work of teaching and learning. Together, we will build upon our collective expertise, celebrate effective practices, address challenges collaboratively, and translate our professional learning into meaningful actions that positively impact student achievement, growth, and belonging.
2.	All Students	Building Community and Collective Practices • Celebrate faculty contributions and strengthen trust, mutual respect, and shared leadership. • Recognize student success as a collective responsibility while honoring professional expertise.
3.	All Students	High-Quality Instruction • Maintain HMH Into Reading and Into Math blocks, emphasizing essential instruction, differentiation, and small groups. • Provide meaningful daily instruction in both science and social studies; neither is an alternating subject. • Share effective interdisciplinary approaches and use formative evidence to refine instruction.
4.	All Students	HMH Reading and Math Embedded Professional Learning with HMH Representatives (Math) and Bill Atwood (ELA)
5.	All Students	Branching Minds MTSS: Utilizing focused data analysis, shared professional expertise, consistent progress monitoring, and purposeful documentation in Branching Minds to support timely instructional decisions and student growth.
6.	Dual Language	Erick Herrmann; Evidenced Based Practices to Support Literacy and Language Development within a Dual Language Classroom Setting
7.	All Students	Inter-classroom Visitation

School Improvement Team & Schoolwide Plan Goals

All Brentwood UFSD Schoolwide Plans include both State-level and local ELA and math goals[2]. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monitored throughout the year, have been developed to ensure that State-level goals are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group or individual student growth on an ongoing basis. Moreover, the plans include a survey goal that is derived from the district's annual surveys, which are distributed and taken once per school year by students, staff, and families. The previous school year's survey data provide baseline information from which this goal is developed for the current school year.

The State-level and local ELA and math goals, along with the survey goal, identified in this plan are informed by our school's Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

English Language Arts (ELA) Performance Goals

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

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

By June 2026, the All Students subgroup at Twin Pines Elementary School will demonstrate an increase in annual typical growth in English Language Arts (ELA) from 52% meeting growth targets in Spring 2025 to 62% meeting growth targets in Spring 2026, as measured by the New York State Grades 3–8 English Language Arts Assessment, administered annually.

By June 2027, all students in Grades 3-5 will demonstrate an increase in English Language Arts proficiency from 43% of students achieving proficiency (Levels 3 and 4) on the 2025-2026 New York State English Language Arts Assessment to 47% of students achieving proficiency (Levels 3 and 4) on the 2026-2027 New York State English Language Arts Assessment, as measured by the New York State English Language Arts Assessment, administered 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 2027, the All Students Subgroup from Twin Pines Elementary School will demonstrate a 2% increase in Annual Stretch Growth in English Language Arts (ELA) from the baseline generated from the Spring 2026 results, as measured by the i-Ready Inform Growth Report (% Met), which is administered 3x per year. The goal for Grade 2 is 14%, Grade 3 is 43%, Grade 4 is 26%, and Grade 5 is 21%.

Mathematics Performance Goals

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

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

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

By June 2026, the All Students subgroup at Twin Pines Elementary School will demonstrate an increase in annual typical growth in Mathematics from 48% meeting growth targets in Spring 2025 to 65% meeting growth targets in Spring 2026, as measured by the New York State Grades 3–8 Mathematics Assessment, administered annually.

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

By June 2027, the All Students Subgroup from Twin Pines Elementary School will demonstrate a 2% increase in Annual Stretch Growth in Mathematics from the baseline generated from the Spring 2026 results, as measured by the I-Ready Inform Growth Report (% Met), which is administered 3x per year. The goal for Grade 2 is 18%, Grade 3 is 19%, Grade 4 is 18%, and Grade 5 is 12%.

Survey Goal

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

By June 2027, 74% of Twin Pines Elementary Parents will agree or strongly agree to the survey question, "I feel connected to my child's school," from the baseline of 72% established in 2025-2026 School Climate Survey, administered annually.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

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

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

Schoolwide Improvement Strategies

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

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies
- Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)

The Four Tenets of Graduation PLUS +

Success Pathways	Growth Culture
Student Success Pathway • Tiered Support: Access to MTSS interventions based on data (i-Ready, BARS). • Literacy & Language Development: Instruction grounded in the Science of	Focus on Foundational Skills and Equity HMH Embedded Professional Learning & The Science of Reading • Builds teacher expertise in evidence-based literacy practices.

Reading and vocabulary-rich environments.
- Engagement & Belonging: Culturally responsive teaching and PBIS strategies that promote motivation and inclusion.
- Progress Monitoring: Regular assessments to track growth and adjust instruction.

Teacher Success Pathway

- Professional Learning: Ongoing PD (HMH, Erick Herrmann, MTSS, Bill Atwood) aligned with instructional needs.
- Instructional Clarity: Tools and strategies to deliver meaningful, standards-aligned lessons.
- Collaboration: PLCs and coaching cycles to reflect, refine, and grow practice.
- Empowerment:
  - Confidence in using data to drive instruction and support all learners.
  - Confidence in implementing kinesthetic vocabulary learning, and previewing content before it is suggested on the curriculum map.

School Leadership Success Pathway

- Strategic Alignment: PD, curriculum, and assessment aligned with school improvement goals.
- Data-Driven Decisions: Use of BARS and i-Ready to inform resource allocation and instructional focus.
- Culture of Growth: Foster a safe, supportive environment where staff and students thrive.
- Family & Community Engagement: Transparent communication and inclusive practices.

Family & Community Success Pathway

- Understanding Student Progress: Clear communication of assessment data and learning goals.
- Partnership in Learning: Opportunities to support learning at home and participate in school initiatives.
- Trust & Collaboration: Confidence in the school's commitment to equity and excellence.

- Promotes a shared understanding of how students learn to read, ensuring consistency and equity in instruction.
- Encourages a mindset of "all students can grow", especially those significantly below grade level.

Emphasis on Language, Vocabulary, and Comprehension

Language of Instruction, Vocabulary, & Comprehension PD

- Supports deeper learning by helping students access and engage with complex texts.
- Encourages teachers to scaffold instruction, promoting academic risk-taking and intellectual growth.

Data-Driven, Tiered Support Systems

Branching Minds MTSS & PBIS

- Embeds a culture of early intervention and responsive teaching.
- Uses data to identify needs and celebrate progress, reinforcing a belief in growth over time.
- Promotes a positive behavioral culture, which is foundational for academic growth.

Culturally Responsive and Inclusive Practices

Erick Herrmann's Evidence-Based Literacy & Language Development

- Equips teachers to meet the needs of diverse learners, including ELLs.
- Encourages inclusive practices that validate students' backgrounds and promote belonging, a key driver of motivation and growth.

Meaningful and Relevant Instruction and Assessment

Instruction Grounded in Student Needs

- Teachers will use Tier 1 and Tier 2 interventions to support student needs.
- Teachers will differentiate instruction, making learning more meaningful for students at varying levels, especially those significantly behind.

Language, Vocabulary, and Comprehension Focus

- Emphasizing academic language and vocabulary helps students access complex texts across content areas.
- Instruction becomes more relevant when students can connect language to real-world contexts and academic success.

Assessment-Driven Instruction

- Branching Minds MTSS supports the use of formative assessments and progress monitoring to guide instruction.
- Teachers learn to use data to adjust instruction in real time, ensuring it remains relevant and responsive.

Culturally and Linguistically Responsive Practices

- Erick Herrmann's PD helps teachers make instruction more inclusive and culturally relevant, which increases student engagement and ownership of learning.

Empowered Stakeholders

Empowering Students

- Access to High-Quality Instruction: Students benefit from more engaging, relevant, and responsive teaching.
- Support for All Learners: MTSS and PBIS ensure that struggling students receive timely interventions, promoting equity.
- Voice and Agency: Culturally responsive practices help students see themselves in the curriculum, increasing motivation and ownership of learning.

Empowering Families

- Transparency and Communication: Data-informed instruction and MTSS frameworks help families understand their child's progress and needs.
- Partnership in Learning: Families are more likely to engage when they see consistent, meaningful efforts to support their children.
- Trust in the System: When families see growth and support, it builds confidence in the school's mission and practices.

Empowering School Leaders

- Strategic Alignment: Leaders can align PD, instruction, and assessment with school improvement goals.
- Data-Driven Decision Making: Tools like BARS and i-Ready provide actionable insights for resource allocation and instructional planning.
- Sustainable Growth Culture: Leaders foster a culture of continuous improvement by investing

• Students see themselves reflected in the curriculum, making learning more personally meaningful.	in people and systems.

Planned ELA Professional Learning

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

- **Create a bulleted list of intended ELA professional learning that is aligned to support improved capacity to implement the ELA strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the ELA-focused professional learning listed below.**
  - Professional Learning & Support with Erick Hermann
  - Year 1 & Year 2 Inter-classroom Visitation: Building Student Agency; English Language Arts; Explicit and Direct Instruction; F&P Benchmarking Miscue Analysis; How to Cultivate Executive Functioning Skills; Instructional Grouping, Modifying for ELLs; Scaffolding; Student Data Chats; Writing
  - MTSS Reading Supports: Focus areas for workshops and learning sessions aligned with MTSS and *A Pathway to Proficiency*

1. Tiered Instructional Framework

- **Tier 1**: High-quality, evidence-based core reading instruction for all students.
- **Tier 2**: Targeted small-group interventions for students needing additional support.
- **Tier 3**: Intensive, individualized interventions for students with significant reading challenges.

  - Science of Reading Integration
    - Emphasizes phonemic awareness, phonics, fluency, vocabulary, and comprehension.
    - Instruction is explicit, systematic, and data-driven.
  - System-Level Planning
    - Shift from student-by-student analysis to evaluating intervention effectiveness at the system level.
    - Use of progress monitoring and data teams to guide decisions.

Planned Math Professional Learning

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

- **Create a bulleted list of intended math professional learning that is aligned to support improved capacity to implement the math strategies identified above. There should be a 1:1 correlation between the prioritized strategies above and the math-focused professional learning listed below.**
  - HMH Professional Learning with HMH Representatives
  - Mathematics Professional Learning Grades 3 – 5 with Bill Atwood
    - Classroom visitations with lessons modeled by Bill Atwood.
  - Evidenced Based Practices to Support Literacy and Language Development within a Dual Language Classroom Setting with Erick Herrmann
  - Building Based Professional Learning Conducted by The Administrative Team (As specified in the building's professional learning plan)

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**

- **Title I, Title III, and High Dosage Tutoring, and Article 26 in Progress**

Plans to Increase Parent and Family Engagement

The Brentwood Union Free School District and the Board of Education believe that the involvement of parents in the education of their children is a necessary and desirable part of the children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's Schoolwide Plan *(ESSA Section 1114(b)(ii))*. The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's Schoolwide Plan.

- **Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment**
  - September: First Grade Orientation & Meet the Teacher Night
  - October: Hispanic Heritage Night and Trunk or Treat
  - November: Curriculum Fun Night
  - December: Craft Night & Bilingual Community Plaza "Warm and Snuggly"
  - January: Winter Concert & Art Exhibition
  - February: Black History Month Historical Figures Wax Museum

- March: Family Fitness Night
- April: Family Literacy Night
- May: Spring Concert & Art Exhibition
- June: Field Day & Fifth Grade Moving Up Ceremony

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 - Twin Pines Elementary School			
Code	**Specific Expenditure**	**Rate of Pay**	**Project Salary**
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	**$68,944**
1500 - Salaries	Salary for Title I Homeless Liaison. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.	Stipend	$1,588
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X $56/hr = $33,600 / 17 schools = $1,976.47 / school.	$56.00	$1,976
1500 - Salaries	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	Contractual	**$36,798**

	number/percent of Title I eligible students in the school.		
Title I Sub-total:			**$50,783**
Title I Total w/ Salaries & Fringe:			**$156,525**

School-Parent-Student Compact

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

School Responsibilities

Twin Pines Elementary will:

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

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

Parent Responsibilities

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

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

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

Student Responsibilities

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

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

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

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

[2]©Learner Centered Initiatives, Ltd. 2017 [rev 2019] All Rights Reserved. Utilized with permission.