2026-2027 Schoolwide Plan for Southwest Elementary School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	Southwest Elementary
Principal:	Dr. Karen Kregel
Assistant Principal(s):	Nadine Scott
SIT Co-Chairs:	Julie Dispigno & Christina Nischo
Grades Served:	K-5

Staff List

teacher assignment.pdf



teacher assignment

SOUTHWEST ELEMENTARY SCHOOL
2026/2027 ROOM ASSIGNMENTS
Dr. Karen Kregel, Principal Nadine Scott, Assistant Principal

KINDERGARTEN			FOURTH GRADE	ROOM
Ms. Crystal DeSimone	2A		Ms. Jessica Bendetti (ENL)	15
Ms. Nayely Valverde (BIL)	3A		Ms. Ashley Benvengo (ICT)	16
Ms. Melissa Dennehy	5A		Ms. Kimberly Espey (ICT)	16
Ms. Amy Tannuzzo (BIL)	7A		Ms. Christina Nischo (ENL)	18
Ms. Faith Dargis	8A		Ms. Ingrid De Los Santos (BIL)	21
Ms. Jeanine McKiernan (ENL)	10A		Ms. Kelly O' Keefe (Sp. Ed.)	31
			Ms. Grace Roiland	34
FIRST GRADE			Ms. Ashley Rizzuto	35
Ms. Suzana Ruggiero (Sp Ed)	6A			
Ms. Christine Fitt	12A			
Ms. Alexandria Vallone (BIL)	13A		FIFTH GRADE	
Ms. Emili Cadena (BIL)	15A		Ms. Karolina Arevalo (BIL)	30
Ms. Kristen Hittel	18A		Ms. Gessell Melendez	41
Ms. Ann Marie Most (ENL)	20A		Ms. Christyann Rafuse (Sp Ed)	42
Ms. Ariana Vargas (ICT)	21A		Ms. Cara Walsh (ENL)	43
Ms. Andrea Cohen (Sp. Ed. ICT)	21A		Mr. Matthew Laurelli (ICT)	44
Ms. Nancy Loeber (ENL)	22A		Ms. Allie Schiavo (Sp. Ed. ICT)	44
			Ms. Kimberly Velez	45
			Mr. Joseph Agro	46
SECOND GRADE			SPECIAL EDUCATION	
Ms. Stephanie Romeo	26		Ms. Brittany Augugliaro	5
Ms. Angela Tornicchio (ENL)	36		Ms. Deidra Murray	8
Ms. Jennifer Doller (ICT)	37		Ms. Isabella Calabrese	9A
Ms. Jessica Poulos (ICT)	37		Ms. Chelsea Kukral	11A
Ms. Maryanne DiMaio (ENL)	38		Ms. Vanessa DuRussel (Resource)	36X
Ms. Brianna Rosa (BIL)	14A		Ms. Kristin Abbate (Behavior Specialist)	10B
Ms. Nailah Braxton (Sp. Ed)	16A		Ms. Danielle Garcia (Behavior Specialist)	Annex
Ms. Jessi Iannone	17A			
Ms. Diana Theodorou (BIL)	19A		ENL	
			Ms. Amanda Paschette	20X
THIRD GRADE			Ms. Maria Steibel	20X
Mr. Evan Hendrickson (ENL)	17		Ms. Crystal Guerrera	20X
Ms. Crispina Philips (ICT)	19		Mr. David Hinde	20X
Ms. Michelle Flecha-Amisano (ICT)	19		Ms. Frankie De Stio	9
Ms. Rachel Stalker (BIL)	22		Ms. Jennifer Goldhaber	9
Ms. Kaitlyn Baldwin (Sp. Ed)	23			
Ms. Jeannette Delgado	24			

Ms. Rebecca Otto	25			

SOUTHWEST ELEMENTARY SCHOOL
2026/2027 ROOM ASSIGNMENTS
Dr. Karen Kregel, Principal Nadine Scott, Assistant Principal

SPECIAL AREA TEACHERS			**Health**	
Art-Linda Egan	4		Nurse-Iris Maraboli	Main
Art-Brady Wilkins	Cart		Nurse- TBD	Annex
Reading Consultant-Elizabeth Mantione	1A			
Math Consultant-Susan Abate	1A			
Reading Consultant-Debra Agro	2		**OT**	
Math Consultant-Anna Nuñez	2		Jessica Pauciullo	32
Library Media Specialist-Melissa Kennedy	Library		Jillian Byrnes	32
Library Media Specialist-Jaisle Chester	Library			
PBIS Instructional Coach-Scott Murray	40		**PT**	
Music-Julie Dispigno	39		Charlotte Pedone	32
Music-Arianna O'Connell	Cart			
Phys Ed-Carlos Restrepo	Gym			
Phys Ed-Kenneth Koerner	Gym		**PERM SUBS**	
Phys Ed - Jason Niehr	Gym		Laura Cadena (Roiland 9/8-10/26)	
Phys Ed - Rich Gonzalez (Th, F)	Gym		Jordan Jimenez (Walsh 9/8-11/30)	
Psychologist-Abigail Rivas	12C		Victoria Spence	
Psychologist-Dangely Abreu (T, W)	12B		Gillian Mormino (5 days Per-Diem)	
Social Worker - Kevin Keith	24A		Serena Trabacchi (5 days Per-Diem)	
Guidance-Jessica Price	45X			
Speech				
Michelle Hupe	6			
Jaclyn Jepson	6			
Kelly Roberts	6			
Danielle Donnatin	6		**Sensory Room**	**20**
Eileen Letosky	33		**Annex Sensory Room**	**ANNEX**
Kaitlin Lelinho- at Risk-Provider (M,W, F)	33			
Evaluator TBD	33			
Kaitlyn Licata -Speech Evaluator (T)	33			
Lisa Navarra (TOSA)	33			
Justin Cortes - Psychologist Evaluator	33			
Barbara Mitchell- Speech Evaluator (M-F)	33			
Hibernia Griffith- Speech Evaluator (M-F)	33			

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	937	123	159	149	174	142	178	12
Female	449	62	84	67	91	55	84	6
Male	488	61	75	82	83	87	94	6

*American Indian/Alaska Native	7	1	2	2	1	0	1	0
*Black	86	10	11	13	16	19	17	0
*Hispanic	715	90	119	112	138	107	138	11
*Asian/Pacific Islander	49	10	9	10	7	5	8	0
Asian	46	9	9	8	7	5	8	0
Native Hawaiian/Other Pacific Islander	3	1	0	2	0	0	0	0
*White	60	7	15	8	8	8	13	1
*Multiracial	20	5	3	4	4	3	1	0
General Education Students	694	102	116	100	128	113	135	0
*Students with Disabilities	243	21	43	49	46	29	43	12
Former Students with Disabilities	9	3	1	0	2	0	3	0
Not English Language Learner	573	59	99	86	106	98	116	9
*English Language Learner	364	64	60	63	68	44	62	3
Formerly English Language Learner	115	0	14	18	25	23	35	0
*Economically Disadvantaged	825	110	138	139	154	121	152	11
Not Economically Disadvantaged	112	13	21	10	20	21	26	1
Migrant	3	1	0	0	0	1	1	0
Not Migrant	934	122	159	149	174	141	177	12
Homeless	16	4	4	3	3	0	2	0
Not Homeless	921	119	155	146	171	142	176	12
In Foster Care	2	1	0	0	0	0	1	0
Not in Foster Care	935	122	159	149	174	142	177	12
Parent Not in Armed Forces	937	123	159	149	174	142	178	12

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 enrolled in a post-secondary program of study. Individual success pathways will be aligned to students' strengths, prefer interests, equipping them to lead productive, meaningful, and joyful lives.

School Vision Statement (if applicable)

The mission of the Southwest community is to work together to provide the environment and tools necessary for each student to learn and to suc encourage and assist each student to develop these skills necessary to achieve his/her full potential. We will channel our efforts to enable each st productive member of society.

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 mem 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-L notified of the liaison's role in assisting them with their needs. At Southwest Elementary, the McKinney- Vento liaison is Jessica Price

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 le
- vel 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 unti school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other ne 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	9
Children in Foster Care	2
Migrant Students	2

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 teac 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)	Kristy Gross- Olando
Members of the Community to be served	Shelia Penofsky, Kerry Seyda, & Tonya Gonzalez
Teachers-SWP Sub Committee	___ Julie Dispigno - Music ___ Michelle Hupe- Speech ___ Christina Nischo - 4th Grade ___ Abigail Rivas- Psychologist ___ Debra Agro- Reading Consultant ___ Ashley Rizzuto- 4th Grade ___ Kaitlyn Baldwin- 3rd Grade self-contained ___ Jeannette Delgado- 3rd Grade ___ Suzana Ruggiero- 1st Grade self-contained ___ Elizabeth Mantione- Primary Reading Consultant __ Brittany Augugliaro – Special Ed. Teacher ___ Anna Nunez- Math Consultant ___ Maryanne DiMaio- 2nd Grade ___ Andrea Cohen- 2nd Grade self-contained ___ Melissa Kennedy- Library Media Specialist ___ Jaisle Chester- Library Media Specialist
Principals	Dr. Karen Kregel
Other School Leaders	Mrs. Nadine Scott
Teaching Assistants	Lurrone Charles
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 *	Mrs. Kerry Seyda, Mrs. Tanya Gonzalez & Mrs. Shelia Penofsky
Other School Staff *	Eddie Yeznach, Wilmer Arevalo
Students (for a secondary school)	
Other individuals determined by the school	

** if appropriate*

Comprehensive Needs Assessment

Needs Assessment Data

Our Schoolwide Plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging Sta 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 needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or int **disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.)** to help identify students w 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

Southwest 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 40.85%	52 31.71%	37 22.56%	8 4.88%	164	27.44%
Female	31 34.83%	33 37.08%	18 20.22%	7 7.87%	89	28.09%
Male	36 48.00%	19 25.33%	19 25.33%	1 1.33%	75	26.67%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 14.29%	4 28.57%	6 42.86%	2 14.29%	14	57.14%
Hispanic	58 43.61%	45 33.83%	28 21.05%	2 1.50%	133	22.56%
Asian/Pacific Islander	3 42.86%	1 14.29%	0 0.00%	3 42.86%	7	42.86%
White	4 80.00%	1 20.00%	0 0.00%	0 0.00%	5	0.00%
Multiracial	0 0.00%	0 0.00%	3 75.00%	1 25.00%	4	100.00%
GenEd	40 33.33%	43 35.83%	29 24.17%	8 6.67%	120	30.83%
SWD	27 64.29%	8 19.05%	7 16.67%	0 0.00%	42	16.67%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	46 68.66%	18 26.87%	3 4.48%	0 0.00%	67	4.48%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	59 40.41%	49 33.56%	32 21.92%	6 4.11%	146	26.03%

Frequency Distribution by Subgroup

Grade 4 English Language Arts April 2026

Brentwood UFSD

Southwest Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	59 43.38%	34 25.00%	27 19.85%	16 11.76%	136	31.62%
Female	20 39.22%	15 29.41%	8 15.69%	8 15.69%	51	31.37%
Male	39 45.88%	19 22.35%	19 22.35%	8 9.41%	85	31.76%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	6 33.33%	3 16.67%	7 38.89%	2 11.11%	18	50.00%
Hispanic	47 45.63%	28 27.18%	17 16.50%	11 10.68%	103	27.18%
Asian/Pacific Islander	0 0.00%	2 40.00%	1 20.00%	2 40.00%	5	60.00%
White	5 71.43%	1 14.29%	1 14.29%	0 0.00%	7	14.29%
Multiracial	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%

GenEd	36 33.33%	32 29.63%	25 23.15%	15 13.89%	108	37.04%
SWD	23 85.19%	2 7.41%	1 3.70%	1 3.70%	27	7.41%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	35 76.09%	11 23.91%	0 0.00%	0 0.00%	46	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	50 43.10%	32 27.59%	22 18.97%	12 10.34%	116	29.31%

Frequency Distribution by Subgroup

Grade 5 English Language Arts April 2026

Brentwood UFSD

Southwest Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	61 37.65%	62 38.27%	31 19.14%	8 4.94%	162	24.07%
Female	25 33.78%	28 37.84%	17 22.97%	4 5.41%	74	28.38%
Male	36 40.91%	34 38.64%	14 15.91%	4 4.55%	88	20.45%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	4 26.67%	11 73.33%	0 0.00%	0 0.00%	15	0.00%
Hispanic	49 38.89%	46 36.51%	24 19.05%	7 5.56%	126	24.60%
Asian/Pacific Islander	2 25.00%	2 25.00%	4 50.00%	0 0.00%	8	50.00%
White	6 50.00%	3 25.00%	2 16.67%	1 8.33%	12	25.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	29 24.58%	52 44.07%	29 24.58%	8 6.78%	118	31.36%
SWD	31 73.81%	9 21.43%	2 4.76%	0 0.00%	42	4.76%
Former SWD	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
LEP	39 68.42%	17 29.82%	1 1.75%	0 0.00%	57	1.75%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	53 38.41%	55 39.86%	24 17.39%	6 4.35%	138	21.74%

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



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i-Ready Inform Results

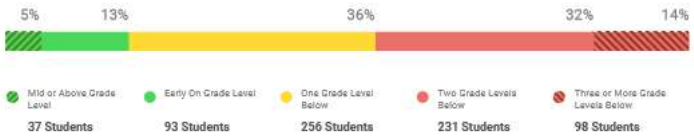
i-Ready

School	SOUTHWEST ELEMENTARY
Subject	Reading (English)
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

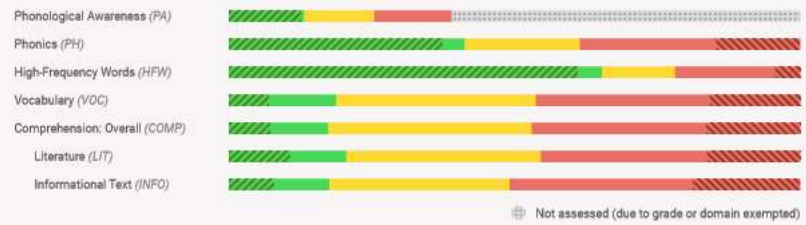
Criterion Referenced

Overall Placement

Students Assessed/Total: **715/878**



Placement by Domain



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Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	–	–	–	–	–	–	0/124
Grade 1		2%	8%	60%	31%	0%	133/147
Grade 2		4%	7%	33%	56%	0%	145/154

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i-Ready Inform Results

i-Ready

School	SOUTHWEST ELEMENTARY
Subject	Reading (English)
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 3		1%	21%	22%	29%	27%	130/138
Grade 4		9%	11%	42%	14%	24%	158/163
Grade 5		9%	19%	21%	33%	17%	149/152

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Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 3 Mathematics April 2026

Brentwood UFSD
Southwest Elementary School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	26 16.25%	60 37.50%	63 39.38%	11 6.88%	160	46.25%
Female	11 12.64%	39 44.83%	32 36.78%	5 5.75%	87	42.53%
Male	15 20.55%	21 28.77%	31 42.47%	6 8.22%	73	50.68%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	0 0.00%	1 7.14%	12 85.71%	1 7.14%	14	92.86%
Hispanic	24 18.46%	53 40.77%	45 34.62%	8 6.15%	130	40.77%
Asian/Pacific Islander	1 14.29%	3 42.86%	3 42.86%	0 0.00%	7	42.86%
White	1 25.00%	2 50.00%	1 25.00%	0 0.00%	4	25.00%
Multiracial	0 0.00%	1 25.00%	1 25.00%	2 50.00%	4	75.00%
GenEd	9 7.56%	48 40.34%	51 42.86%	11 9.24%	119	52.10%
SWD	17 43.59%	11 28.21%	11 28.21%	0 0.00%	39	28.21%
Former SWD	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
LEP	19 28.79%	33 50.00%	14 21.21%	0 0.00%	66	21.21%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	23 16.08%	53 37.06%	57 39.86%	10 6.99%	143	46.85%

Frequency Distribution by Subgroup

Grade 4 Mathematics April 2026

Brentwood UFSD

Southwest Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	40 29.41%	32 23.53%	42 30.88%	22 16.18%	136	47.06%
Female	15 30.00%	12 24.00%	15 30.00%	8 16.00%	50	46.00%
Male	25 29.07%	20 23.26%	27 31.40%	14 16.28%	86	47.67%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	7 38.89%	2 11.11%	7 38.89%	2 11.11%	18	50.00%
Hispanic	30 29.13%	26 25.24%	29 28.16%	18 17.48%	103	45.63%
Asian/Pacific Islander	0 0.00%	0 0.00%	4 80.00%	1 20.00%	5	100.00%
White	2 28.57%	4 57.14%	1 14.29%	0 0.00%	7	14.29%
Multiracial	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
GenEd	21 19.44%	27 25.00%	39 36.11%	21 19.44%	108	55.56%
SWD	19 70.37%	5 18.52%	3 11.11%	0 0.00%	27	11.11%
Former SWD	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
LEP	24 51.06%	14 29.79%	9 19.15%	0 0.00%	47	19.15%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	36 31.03%	28 24.14%	35 30.17%	17 14.66%	116	44.83%

Frequency Distribution by Subgroup

Grade 5 Mathematics April 2026

Brentwood UFSD

Southwest Elementary School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	66 41.51%	54 33.96%	31 19.50%	8 5.03%	159	24.53%
Female	40 54.79%	19 26.03%	12 16.44%	2 2.74%	73	19.18%
Male	26 30.23%	35 40.70%	19 22.09%	6 6.98%	86	29.07%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	6 40.00%	5 33.33%	4 26.67%	0 0.00%	15	26.67%
Hispanic	53 42.40%	46 36.80%	21 16.80%	5 4.00%	125	20.80%
Asian/Pacific Islander	2 28.57%	0 0.00%	4 57.14%	1 14.29%	7	71.43%
White	5 45.45%	3 27.27%	1 9.09%	2 18.18%	11	27.27%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%

GenEd	41 35.04%	40 34.19%	28 23.93%	8 6.84%	117	30.77%
SWD	24 60.00%	13 32.50%	3 7.50%	0 0.00%	40	7.50%
Former SWD	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
LEP	32 55.17%	20 34.48%	6 10.34%	0 0.00%	58	10.34%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	61 44.85%	45 33.09%	26 19.12%	4 2.94%	136	22.06%

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

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i-Ready Inform Results

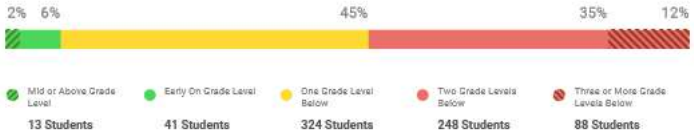
i-Ready

School	SOUTHWEST ELEMENTARY
Subject	Math
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

Criterion Referenced

Overall Placement

Students Assessed/Total: **714/878**



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
13 Students	41 Students	324 Students	248 Students	88 Students

Placement by Domain



Switch Table View | Choose to Show Results By

Placement Summary | Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	–	–	–	–	–	–	0/124
Grade 1		2%	4%	63%	32%	0%	128/147
Grade 2		0%	0%	45%	55%	0%	145/154
Grade 3		0%	2%	38%	36%	23%	129/138
Grade 4		1%	8%	45%	27%	19%	160/163

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i-Ready Inform Results

i-Ready

School	SOUTHWEST ELEMENTARY
Subject	Math
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		6%	14%	38%	24%	18%	152/152

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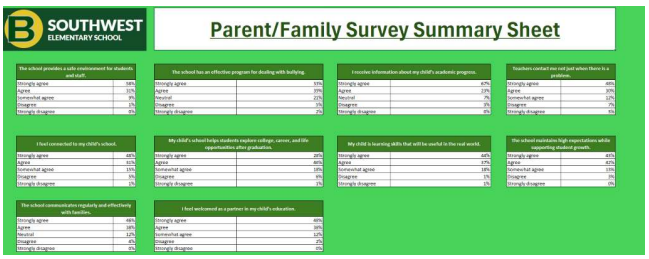
Surveys

Survey Data

Include/Copy/Paste data that summarizes the need(s) identified in last school year's surveys. It is not necessary or advisable to include all raw data. Only include data from other s need (I.e., a chart, table, etc.).

T30 – My child is required to self-monitor their progress and keep track of their learning at 78.8% favorable



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

After analyzing the Fall 2026 i-Ready assessment data for third grade at Southwest Elementary, students demonstrated academic needs in both English Language Arts (ELA) and m approximately 61% of the 129 students assessed performed one or more grade levels below grade level. In reading, approximately 78% of the 130 students assessed performed or below grade level. These results indicate a need for targeted instruction to strengthen foundational skills and support student achievement of grade-level standards.

Based on these findings, third-grade teachers will prioritize differentiated instruction, targeted small-group interventions, and ongoing progress monitoring to address students' in instruction will focus on foundational reading skills, vocabulary development, and reading comprehension, while mathematics instruction will emphasize number sense, foundatio level mathematical concepts. Teachers will use i-Ready assessment data, classroom assessments, and ongoing student progress monitoring to guide instructional decisions and adj

The goal for the 2026–2027 school year is for third grade to achieve a median percentage of typical growth of 100% in i-Ready ELA and mathematics by the end of the school ye to analyze student data, implement targeted instructional strategies, and monitor progress throughout the year to ensure that students make meaningful academic growth and th effectively address identified learning needs.

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

- Sparta Tv – highlighting student achievement and school wide events
- iReady math and reading scores from beginning of year are higher than previous years
- High frequency words and phonological awareness are strength of our overall student group
- High dosage tutoring offered after/before school
  - Algebra is our highest domain overall
- Teachers are using high leverage strategies such as 'I can statements' and 'success criteria'
- On the Math state tests we seem to do better on Constructed response.
- Our opt out rates decreased from previous years
- Teachers are using technology in the classroom.

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

- **Geometry - local and state assessment data indicated that students scored significantly lower in these areas, with district –wide performance lagging behind regional averages**
- **Academic language**
- **Multi step word problems**
- **Our overall Score in I-Ready for math and reading are still below grade level**
- **Comprehension, especially informational text, is still a need in overall student groups**
- **Comparing and contrasting continues to be an area of weakness**
- Non-ELLs and non-special ed students showed negative gaps compared to the district average
- **Procedural fluency – apply skills they can do in isolation**

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	3rd grade local i-Ready Data	ELA : Language Acquisition Skills
2.	3rd grade local i-Ready Data	Math : Math Concepts and Skills
3.	All Teachers	Survey: Providing opportunities for children to use self-monitor in their progress and keep track of their own learning.
4.	i-Ready- all students	Typical Annual Growth
5.	K-2 i-Ready	Literacy Acquisition Skills

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 De 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 monit 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 thr 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 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 informa 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 c 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

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

- By June 2029 all students in the cohort beginning in grade 3 will show an increase in overall ELA proficiency from a baseline of 21% proficient established in the 2026–2027 school measured by the NYS Education Department ELA assessment administered annually. This target represents a long-term goal of increasing proficiency as the cohort progresses fron
- June 2027 – 25% proficient
- June 2028 – 30% proficient
- June 2029 – 35% proficient

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 thro**

By June 2027, **third-grade students in the All Students subgroup** will demonstrate an increase in median annual typical growth in reading from the Fall 2026 baseline to **100% of n** end of the 2026–2027 school year, as measured by the **i-Ready Reading Diagnostic**, administered three times per year (fall, winter, and spring).

Mathematics Performance Goals

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

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

By June 2029, all students in the cohort beginning in grade 3 will show an increase in NYSED's Mathematics achievement index from a baseline of 2.3% proficient established in the 30% proficient as measured by the NYS Education Department Mathematics assessment administered annually. This target represents a long-term goal of increasing mathematics progresses from grade 3 through grade 5.

- June 2027 – 10% proficient
- June 2028 – 15% proficient
- June 2029 – 20% proficient

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 thro**

By June 2027, **third-grade students in the All Students subgroup** will demonstrate an increase in median annual typical growth in mathematics from the Fall 2026 baseline to **100** by the end of the 2026–2027 school year, as measured by the **i-Ready Math Diagnostic**, administered three times per year (fall, winter, and spring).

Survey Goal

By June 2027 the Teacher category will show an increase in percentage favorable from 67% favorable standard in 2025-2026 to 71% favorable as measured/indicated by the famil year. With a goal of 80% by 2028.

T30- My child is required to self-monitor their progress and keep track of their learning 71% favorable

4% per year increase till June 2028 goal

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(* are linked to the priorities in this SIT plan, and are designed to ensure both interim and ultimate goal attainment.

-
  - Continued I can statements and Success criteria PD
  - New teacher I can statements
  - PBIS – matrix, parent information session , reward system
  - provided PD
  - provided HMH follow up –ELA
  - Math Rollout of New Program and PD
  - Bill Atwood Math PD
  - AnnMarie Madsen and Dr. Grella - Science Investigations
  - CPI training
  - Wisdom walks
  - PBL
  - Goal attainment meetings
  - Co-teaching workshops for new Teachers in this model
  - Leveraged leadership - meeting
  - BARS Analysis
  - Standard breakdown
  - iReady analysis
  - Technology integration within lessons
  - Family engagement through afterschool activities and communication
  - Scaffolding
- Provide counseling to students for Academics, College & Career Ready and Social Emotional Issues
- Responsive Services, student support, crisis response, individual and group counseling, plan goals and action
- Deliver District classroom lessons- SEL, College and Career counseling
- Provide resources for students that may need outside counseling for mental health
- Participate in School Improvement Team
- Establish and maintain standards for behavior that foster student self-discipline and positive relationships among students
- Advocate for all students on caseload and communicate with parents/guardians of students.
- 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)

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 del 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 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 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 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 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 • **We believe in the utility of NYSED diploma seals (bi-literacy, civics) and students' ability to earn college credit while in high school** ▪ **1. Scaffolding Instruction and standards** ▪ Breaks down complex standard into smaller, more manageable steps, gradually removing support as students gain independence. ▪ Helps students build confidence and mastery over time. ▪ **2. Explicit Instruction with clear success criteria** ▪ Provides clear, direct explanations and modeling of concepts and skills. ▪ Includes guided practice followed by independent work with immediate feedback. ▪ **BARS analysis – this strategy aligns to our belief that each child's plus aligns to their strength/areas in needs of improvement** • •	**Growth Culture** • **We believe that having high expectations for ALL student is the key to unlocking their full potential** • Establish and maintain standards for behavior that foster student self-discipline and positive relationships among students • Focuses on effort, strategy, and perseverance rather than just results. a. Encourages students to embrace challenges and view mistakes as learning opportunities. ○ We set challenging learning goals for our students in both the classroom and as a school ○ eliciting and interpreting student thinking, checking for student understanding, providing feedback, and analyzing instruction. ○ Teachers evaluate what students know and can do based on academic standards, then carefully design a sequence of smaller milestones that guide steady progress toward overarching objectives. ○ Teachers and staff create both long and short term objectives for the student body as a whole and individual • **Growth Mindset Feedback** • **2. Cooperative Learning** • Encourages peer collaboration to solve problems, discuss ideas, and learn from one another. • Develops social skills, teamwork, and deeper understanding of content. **We believe that critical thinking is an essential competency for 21st-century success.** **Strategy: Inquiry-Based Learning (PBL) and technology integration** • Encourages students to analyze and question information critically. • Engages student in solving authentic problems that connect to their lives and communities.
Meaningful and Relevant Instruction and Assessment • • ○ **We believe in cultivating relevancy through Project and Problem-Based Learning and Assessment (PBLA) opportunities with real-world application.** ○ **Strategy: Project and Problem-Based Learning (PBL & PBLA)**	**Empowered Stakeholders** • • **We believe that student success is proportional to the extent and quality of stakeholder engagement.** • **Strategy: Family & Community Engagement Initiatives** • Creates partnerships between families and schools to support student achievement. Such as winter family story and craft night,

○ Engages students in solving authentic problems that connect to their lives and communities. ○ **We believe in leveraging our student's strengths, preferences, and interests to revitalize the Brentwood community.** ○ **Strategy: Student-Led Conferences & Portfolios** ○ Encourages students to take ownership of their academic progress and future goals. ○ •	star student and welcome back picnic, PARP and PBIS • **We believe that attendance is vital to maximize student potential** • **Strategy: 100% attendance awards and recognition/acknowledgment within the school** • Encourages students to take ownership of their academic progress and future goals.

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 prioritized strategies above and the ELA-focused professional learning listed below.**

ELA:

- F & P Benchmarking Refresher
- Grades 3-5 GAP Analysis (both ELA and Math State Tests)
- Grades K-2 Phonological Drills
- MTSS Resources (ELA and Math)
- IReady and CAM Data Chats
- ELA/ Math Simulation Meetings for ELA Interim Assessment and/or Math State Tests
-

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 the prioritized strategies above and the math-focused professional learning listed below.**
  - Bill Atwood K-5 (Math) (2 times this year)
  - HMH Into Math PD 2 times this year
  - Meetings for Math and Science State Testing
  - Into Math PD for K-5 (There will be 3 this year)
  - Project Grow-Tower Garden (Turn Key) PD

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 *(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 been conceived to ensure both State-level and local goal attainment.

- **Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment**
  - **High Dosage 26-27 Schedule**

`Teacher	Subject & Grade	Start Date	End Date	Days of the Week	AM or PM?	Location/Rm #
Goldhaber	ELA - Grade 4	9-28-26			AM	Room 9
Benvengo	Math – Grade 4	10-5-26	12-21-26	Mon, Tues, Wed	AM	Room 16
Mantione	ELA – Grade 2	10-5-26	11-30-26	Mon-Thurs	AM	Room 1A
Agro	ELA – Grade 5	10-5-26	11-19-26	Mon, Tues, Wed, Thurs	AM	Room 2
Mantione	ELA – Grade 2,3	9-29-26	12-3-26	Mon-Thurs	PM	Room 1A
Nischo	Math – Grade 4	10-5-26	12-23-26	Mon, Tues, Wed	AM	Room 18
OKeefe	Math-Grade 4	10-5-26	12-21-26	Mon, Tues, Wed	AM	Room 15
Nunez	Math-Grades 3,4	10-6-26	1-28-27		AM	Room 2
Velez	Math-Grade 5	10-15-26	1-28-27	Mon & Thurs	AM	Room 45

Velez	Math-Grade 5	10-14-26	1-27-27	Wed & Fri.	AM	Room 45
Laurelli	Math-Grade 5	10-19-26	12-10-26	Mon, Wed, Thurs, Fri	AM	Room 44



2026-2027 - Before -

BEFORE/AFTERSCHOOL PROGRAMS 2026

Monday	Tuesday	Wednesday	Thursday	Friday
Games Galore - Library 10/5/26-11/18/26 7:40AM-8:40AM Ms. DuRussel & Ms. Roberts	Southwest Garden Club 10/13/26-6/15/27 7:30AM-8:30AM Ms. Schiavo & Ms. Velez *No Club on 2/2, 4/6 *Club meets 2/9,4/13 *Meets every other Tuesday except 6/8,6/15 meet consecutively	Games Galore - Library 10/5/26-11/18/26 7:40AM-8:40AM Ms. DuRussel & Ms. Roberts	Student Council/Spark TV Production Club - Rm 40 10/15/26-1/8/26 7:40AM-8:40AM Ms. Benvengo & Mr. Murray	Student Council/Spark TV Production Club - Rm 40 10/15/26-1/8/26 7:40AM-8:40AM Ms. Benvengo & Mr. Murray
Looming Friends Club -Library 10/5/26-11/24/26 3:25PM-4:25PM Ms. Most & Ms. Kennedy *Club meets on 11/24		Looming Friends Club -Library 10/5/26-11/24/26 3:25PM-4:25PM Ms. Most & Ms. Kennedy *Club meets on 11/24		
Girls Soccer Club (Grade 3) Rm 18 10/19/26-11/16/26 3:20PM-4:20PM Ms. Nischo & Ms. Bendetti *NO CLUB 11/2		Girls Soccer Club (Grade 4/5) Rm 18 10/19/26-11/16/26 3:20PM-4:20PM Ms. Nischo & Ms. Bendetti		
		Math Olympiads - Rm 2 10/28/26-2/10/16 7:40AM-8:40AM Ms. Nunez *NO CLUB 11/4 - MAKEUP DAY *2/24		
Cheerleading Club - Main Gym 10/12/2026-12/15/2026 7:40AM-8:40AM Ms. Rizzuto	Cheerleading Club - Main Gym 10/12/2026-12/15/2026 7:40AM-8:40AM Ms. Rizzuto			

Updated 10/13/26

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 o 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 F *(ii))*. The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's Schoolwide Plar

-

Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment

- **Supply drop 9/28**
- **K-orientation 9/2**
- **Welcome back picnic 9/16**
- **Meet the teacher 9/22**
- **Meet the teacher UG 9/29**
- **Sports night 10/20**
- **Hispanic Heritage Night 10/15**
- **Winter Concert 12/14**
- **Clothing Mall 12/9**
- **Parent Teacher Conference 12/9**
- **Star Student – Fall 12/3**
- **Star Student –Spring 5/198**
- **Winter Family Fun Night 2/10**
- **4th Grade Wax Museum – Black History Month 2/25**

- **WINGO Testing information –3/8**
- **Family Game Night 3/31**
- **Spring Concert – 4/13**
- **Junior Olympics – 5/19**
- **Kinder Graduation Moving up 6/10**
- **5th grade Moving up 6/11**
- **Paren Tea and Concert 6/3**

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 fu 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 standa *(A)(i-iii)].* Title I funds, strategically aligned to support this plan may be seen below:

2026-2027 ESSA Title I Budget - Southwest Elementary School	
Code	**Specific Expenditure**
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.
1500 - Salaries	Salary for Title I Homeless Liason. $162,914 / 17 schools = $9,583.18 /school
1500 - Salaries	Homeless Liason for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X $56/hr = $33,600 / 17 schools = $1,976.47 / school.
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.
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).
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.
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.
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.
Code 5000 - Supplies and Materials	Title I Elementary Summer Reading Books – Lending library. $10,000 / 11 elementary schools = $909.09/school.
Code 5000 - Supplies and Materials	Elementary School, Summer, After School/Enrichment Supplies and Books. $4,000 / 11 elementary schools = $363.63/school.
Code 5000 - Supplies and Materials	Summer *Super Scholars Academy* Supplies/Materials. $15,484 / 11 elementary schools = $1,407.63/school.
Code 8000 - Benefits	Employee Benefits for non-AIS Provider elementary Title I services (rows 4 through 9, above).
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.
Title I Sub-total:	
Title I Total w/ Salaries & Fringe:	

School-Parent-Student Compact

Southwest 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 (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 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 sch

School Responsibilities

Southwest 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 ach 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. Spe 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, Acac 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, tec 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 h 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 l 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 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 encoura
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities 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 proficie 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 educat 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 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 with 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 assistir 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 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 boa

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

- 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 build 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 ir 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, stud 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 pr 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 teache 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-S***

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