

Pine Bush Central School District
Pine Bush High School
Title I Schoolwide Plan

School: Pine Bush High School

LEA: Pine Bush Central School District

Date last revised: 10/3/2025

School SWP Contact: Aaron Hopmayer, Principal

1. Parent and Stakeholder Involvement
ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).
Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.
The High School developed the Schoolwide Program Plan with support from various stakeholders from the community and the building. Monthly, the Academic Department Chairs meet with the Building Principal to review data, discuss academic issues/ concerns, and to develop programs to support students. These meetings often require additional stakeholders to be brought into the discussion including: School Counselors, the ENL Lead teacher, and the Assistant Superintendent for Instruction. In addition, our Building Leadership Team and Building Health and Safety Teams involve community stakeholders, and we have created several professional boards to involve the community in the CTE application processes. Parents are an integral part of the plan development and an example of this collaboration is the Excelsior Engineering Academy. The High School Principal was approached by several parents who wanted to send their children to the BOCES New Visions program that the District would not support, and through a series of parent meetings with the Principal and other educators, we were able to create a program that supported the needs of these students and many others.

Stakeholder Name	Stakeholder Role/Title	Type of involvement
Aaron Hopmayer	Principal	BLT/ Data Team/ Bldg Health and Safety Team
Kelly Cooke	English Department Chair	BLT/ Data Team
Mike Ciarelli	Math Department Chair	BLT/ Data team
Mike Raucci	Science Department Chair	BLT/ Data Team
Ed Stelmaszyk	Social Studies Department Chair	BLT/ Data Team
Kristin Raucci	World Language Department Chair	BLT/ Data Team
Jess Grasso	Social Studies teacher	Data Team
Maureen Curtin	ENL Teacher Leader	BLT/ Data Team
McKenna Alonge	Counseling Department Chair	BLT/ Data Team
Alex Tremper	Director of Security	Bldg Health and Safety Team
Tracy Buckridge	Parent	BLT/ Bldg Health and Safety Team
Stephanie Devries	Nurse	Bldg Health and Safety Team
Kathleen Bisaillon	Special Education Department Chair	BLT/ Data Team
Pat Swayne	SRO	Bldg Health and Safety Team
Al Murphy	Head Custodian	Bldg Health and Safety Team
Jane Hernandez	Social Studies Teacher/ Skilled Trades Academy	Data Team

If you would like to be added to this school's SWP Planning Committee, please contact Principal Aaron Hopmayer at aaron.hopmayer@pinebushschools.org.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

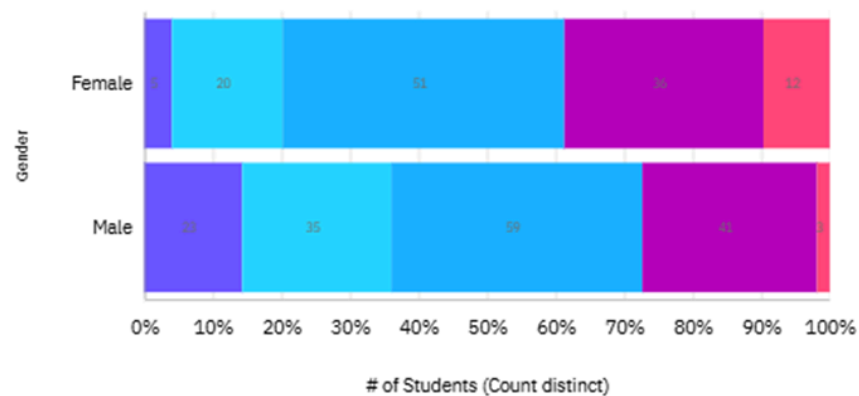
Annually, the HS Administrators and Department Chairs conduct a data analysis to review the academic progress of our students. We used the following data to inform our plans.

Data results from the Regents Exams broken out by all sub groups from the NYSED Information Repository System.

Breakdown by Gender

Performance Level

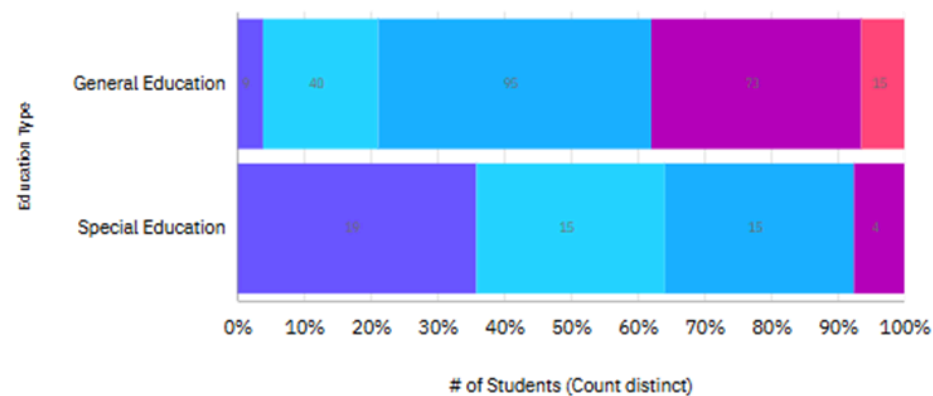
Level 1 Level 2 Level 3 Level 4 Level 5



Breakdown by Education Type

Performance Level

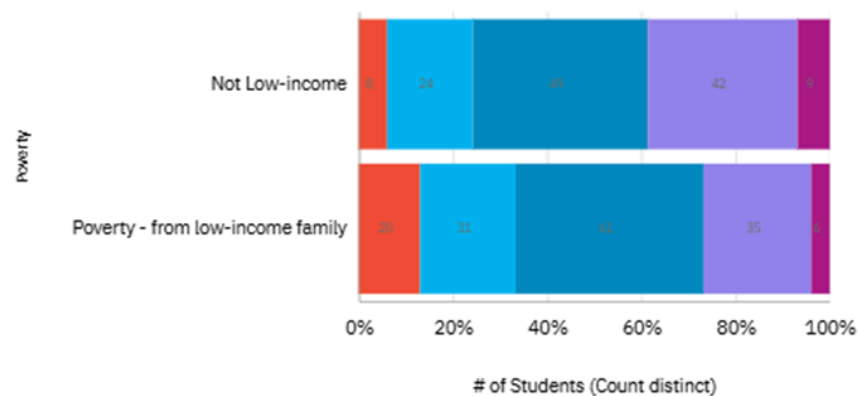
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Breakdown by Poverty

Performance Level

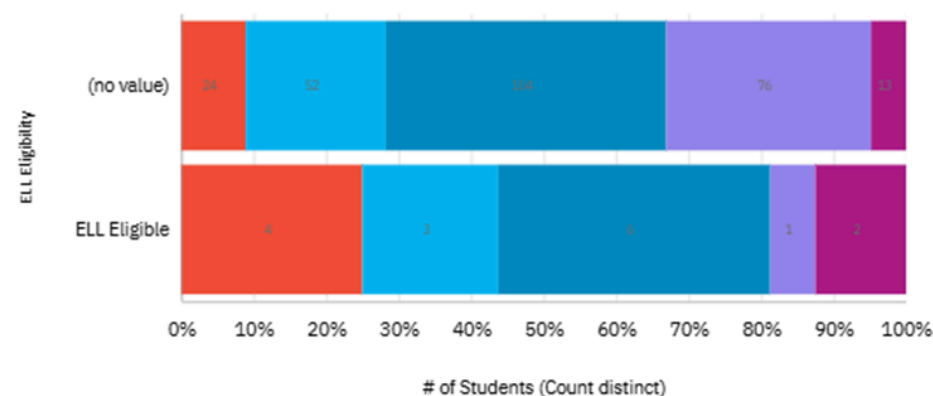
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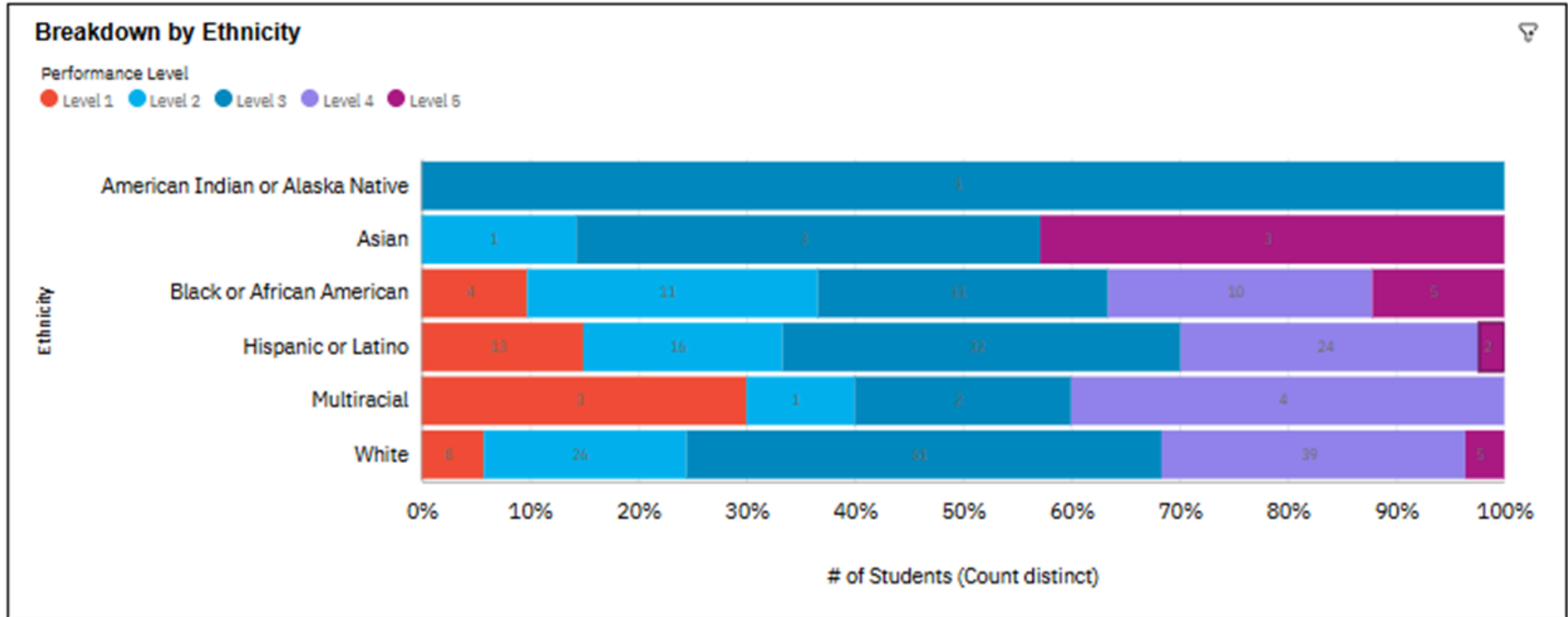
Breakdown by ELL Eligibility

Performance Level

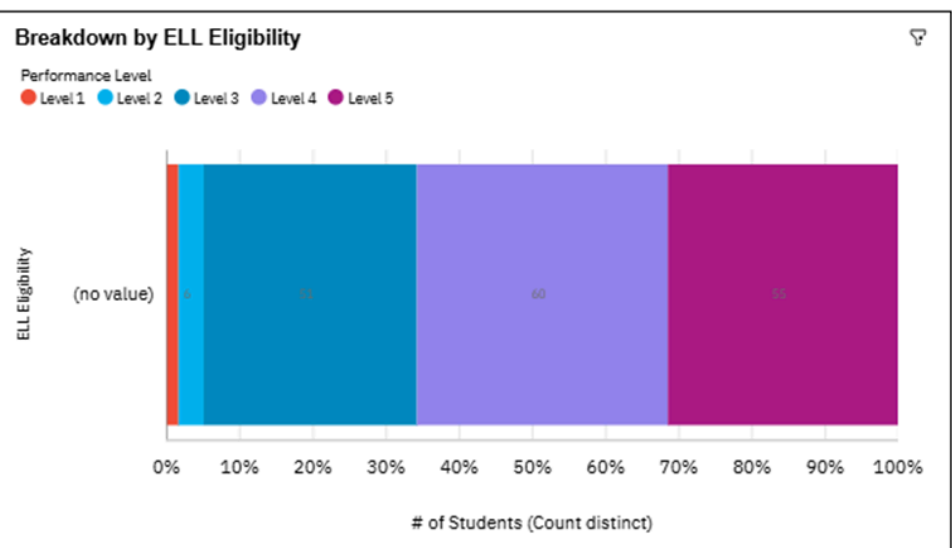
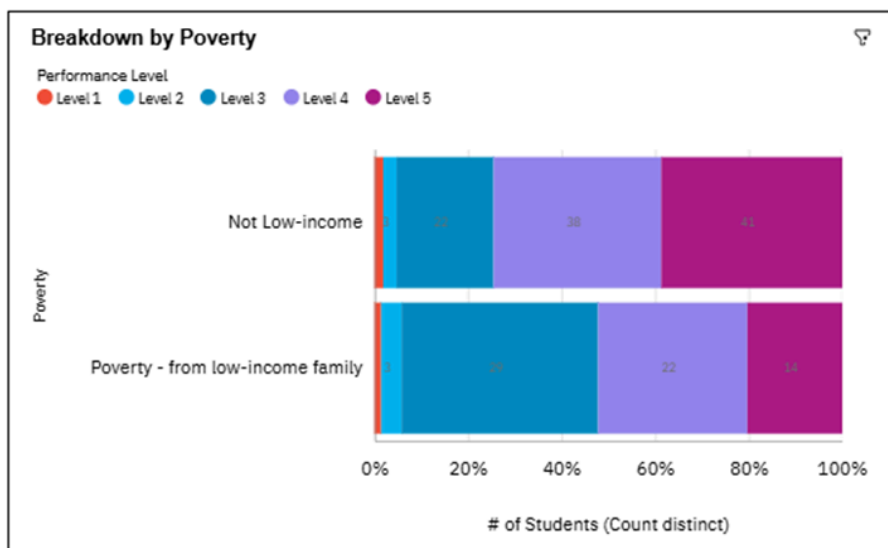
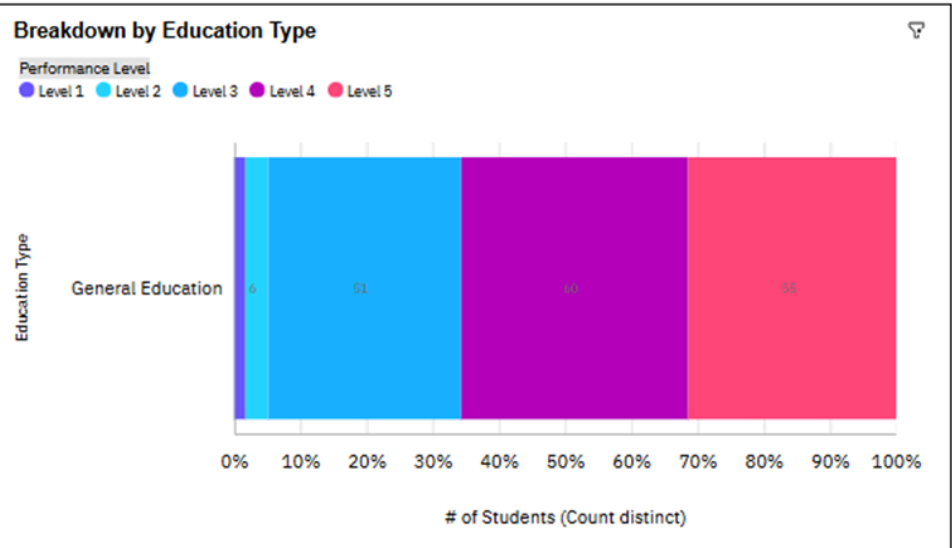
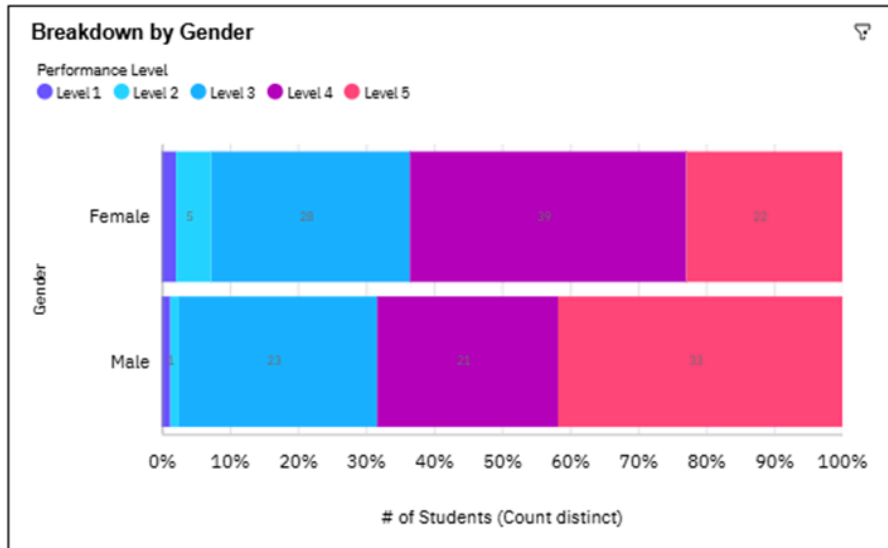
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Algebra 1 June 2025



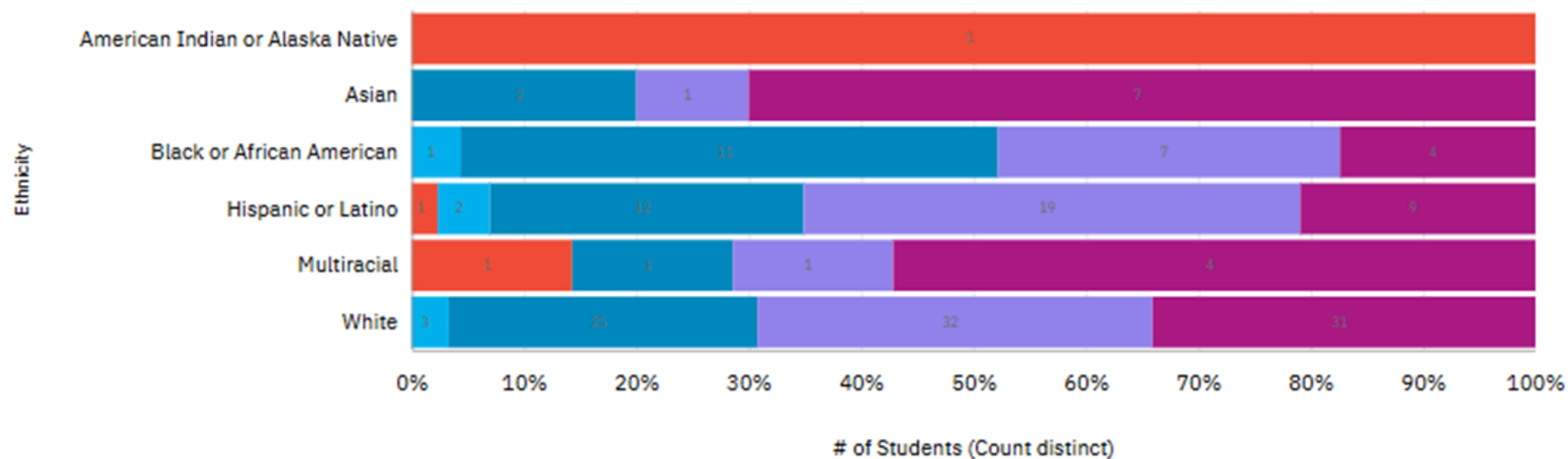
Algebra 1 June 2025



Breakdown by Ethnicity

Performance Level

Level 1 Level 2 Level 3 Level 4 Level 5

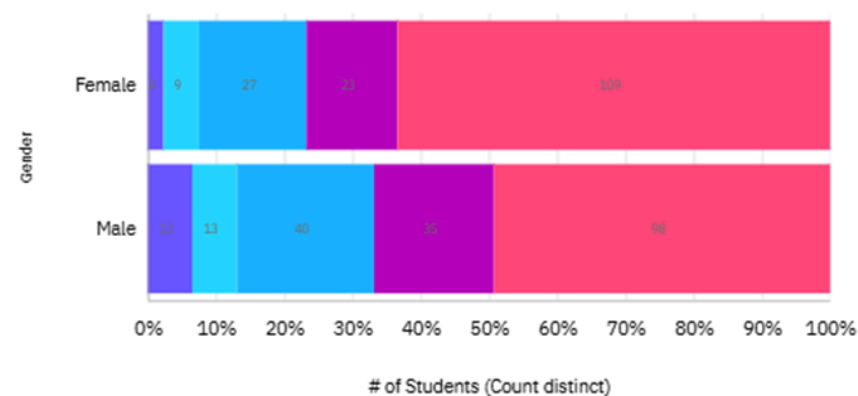


Algebra 2 June 2025

Breakdown by Gender

Performance Level

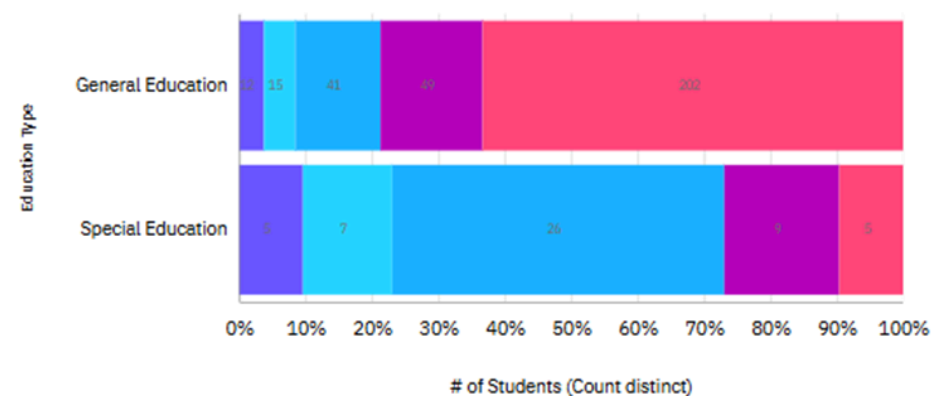
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Breakdown by Education Type

Performance Level

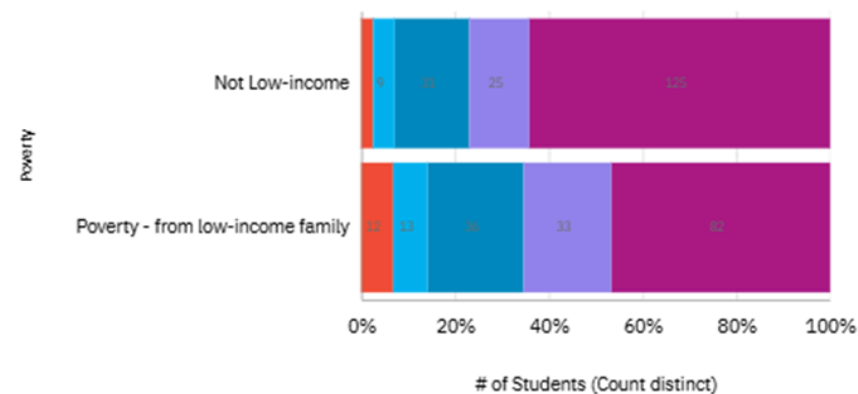
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Breakdown by Poverty

Performance Level

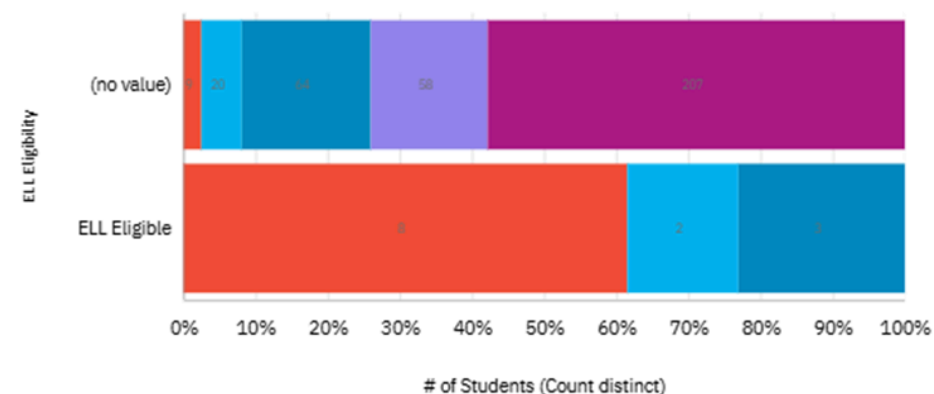
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Breakdown by ELL Eligibility

Performance Level

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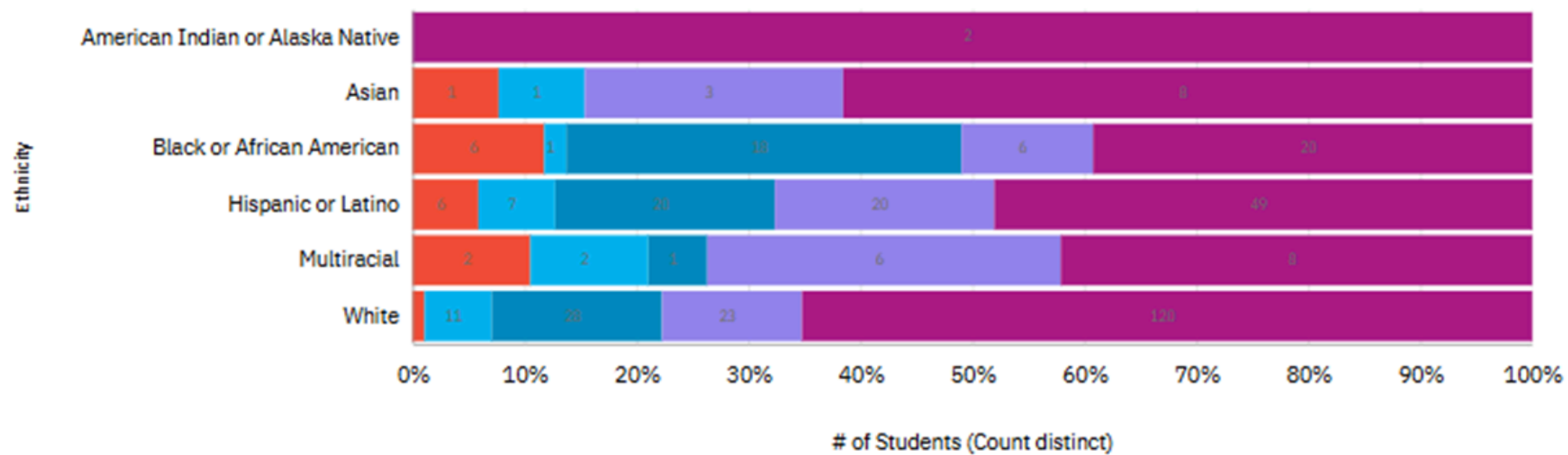


ELA June 2025

Breakdown by Ethnicity

Performance Level

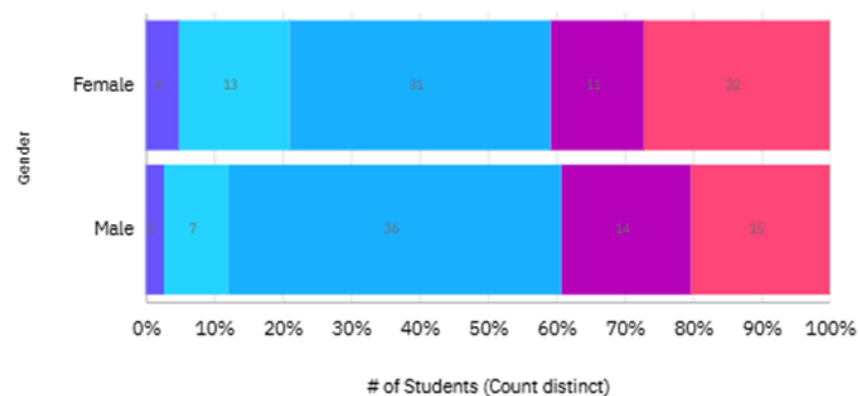
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ELA June 2025

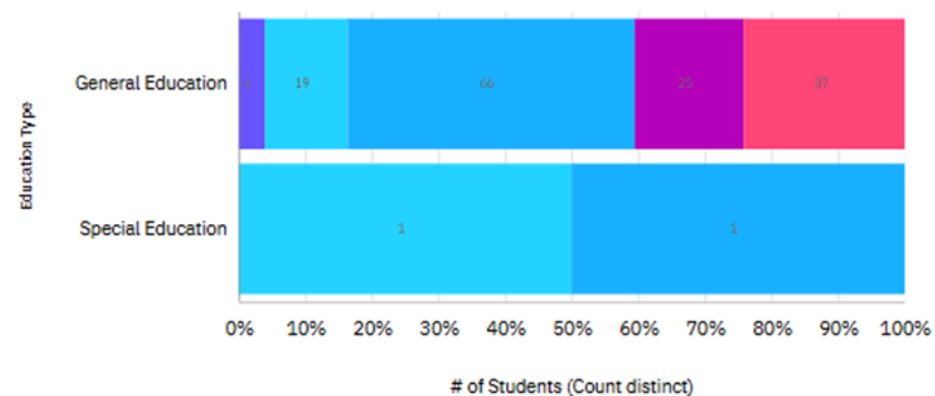
Breakdown by Gender

Performance Level
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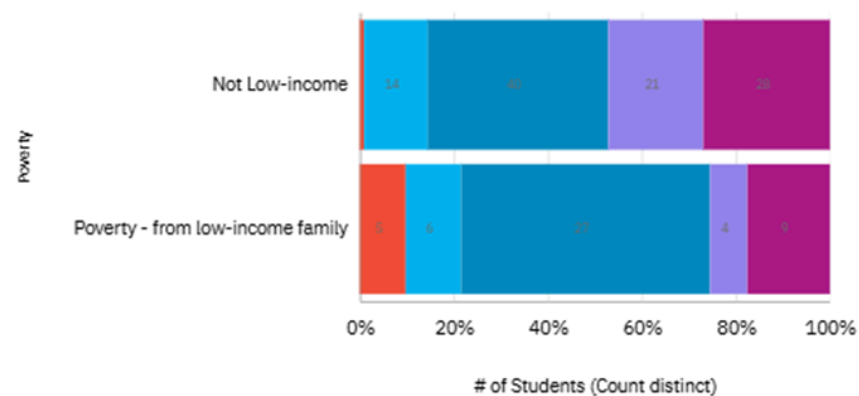
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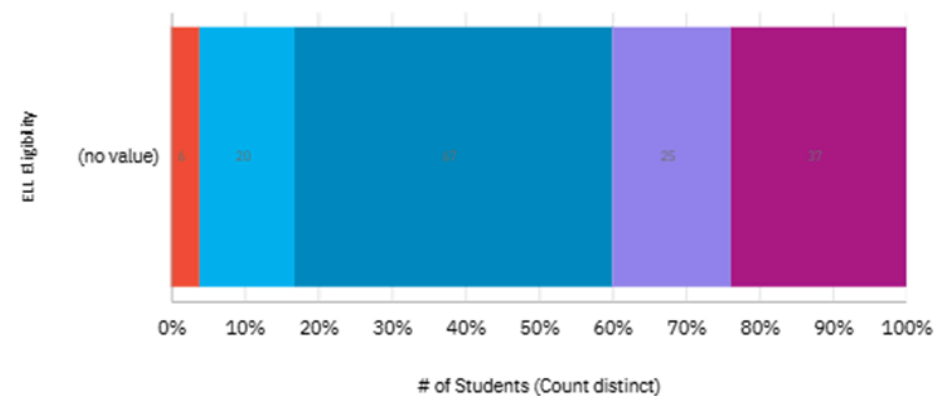
Breakdown by Poverty

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Breakdown by ELL Eligibility

Performance Level
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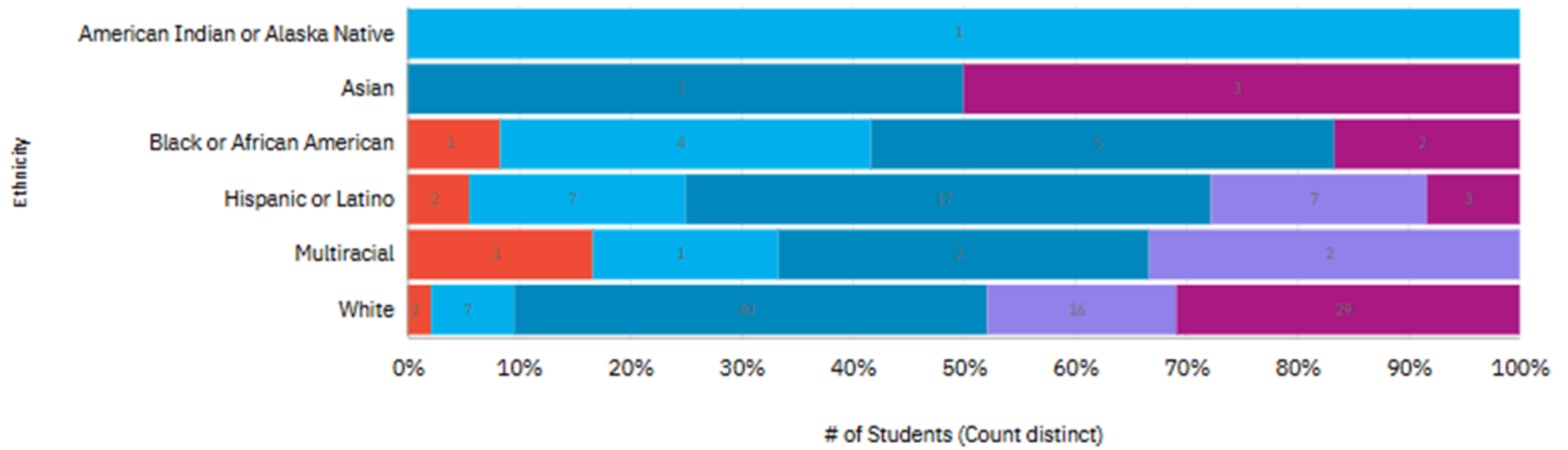


Geometry June 2025

Breakdown by Ethnicity

Performance Level

Level 1 Level 2 Level 3 Level 4 Level 5

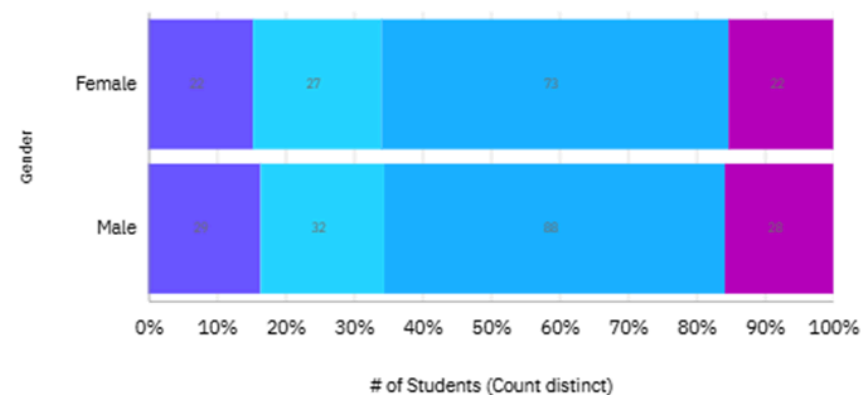


Geometry June 2025

Breakdown by Gender

Performance Level

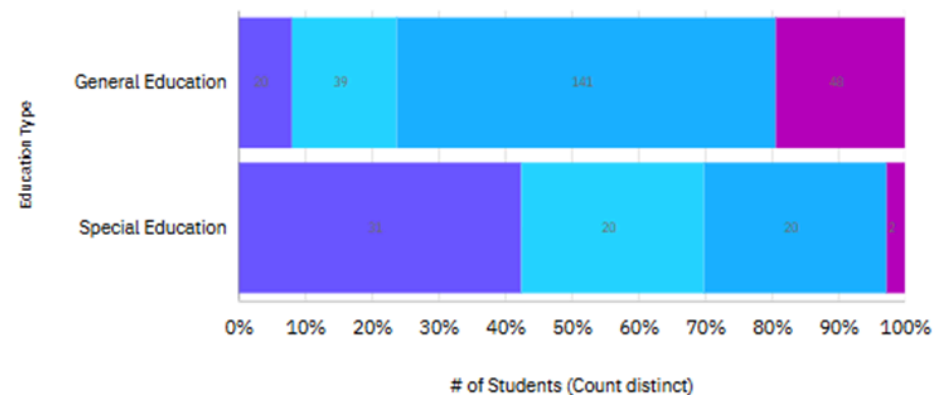
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Breakdown by Education Type

Performance Level

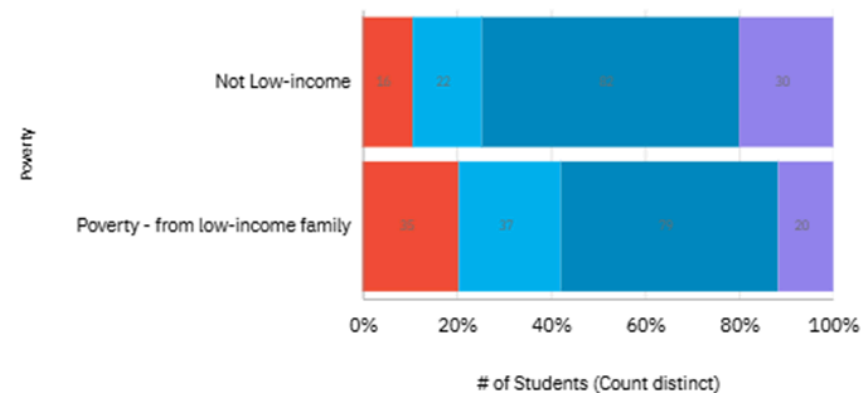
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Breakdown by Poverty

Performance Level

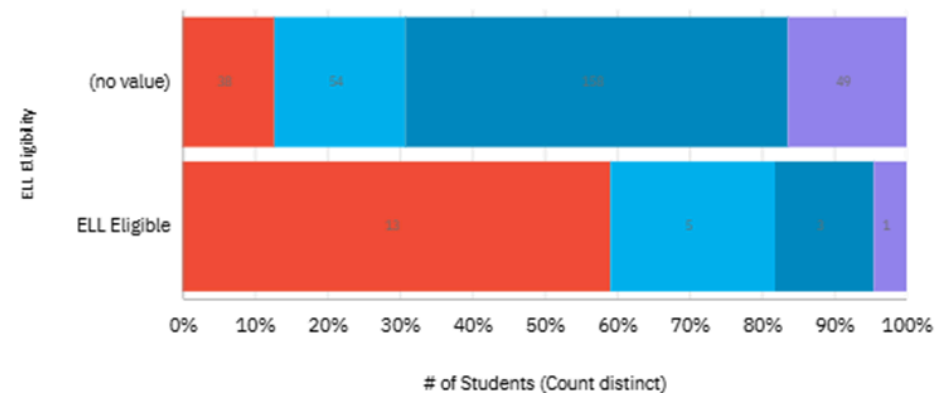
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Breakdown by ELL Eligibility

Performance Level

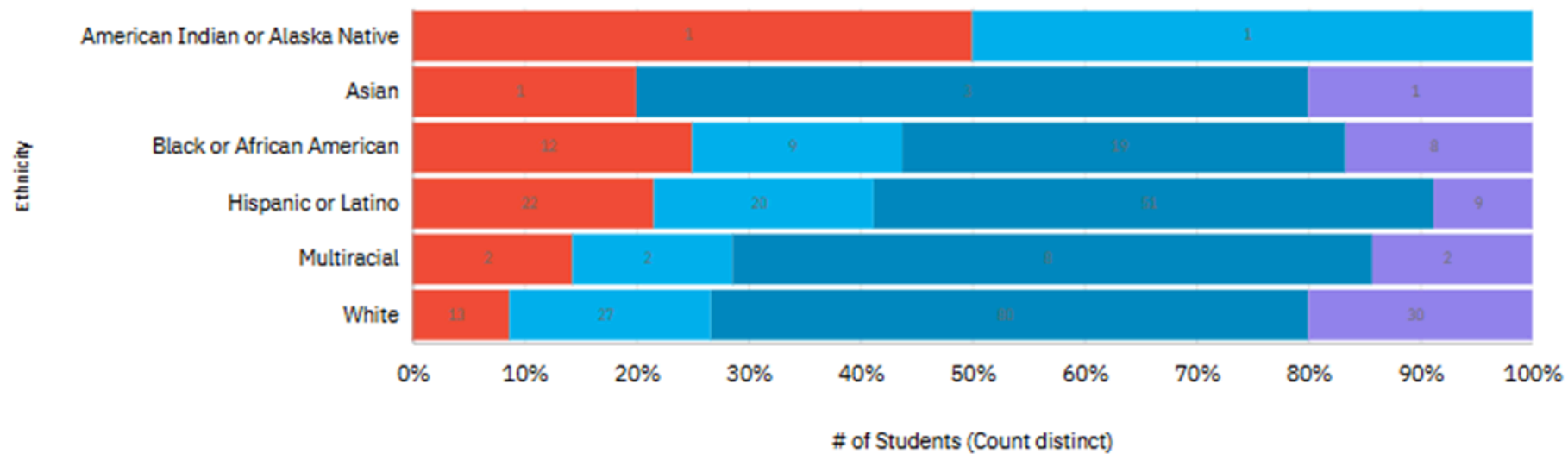
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Breakdown by Ethnicity

Performance Level

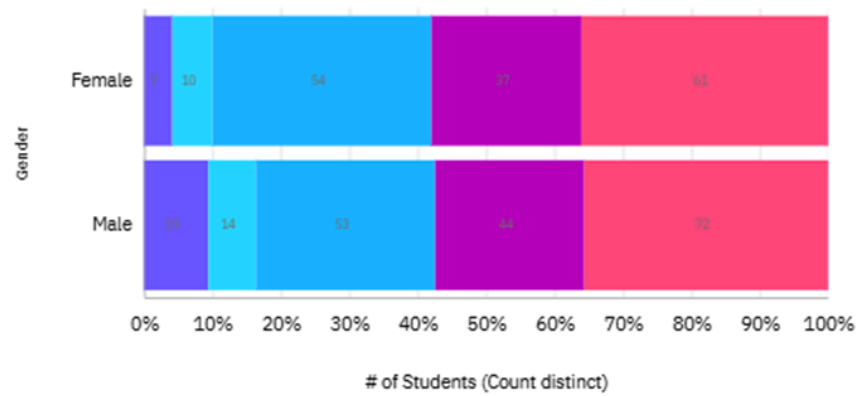
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Living Environment June 2025

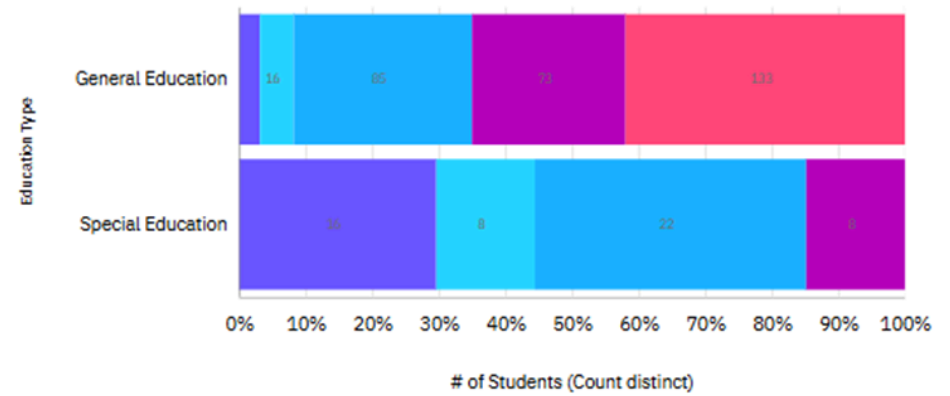
Breakdown by Gender

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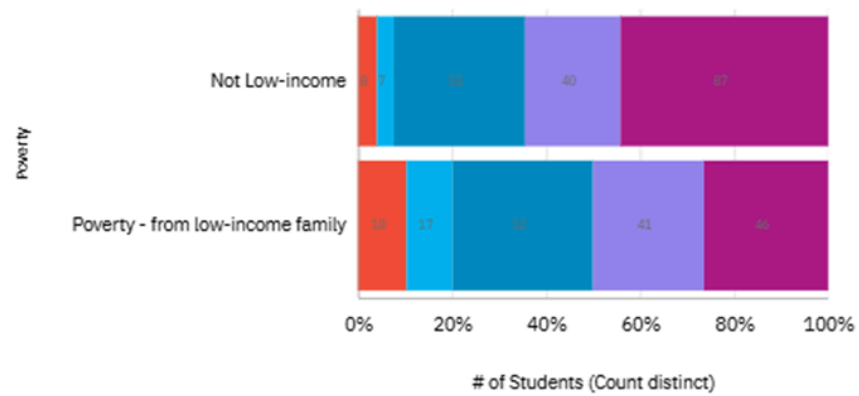
Breakdown by Education Type

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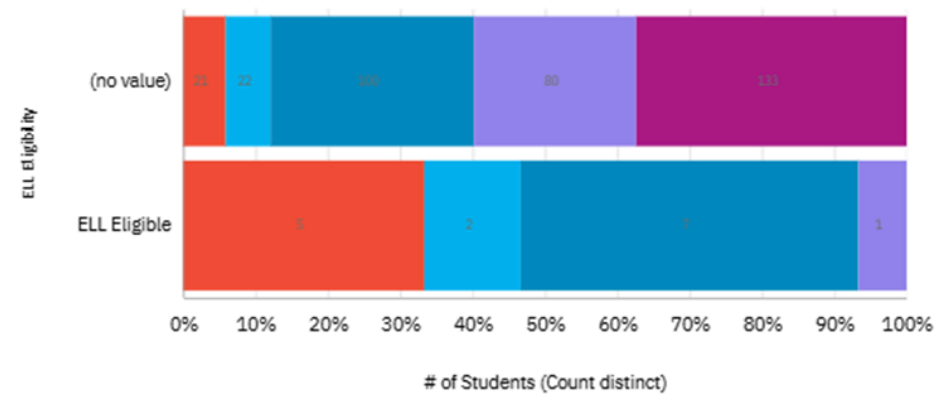
Breakdown by Poverty

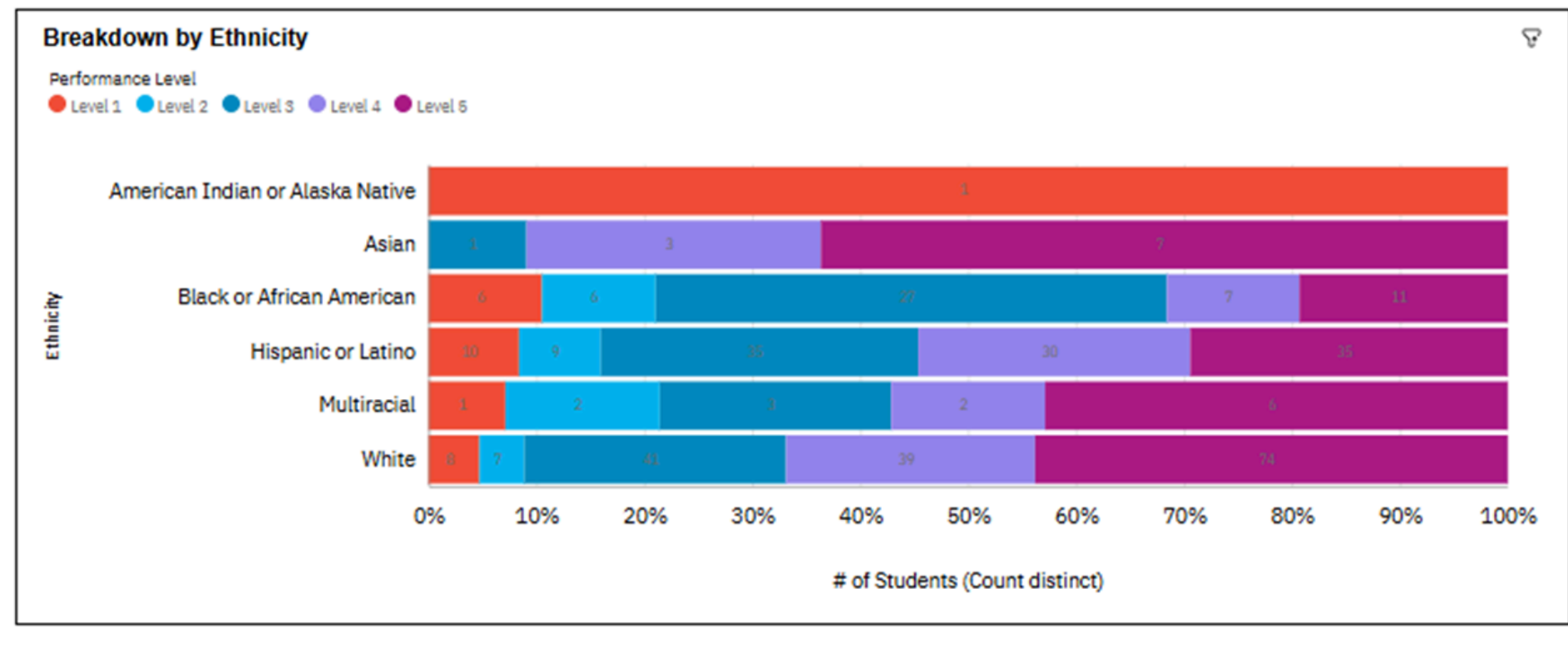
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Breakdown by ELL Eligibility

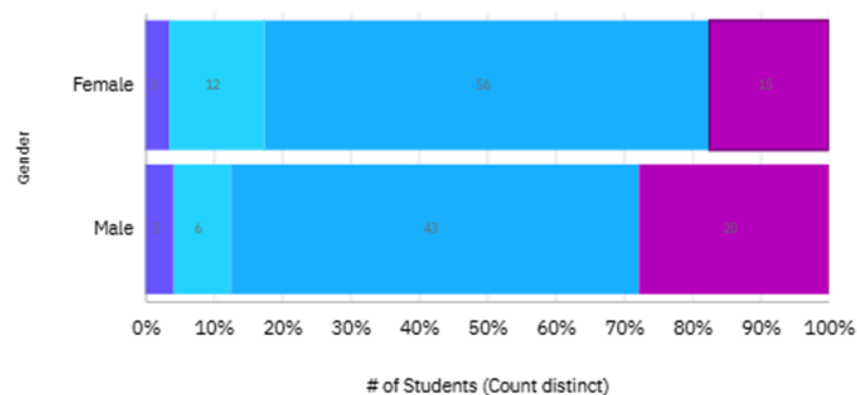
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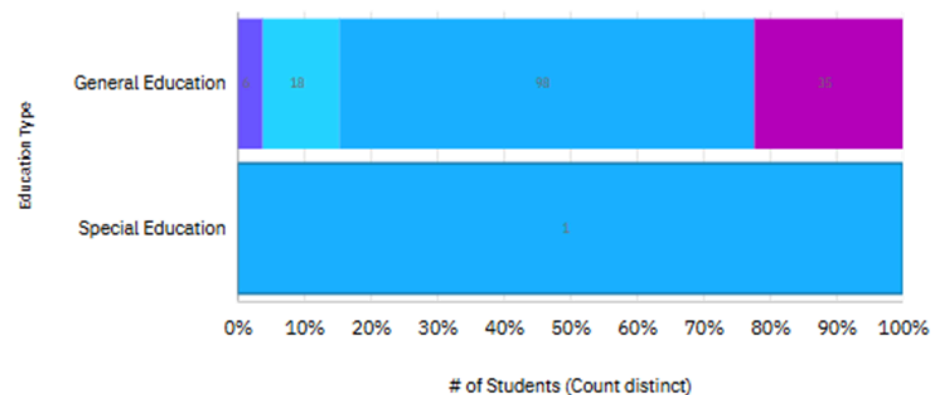
Breakdown by Gender

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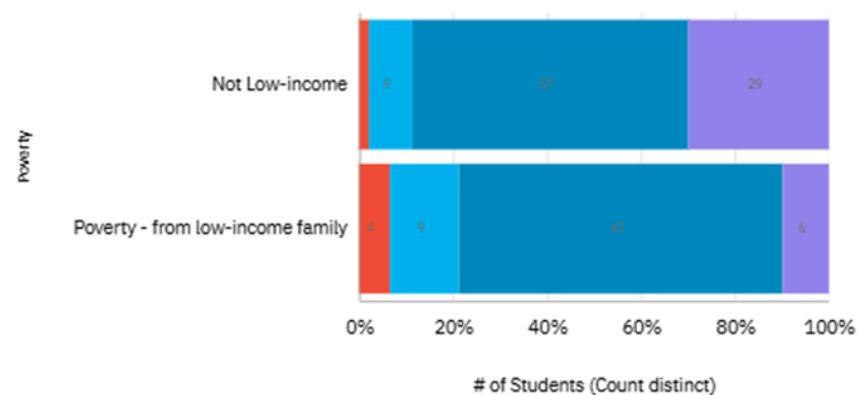
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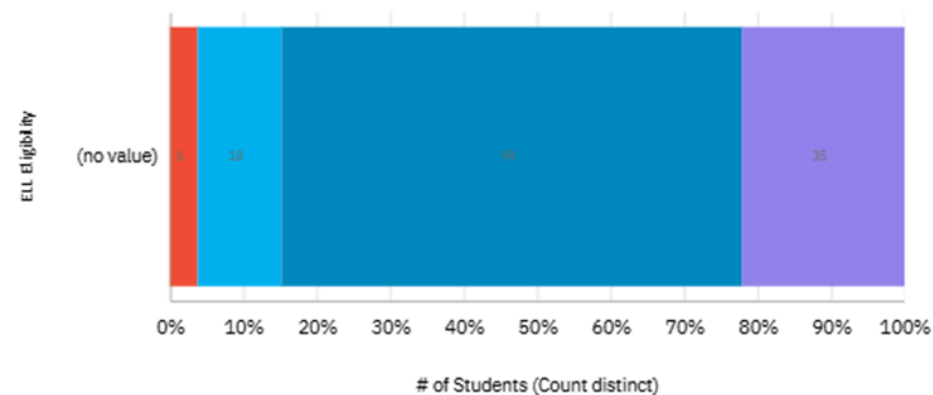
Breakdown by Poverty

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Breakdown by ELL Eligibility

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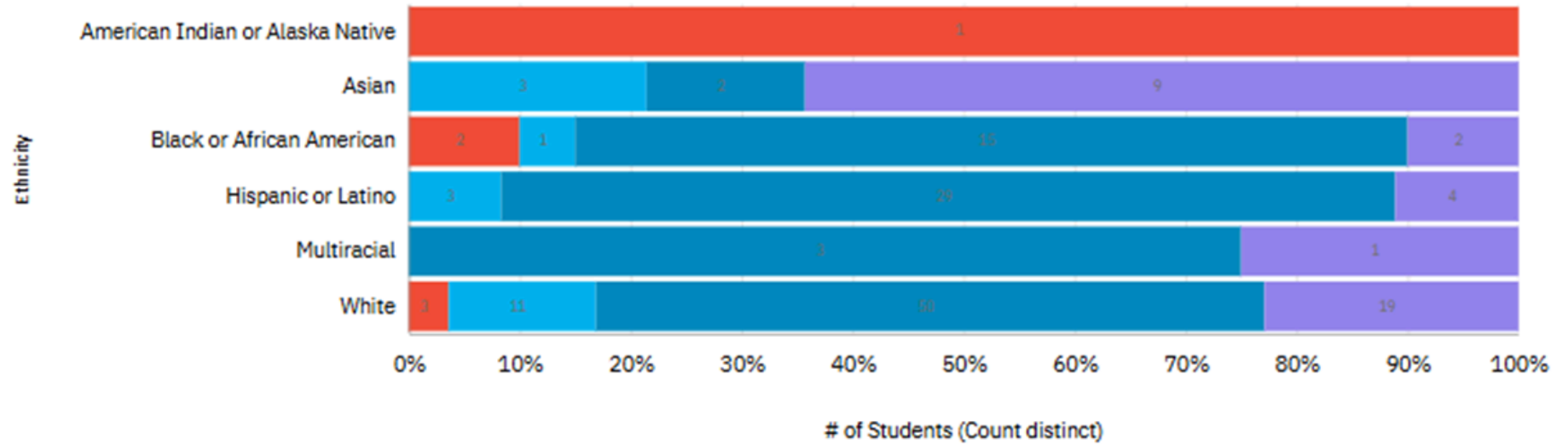


Chemistry June 2025

Breakdown by Ethnicity

Performance Level

Level 1 Level 2 Level 3 Level 4

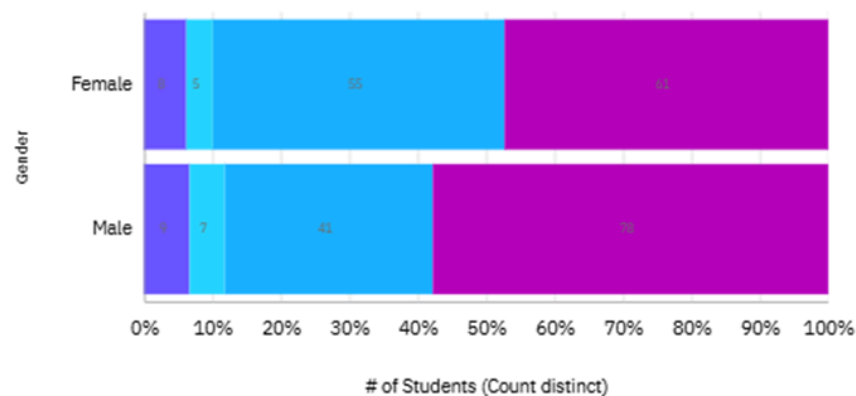


Chemistry June 2025

Breakdown by Gender

Performance Level

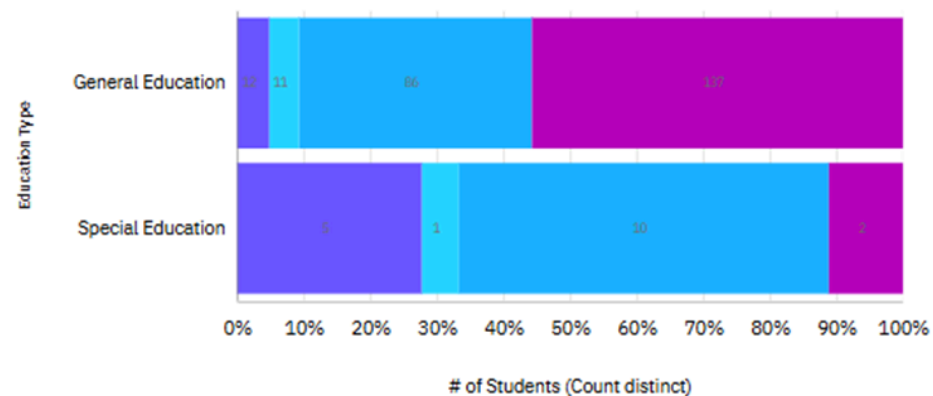
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Breakdown by Education Type

Performance Level

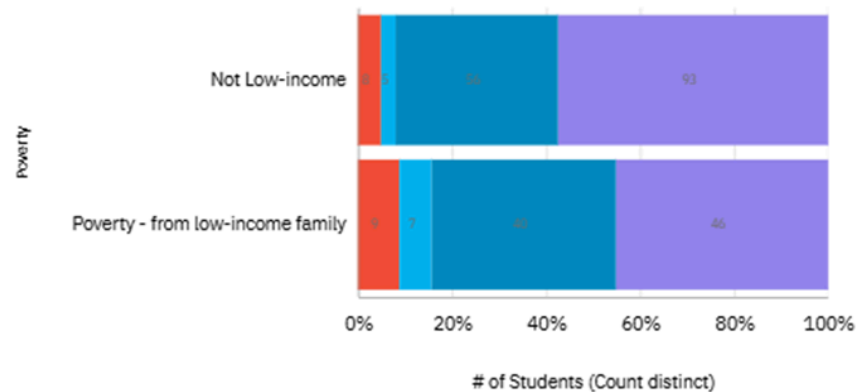
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Breakdown by Poverty

Performance Level

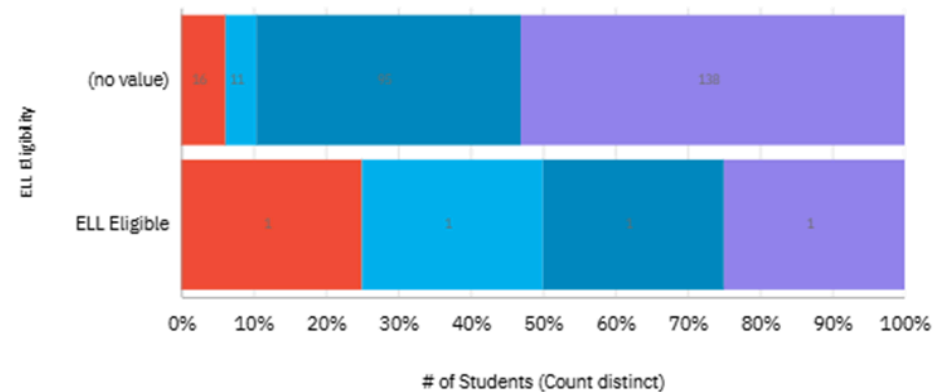
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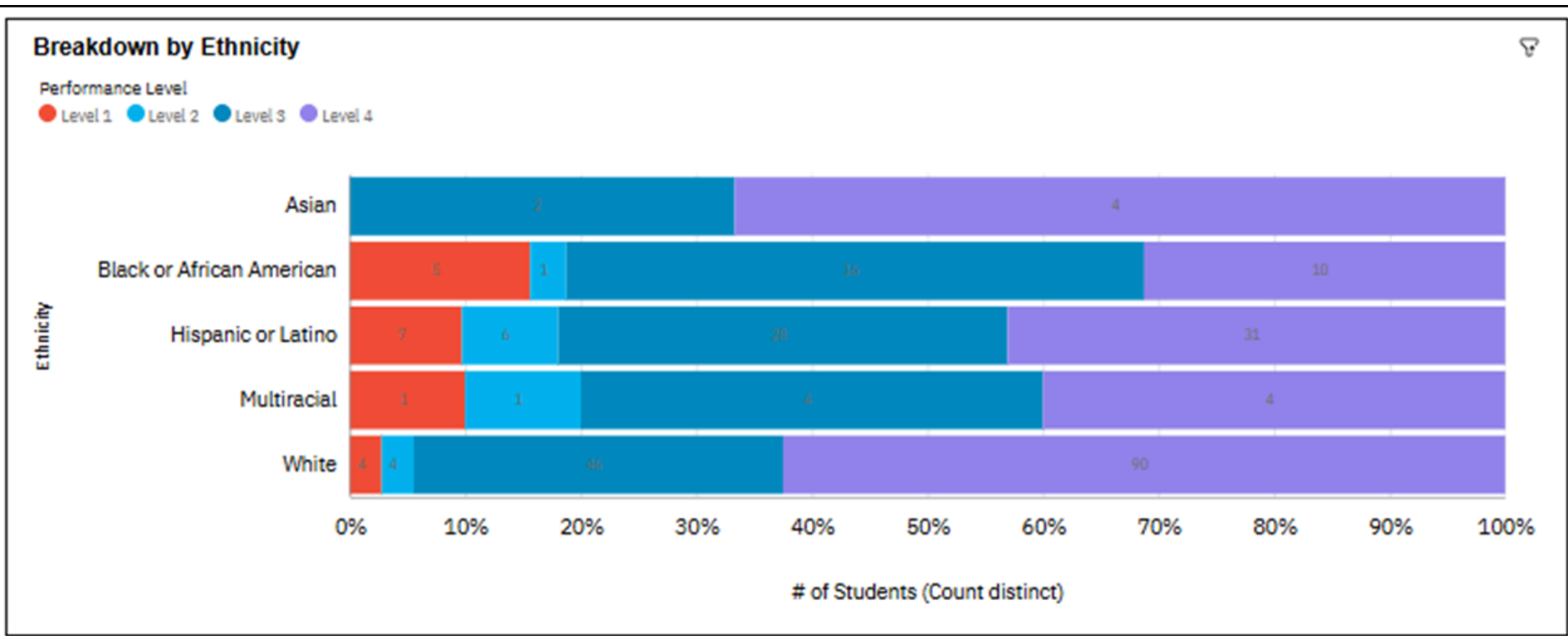
Breakdown by ELL Eligibility

Performance Level

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Earth Science June 2025

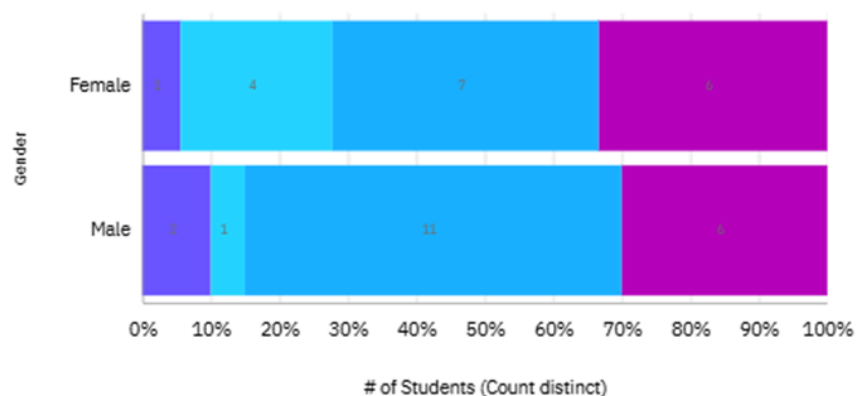


Earth Science June 2025

Breakdown by Gender

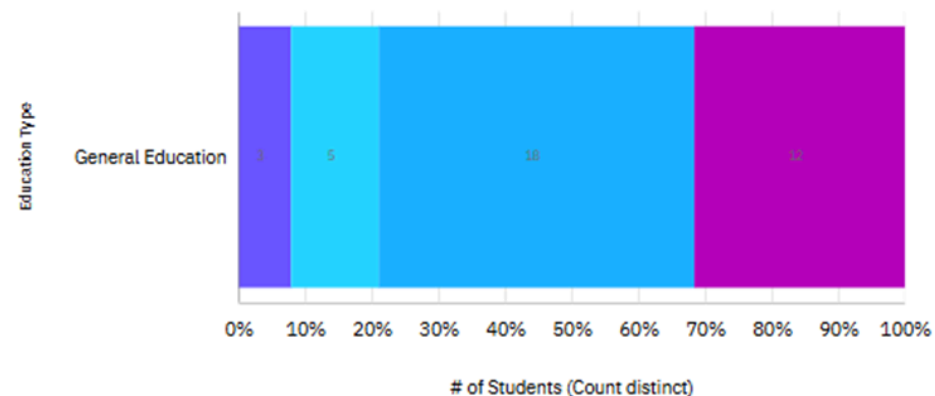
Performance Level

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**Breakdown by Education Type**

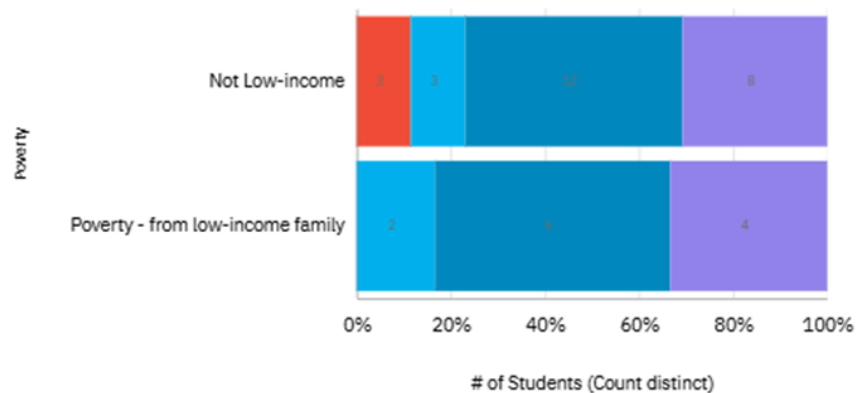
Performance Level

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**Breakdown by Poverty**

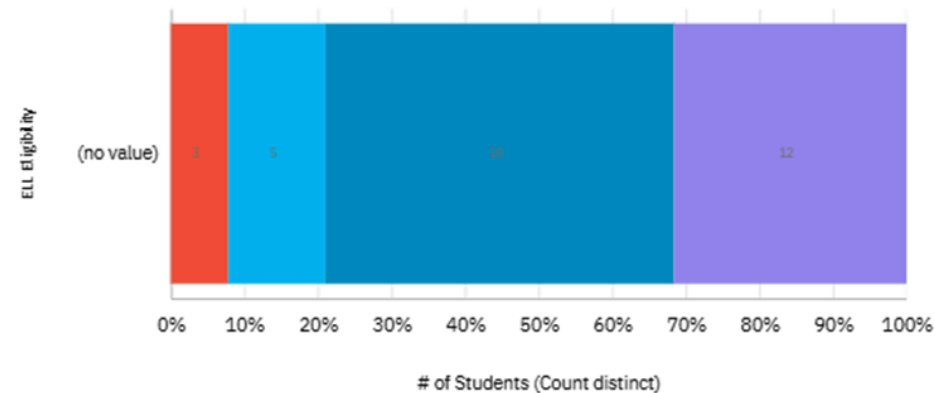
Performance Level

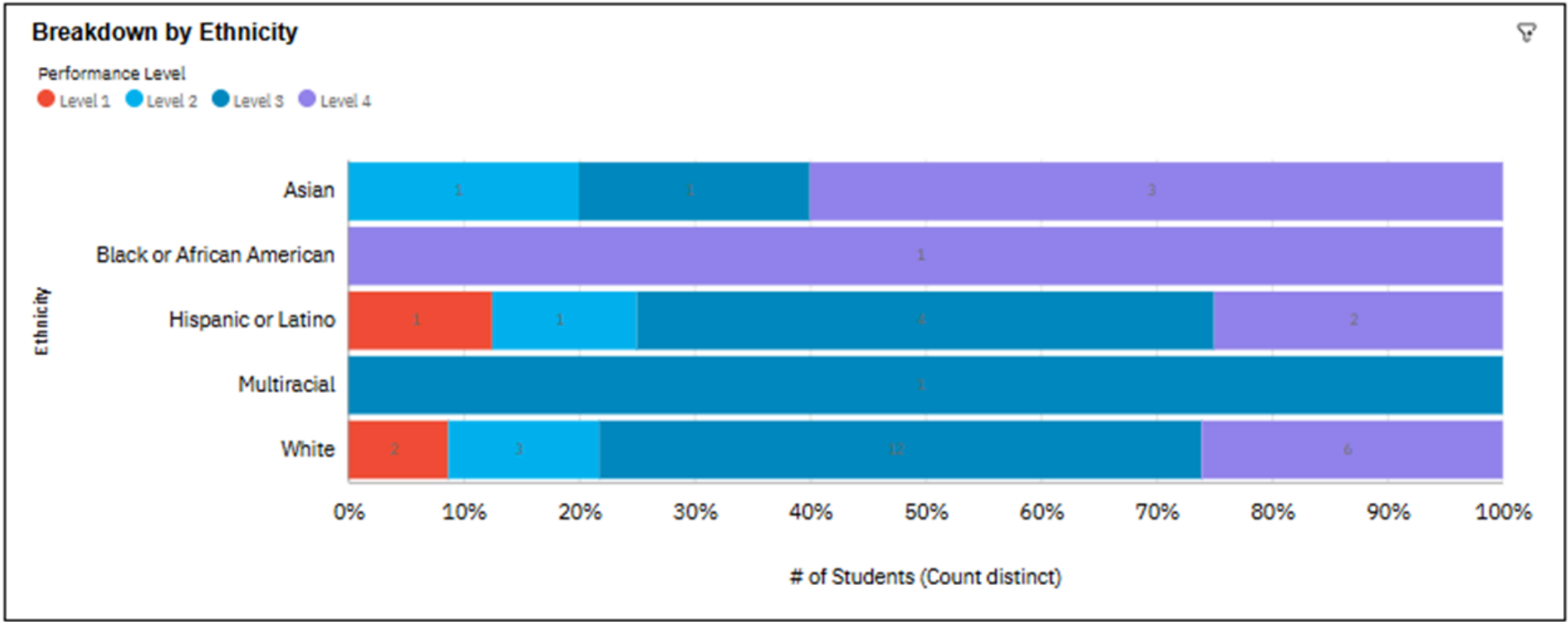
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**Breakdown by ELL Eligibility**

Performance Level

Level 1 Level 2 Level 3 Level 4



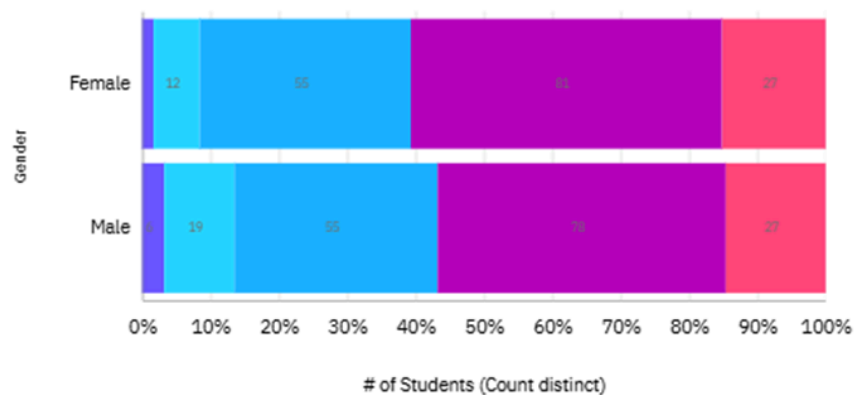


US History June 2025

Breakdown by Gender

Performance Level

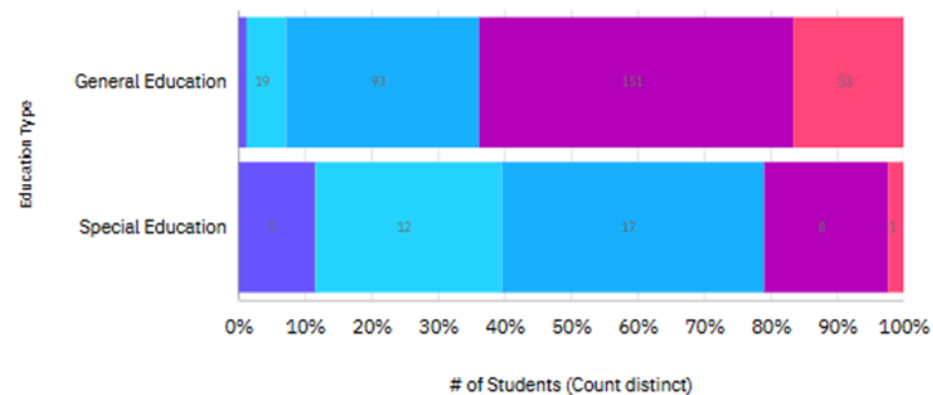
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Breakdown by Education Type

Performance Level

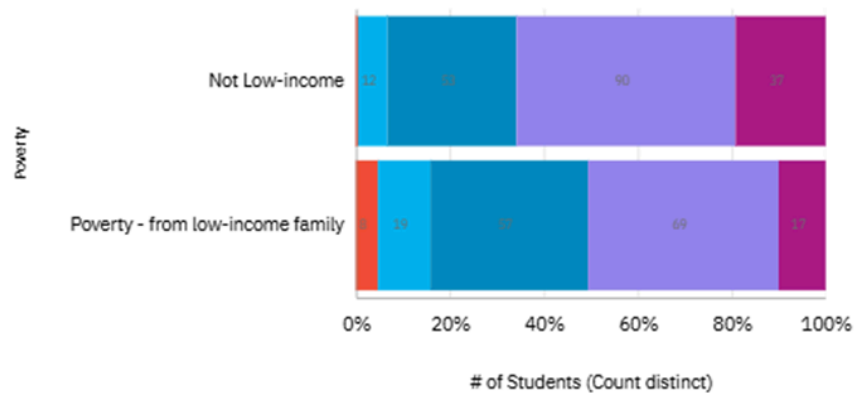
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Breakdown by Poverty

Performance Level

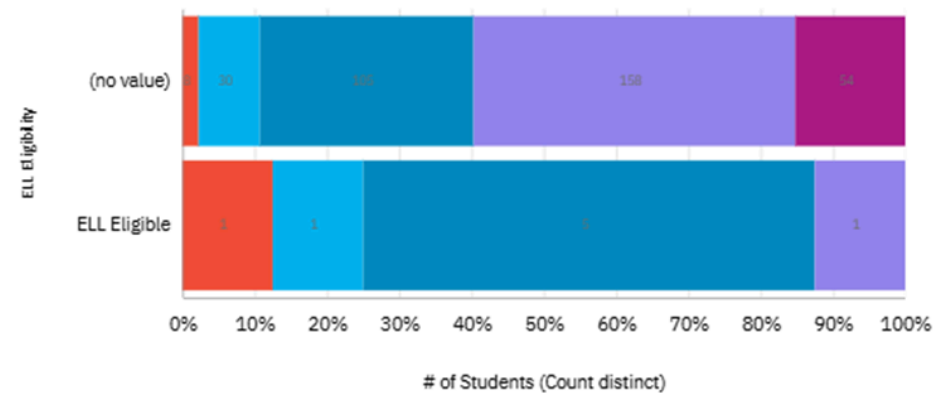
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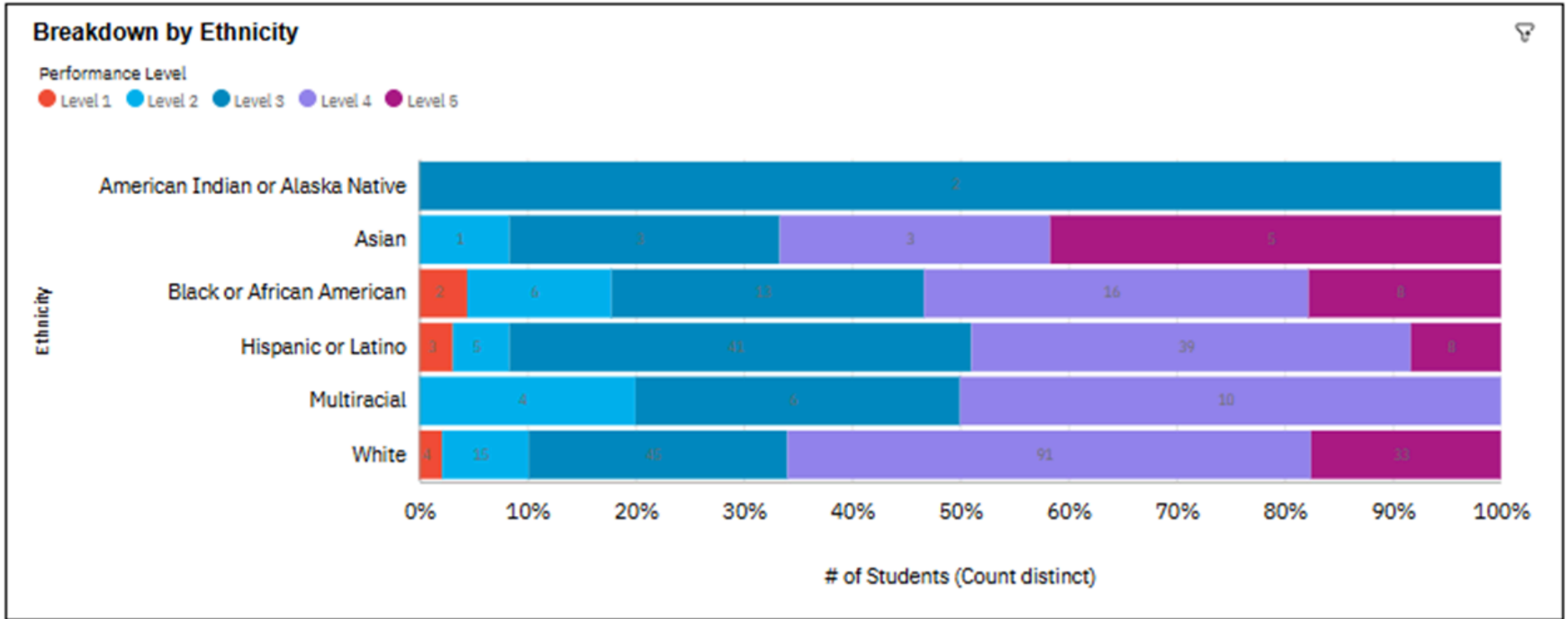


Breakdown by ELL Eligibility

Performance Level

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Every five weeks, the Principal reviews all of the core course grade reports to determine what students may be eligible for placement into a professional period.

Administration will conduct a quarterly review of grades to determine if programmatic remediation is appropriate and necessary. Students can be referred to STARS or the Extended Day Program, Summer School, Edgenuity classes.

In summary, students in the Pine Bush High School overall are finding success on the rigorous assessments and our graduation rate is above the state average. The following two sub groups of students are not performing as well as their peers: ENL and economically disadvantaged. As identified in the Schoolwide Plan Strategies, this year we have put additional strategies/plans in place to help support students in both of these groups.

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

Goal 1. Increase personalized learning opportunities by offering additional pathways/experiences for students.

Strategies:

- Continue partnerships with our current slate of businesses which support PBHS by providing guest speakers, job shadowing, sponsorships, internships, and potential job placements.
- Administration, Skilled Trades Academy teachers, and Counselors will go into 9th grade classes to pitch the 10th grade Skilled Trades Academies and the other CTE pathways.
- Counselors will ensure that all of their students have accurate Graduation plans which include Regents appeals/ possible alternative pathways.
- Work with our “sister school” in Taiwan to coordinate activities which allow students to work together on collaborative projects.

- e. Work with the Technology Department Chair and Welding teacher to complete the applications for a new Welding CTE program. These CTE pathways provide meaningful hands- on experiential learning for our students, and also an alternative pathway to graduation.
- f. Our ENL students are struggling on the State assessments, we created multiple opportunities this year to provide additional support for these students: creation of an ENL Newcomer class, a separate Algebra 1 class for ENL students, and we dedicated a School Counselor to work with our ENL students. ENL students will be taking the English Regents in January to ensure they are safety net eligible in June.
- g. Work with STARS Assistant Principal to organize speakers, trips, internships. The STARS students are typically reluctant learners and by bringing in outside speakers and allowing students to go on workplace job shadowing trips, we are exposing these students to possible careers and or job opportunities that they may not have known about prior. 80% of Pine Bush High School graduates typically pursue post secondary education, but for the 20% of graduates who are not college bound, these trips/ speakers allow students to make informed decisions about their future. In addition, many of the STARS students are economically disadvantaged and providing career exploration and job related skills is extremely beneficial.
- h. Create an Extended Day Program to allow students to recover the credit by attending school from September to January until 3:15. This program will be open to any student who is failing a course that is offered. The extended day master schedule has been built to support students who play sports, attend CTEC, and/ or who participate in other extracurricular activities. Schedules have been created to allow for maximum participation including.
- i. Run four summer enrichment Academies to provide enrichment and career exploration to High School students. Annually, over two hundred students attend PBHS Summer Academies. These Academies have provided meaningful learning opportunities for all levels of PBHS students. In addition, data shows students who graduated the Leadership Academy have seen a reduction in the number of disciplinary referrals after successful completion of the Academy.
- j. Running Regents Bootcamps to provide a three week intensive Regents review prior to the exams.

Goal 2. Over the course of the 25-26 school year, we will look to increase ALL Regents passing rates by 2%.

Strategies:

- a. Created three Living Environment remediation and review classes for students who have passed the class, but were not successful on the Regents. Data from the January Regents period shows over 60% of the students in these classes earned credit on the State exam.
- b. After two years of mediocre Living Environment Regents results, we are piloting multiple curriculums and we are allowing Living Environment teachers to choose between the Stemsopes curriculum, the New Visions curriculum, or they can use the storylines curriculum. At the conclusion of the second quarter, students will take a common exam. This will allow us to progress monitor and to make informed decisions, and at the conclusion of the year, we will meet with the Department Chair and the Living Environment teachers to determine the best curriculum

to move forward with. After reviewing the data, from the common midterm, we identified common topics that needed to be reviewed and also we noticed our students struggled with understanding the readings. As a result, the Living Environment teachers have been now assigned to work with the District reading consultant.

- c. Administrative team has switched back to doing observations based on Departments. Each admin team member is responsible for doing six informal walkthroughs besides their formal observations. Formal and informal observations will align with the Administrator's assigned department. We are tracking both formally and informally the lesson elements that are being observed to identify trends to improve instruction. By focusing on one department, Administrators are able to see continuity of instruction while also being able to share best practices with teachers.
- d. Department Chairs have reviewed their students' performance on the Regents Exams and have developed action plans to improve passing rates.
- e. HS Principal will meet with DCs monthly to provide support and assess progress.

Goal 3. Reduce Code of Conduct infractions in the HS by a minimum of 5%.

Strategies:

- a. Quarterly review of disciplinary referrals and DASA investigations to determine areas of focus and/or trends. Through data analysis, we have decided to position staff at different locations in the building where we noticed incidents were occurring.
- b. Continue to message students / parents "No Fights." From Opening Day student assemblies to Ninth Grade Orientation, we have consistently messaged that PBHS is an instructional building and violence will not be tolerated. Data shows a significant reduction in fights from last year to this year, and a reduction in suspensions and overall disciplinary incidents.
- c. . Increase positive social activities for students: Senior Parking Space Painting, Homecoming Dance, Jr./Sr. Girls Football game, Winter Ball, Jr./Sr. Volleyball game.
- d. Utilize support staff to address potential issues in a timely fashion- Social Workers and Counselors.

Goal 4. Reduce chronic absenteeism by a minimum of 2%.

Strategies:

a. Administrators/ Counselors will work together to meet with students who have missed more than ten days of school. Both Administrators and Counselors are making frequent phone calls home to engage parents/ students. We are also coming up with creative individual plans to encourage students to attend school regularly- compressed schedule, support of social workers, academic support, late arrival etc.

b. Administrators continue to go on Home visits. Home visits have been hit and miss. Some students have begun attending school more regularly after the home visit, while others have not returned to school.

Goal 5: Increase parent involvement and communication to enhance student success by establishing consistent and meaningful partnerships between parents, teachers, and school staff.

Strategies:

- a. Pine Bush High School hosts a comprehensive Ninth Grade/ New Student Orientation in August. Students and parents attend a detailed informative presentation, students and parents tour the building and also there is a sports/activities/ club fair.
- b. High School sends out daily messages using Parent Square to inform parents/ families about upcoming events, opportunities, and or school functions.
- c. Encourage teachers to use parent square to send brief, personalized updates to parents, not just when issues arise but also to share positive feedback.
- d. Use existing communication channels like emails, phone calls, or text messages for quick check-ins.
- e. Invite parents to join existing committees like the school improvement team, CTE Professional Boards, PTA, or other advisory boards.
- f. Regularly seek parent feedback through surveys or informal discussions and show how their input influences decisions.
- g. Organize events that bring in the community to the school: *Family STEM Night, Cultural Heritage Potlucks, Postsecondary Information Workshops etc.*
- h. Parent/ Teacher conferences and Open Houses are opportunities for parents to meet teachers and staff.
- i. The High School has art shows, plays, musicals, talent shows which gives parents a reason to attend and celebrate their child's work/ performances.
- j. Quarterly outreach to parents of students who have failed required classes with information of opportunities for assistance and remediation.

Goal 6. Implementation of Bell to Bell Cell Phone Policy

- a. Communicate with all stakeholders the new law, and the reasons it was implemented.
- b. Work with Administrators and teachers to create classroom procedures for addressing infractions that occur in the classroom.
- c. Enforce a consistent disciplinary code to address any infractions of the cell phone policy.

4. Evaluation and Revision
ESEA/CFR Requirement: A school operating a Schoolwide Program must- • determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and • describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).
Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.
Each summer, a Team at the High School including Department Chairs and Administrators spend several days reviewing Regents data, student grades, and attendance rates to provide additional support for students. This year, new courses were offered to provide additional support to our ENL students, and we created a new Extended day program to support students who are currently failing at the half year mark. Additionally, a remedial review class was created for students that had not achieved proficiency on the Living Environment Regents. In addition, in support of the new graduation pathways, PBHS has submitted two new CTE pathways for approval to the State, and one has already been approved. These programmatic changes have also been identified in the strategies section of this document. This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on 02/10/2025.

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Linda Smith, Public Information Specialist, at linda.smith@pinebushschools.org.

This plan is developed in coordination with other Federal, State and local services, resources and programs such as:

- General Fund
- Title II
- Title I Part A

This plan is in effect for the 2025-26 School Year. This plan will be monitored twice a year and revised at least annually, but mid-year should the committee deem it necessary to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.