2023-2024 SIT/Schoolwide Plan – SOUTH MIDDLE SCHOOL

Friday, July 28, 2023   1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	South Middle School
Principal:	Barry Mohammed
Assistant Principal(s):	Kathleen Barber and Kathleen Hudzik
SIT Co-Chairs:	Michael Gagliardi Jen Miller
Grades Served:	6-8

2023-2024 Staff List

Staff List
by dept

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 6	Ungraded Elementary (UGE)	Grade 7	Grade 8	Ungraded Secondary (UGS)
***All Students**	**1,033**	**338**	**7**	**357**	**323**	**8**
Female	500	162	2	181	151	4
Male	533	176	5	176	172	4
*American Indian/Alaska Native	3	2	0	0	1	0
*Black	69	29	0	20	19	1
*Hispanic	928	297	7	323	294	7
*Asian/Pacific Islander	18	4	0	10	4	0
Asian	18	4	0	10	4	0
*White	13	4	0	4	5	0
*Multiracial	2	2	0	0	0	0
General Education Students	843	281	0	291	271	0
*Students with Disabilities	190	57	7	66	52	8
Former Students with Disabilities	13	4	0	5	4	0
Not English Language Learner	743	224	2	256	257	4

*English Language Learner	290	114	5	101	66	4
Formerly English Language Learner	200	56	0	58	86	0
*Economically Disadvantaged	926	310	6	319	283	8
Not Economically Disadvantaged	107	28	1	38	40	0
Not Migrant	1,033	338	7	357	323	8
Homeless	12	4	0	3	5	0

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, 6/30/23

2023-2024 School and/or district Vision Statement:

With an unwavering commitment, the Brentwood School District's vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.

Our long-range vision for South Middle is focused on establishing:

- A student-centered community
- Meaningful hands-on, inquiry-based learning
- Collaboration in a safe environment through exceptional quality of instruction
- An environment that values student-voice and student leadership
- A school community that supports students in meeting high expectations to reach their full potential
- A school-wide atmosphere of engaging instruction to facilitate the application of knowledge and skills

2023-2024 School and/or district Mission Statement:

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

2023-2024 School McKinney-Vento Plan:

Our 2023-2024 SIT 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 **SOUTH MIDDLE SCHOOL**, the McKinney- Vento liaison is **Steve Brennan.**

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;
- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	12
Children in Foster Care	
Migrant Students	0

SIT Plan Development – Consultation and Collaboration

Our 2023-2024 SIT 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 2023-2024 SIT members below:

Title:	Name:
Parents (More than 1)	ElizabethEdwards
Members of the Community to be served	Students and Parents of South Middle School
Teachers-SWP Sub Committee	Steve Brennan, Teacher & BTA Representative Gregory Walter, Instructional Coach (Restorative Justice) Michael Gagliardi, Teacher & SIT Co-Chair Jen Miller, Teacher & SIT Co-Chair Olga Adame, Guidance Counselor Stacey Brennen, Guidance Counselor Tracey Sonntag, MTSS Instructor (Math) Diane Fenerster, MTSS Instructor (ELA) Melissa DeSimone, Teacher Suzanne McGee, Teacher Laurie Zapolski, Teacher
Principals	Barry Mohammed, Principal
Other School Leaders	Kathleen Barber, Assistant Principal Kathleen Hudzik, Assistant Principal
Teaching Assistants	
District Administrators	Dr. Vincent Leone, Coordinator of Funded Programs Vincent Todisco, Asst. Coordinator of Funded Programs
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	
Students (for a secondary school)	
Other individuals determined by the school	

* if appropriate

Annual Program Evaluation:

Our 2023-2024 SIT plan will be regularly monitored and revised as necessary based on student needs to ensure that all students, particularly students who are failing, or, are at-risk of failing, are provided opportunities to meet the challenging state academic standards *ESSA Section 1114(b)(3)*. SIT plan monitoring and revision will take place at the monthly SIT meetings listed below. **Formal review and revision, if necessary, of all SIT goals will take place at least three times per year (dates of formal review highlighted below):**

SIT Meeting Dates:	Topic(s)[1]

September	(Aug 30): Preparing for Teacher Conference Day:
	• Conference Day agenda items (see attached agenda)
	• Department meetings (brief)
	• New teachers (new to building) briefly meet in library
	• Auditorium – CPI training (crisis prevention intervention: April & Denise presentation)
	• Review of survey result data from Funded Programs
	  ○ Many results on par with rest of district
	  ○ School-based results: how to disseminate this information to staff as well as how to target areas to improve throughout the upcoming year – who will present and how?
	  ○ Jen Miller, Tracey Sonntag & Laurie Zapolski to review Staff & Student survey data to present to SMS staff at Conference Day as relates to SIT/SCEP plan
	  ○ Perhaps making student connections? (comparing SIT/SCEP goals regarding Student Voice while examining student responses from survey)
	• Create posters of behavioral expectations to post throughout school (Jen & Tracey work on this, Barry will have them printed.

October	SCEP SIGN-IN SHEET - OCT 18 2023.docx - link to Agenda, Sign-In and Minutes
November	SCEP SIGN-IN SHEET - OCT 18 2023.pdf - link to Agenda, Sign-In and Minutes
December	
January	
February	
March	
April	
May	
June	
July	

August	

Comprehensive Needs Assessment

Needs Assessment Data

Our 2023-2024 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*. Multiple forms of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdotal information derived from focus groups and/or interviews. **Data were disaggregated by subgroups identified in 1111(c)(2) of ESSA (ELLs, SWDs, Hispanic, Economically Disadvantaged, Black-African American, White, etc.)** to help identify students who are failing, or are at-risk of failing, to meet the challenging state academic standards *ESSA 114(b)(6)*.

State Assessment ELA Data, disaggregated by subgroup

Grade 6 English Language Arts April 2023

Brentwood UFSD
South Middle School
Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	106 45.89%	68 29.44%	46 19.91%	11 4.76%	231	24.68%
Female	43 40.57%	29 27.36%	26 24.53%	8 7.55%	106	32.08%
Male	63 50.40%	39 31.20%	20 16.00%	3 2.40%	125	18.40%
American Indian	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	4 19.05%	9 42.86%	6 28.57%	2 9.52%	21	38.10%
Hispanic	98 48.51%	58 28.71%	38 18.81%	8 3.96%	202	22.77%
Asian/Pacific Islander	1 25.00%	1 25.00%	1 25.00%	1 25.00%	4	50.00%
	1	0	0	0		

Grade 7 English Language Arts April 2023

Brentwood UFSD
South Middle School
Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	140 52.63%	71 26.69%	41 15.41%	14 5.26%	266	20.68%
	59	35	22	10		

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
Female	46.83%	27.78%	17.46%	7.94%	126	25.40%
Male	81 57.86%	36 25.71%	19 13.57%	4 2.86%	140	16.43%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	7 38.89%	5 27.78%	5 27.78%	1 5.56%	18	33.33%
Hispanic	130 54.85%	63 26.58%	32 13.50%	12 5.06%	237	18.57%
Asian/Pacific Islander	2 25.00%	2 25.00%	4 50.00%	0 0.00%	8	50.00%
White	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	100 46.95%	61 28.64%	40 18.78%	12 5.63%	213	24.41%
SWD	39 78.00%	10 20.00%	0 0.00%	1 2.00%	50	2.00%
Former SWD	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
LEP	72 87.80%	10 12.20%	0 0.00%	0 0.00%	82	0.00%
Former LEP	14 33.33%	19 45.24%	7 16.67%	2 4.76%	42	21.43%
Economically Disadvantaged	128 55.17%	61 26.29%	30 12.93%	13 5.60%	232	18.53%

Grade 8 English Language Arts April 2023

Brentwood UFSD

South Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	48 38.40%	36 28.80%	29 23.20%	12 9.60%	125	32.80%
Female	21 36.84%	15 26.32%	15 26.32%	6 10.53%	57	36.84%
Male	27 39.71%	21 30.88%	14 20.59%	6 8.82%	68	29.41%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	1 16.67%	3 50.00%	1 16.67%	1 16.67%	6	33.33%
Hispanic	46 38.98%	33 27.97%	28 23.73%	11 9.32%	118	33.05%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	36 34.29%	31 29.52%	27 25.71%	11 10.48%	105	36.19%
	12	4	1	1		

SWD	66.67%	22.22%	5.56%	5.56%	18	11.11%
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	6 20.00%	14 46.67%	7 23.33%	3 10.00%	30	33.33%
Economically Disadvantaged	39 37.50%	33 31.73%	23 22.12%	9 8.65%	104	30.77%

Local Assessment ELA Data, disaggregated by subgroup USING iREADY

iRready COMARISON OF 2022-23 FINAL DIAGNOSTIC TO FALL 2023

Measure	Early Milestone :What we Expected			What We Saw		
Progress Reports	30% of students passing ELA					
iReady ELA Diagnostic **(% of students on or above grade level)**		**Fall 2022**	**Final Diagnostic**	**% Change**		**Fall 2023**	**% Change FD**

iReady ELA Diagnostic (% of students on or above grade level):

	Fall 2022	Final Diagnostic	% Change		Fall 2023	% Change FD
6th	21%	30%	9%	6th	19 %	N/A
7th	18%	24%	6%	7th	23%	7%
8th	24%	31%	7%	8th	19%	5%
ELL	0%	3%	3%	ELL	0%	3%
SWD	3%	5%	2%	SWD	3%	2%
EcD	19%	25%	6%	EcD	19%	6%

iReady (LOCAL) FALL 2023 ELA RESULTS (ELL & SWD)

Switch Table View
Placement Summary

Choose to Show Results By: Grade
Secondary Demographic to Show Results By: English Learner   🗑 Remove

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Grade	All	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Grade 5	Overall		0%	0%	0%	0%	100%	1/1
	Yes - English Learner		0%	0%	0%	0%	100%	1/1
Grade 6	Overall		8%	11%	22%	15%	43%	295/298
	Yes - English Learner		0%	0%	3%	8%	89%	88/90
	No - English Learner		12%	16%	30%	18%	24%	207/208
Grade 7	Overall		10%	13%	19%	13%	45%	331/334
	Yes - English Learner		0%	0%	4%	6%	89%	94/94
	No - English Learner		14%	18%	25%	16%	27%	237/240
Grade 8	Overall		8%	11%	17%	7%	57%	359/361
	Yes - English Learner		0%	0%	2%	1%	97%	89/89

Switch Table View
Placement Summary

Choose to Show Results By: Grade
Secondary Demographic to Show Results By: Special Education   🗑 Remove

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Grade	All	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Grade 5	Overall		0%	0%	0%	0%	100%	1/1
	Yes - Special Education		0%	0%	0%	0%	100%	1/1
Grade 6	Overall		8%	11%	22%	15%	43%	295/298
	Yes - Special Education		0%	4%	13%	2%	81%	47/48

			Level 1	Level 2	Level 3	Level 4	Total	
	No - Special Education		10%	13%	24%	18%	36%	248/250
Grade 7	Overall		10%	13%	19%	13%	45%	331/334
	Yes - Special Education		0%	3%	3%	4%	90%	68/69
	No - Special Education		13%	15%	24%	15%	33%	263/265
Grade 8	Overall		8%	11%	17%	7%	57%	359/361
	Yes - Special Education		0%	3%	5%	3%	89%	62/62

State Assessment Math Data, disaggregated by subgroup

Grade 6 Mathematics May 2023

Brentwood UFSD
South Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	82 41.21%	68 34.17%	46 23.12%	3 1.51%	199	24.62%
Female	33 37.93%	34 39.08%	18 20.69%	2 2.30%	87	22.99%
Male	49 43.75%	34 30.36%	28 25.00%	1 0.89%	112	25.89%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	3 17.65%	6 35.29%	8 47.06%	0 0.00%	17	47.06%
Hispanic	76 43.43%	60 34.29%	37 21.14%	2 1.14%	175	22.29%
Asian/Pacific Islander	1 25.00%	1 25.00%	1 25.00%	1 25.00%	4	50.00%
White	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	60 34.88%	64 37.21%	45 26.16%	3 1.74%	172	27.91%
SWD	21 87.50%	2 8.33%	1 4.17%	0 0.00%	24	4.17%
Former SWD	1 33.33%	2 66.67%	0 0.00%	0 0.00%	3	0.00%
LEP	50 62.50%	18 22.50%	11 13.75%	1 1.25%	80	15.00%
Former LEP	8 21.62%	17 45.95%	12 32.43%	0 0.00%	37	32.43%
Economically Disadvantaged	75 41.21%	65 35.71%	40 21.98%	2 1.10%	182	23.08%

Grade 7 Mathematics May 2023

Brentwood UFSD
South Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4

					Total Valid Scores	Percent
All Students	106 47.32%	53 23.66%	48 21.43%	17 7.59%	224	29.02%
Female	51 49.04%	22 21.15%	24 23.08%	7 6.73%	104	29.81%
Male	55 45.83%	31 25.83%	24 20.00%	10 8.33%	120	28.33%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	5 41.67%	2 16.67%	4 33.33%	1 8.33%	12	41.67%
Hispanic	100 49.50%	49 24.26%	39 19.31%	14 6.93%	202	26.24%
Asian/Pacific Islander	0 0.00%	2 25.00%	5 62.50%	1 12.50%	8	75.00%
White	1 50.00%	0 0.00%	0 0.00%	1 50.00%	2	50.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	76 41.08%	48 25.95%	46 24.86%	15 8.11%	185	32.97%
SWD	30 83.33%	4 11.11%	1 2.78%	1 2.78%	36	5.56%
Former SWD	0 0.00%	1 33.33%	1 33.33%	1 33.33%	3	66.67%
LEP	69 83.13%	14 16.87%	0 0.00%	0 0.00%	83	0.00%
Former LEP	6 20.69%	12 41.38%	9 31.03%	2 6.90%	29	37.93%
Economically Disadvantaged	93 47.45%	47 23.98%	42 21.43%	14 7.14%	196	28.57%

Grade 8 Mathematics May 2023

Brentwood UFSD

South Middle School

Sorted by: **School**

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	49 65.33%	15 20.00%	11 14.67%	0 0.00%	75	14.67%
Female	25 65.79%	7 18.42%	6 15.79%	0 0.00%	38	15.79%
Male	24 64.86%	8 21.62%	5 13.51%	0 0.00%	37	13.51%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Hispanic	47 67.14%	13 18.57%	10 14.29%	0 0.00%	70	14.29%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%

GenEd	42 62.69%	14 20.90%	11 16.42%	0 0.00%	67	16.42%
SWD	7 87.50%	1 12.50%	0 0.00%	0 0.00%	8	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	29 87.88%	3 9.09%	1 3.03%	0 0.00%	33	3.03%
Former LEP	9 69.23%	2 15.38%	2 15.38%	0 0.00%	13	15.38%
Economically Disadvantaged	39 61.90%	15 23.81%	9 14.29%	0 0.00%	63	14.29%

Local Assessment Math Data, disaggregated by subgroup USING Iready

iRready COMARISON OF 2022-23 FINAL DIAGNOSTIC TO FALL 2023

Measure	Early Milestone :What we Expected			What We Saw	
Progress Reports	30% of students passing Math				
iReady Math Diagnostic (% of students on or above grade level)		Fall 2022 / Final Diagnostic / % Change			Fall 2023 / % Change FD
	6th	12% / 31% / 19 %		6th	11 % / N/A
	7th	10% / 20% / 10%		7th	9 % / 22%
	8th	14% / 26% / 12%		8th	14% / 6%
	ELL	0% / 8% / 8%		ELL	0% / 8%
	SWD	2% / 3% / 1%		SWD	1% / 2%
	EcD	11% / 25% / 14%		EcD	11% / 14%

iReady (LOCAL) FALL 2023 MATH RESULTS (ELL & SWD)

Switch Table View
Placement Summary

Choose to Show Results By: Grade
Secondary Demographic to Show Results By: English Learner 🗑 Remove

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Grade	All	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Grade 5	Overall		0%	0%	0%	0%	100%	1/1
	Yes - English Learner		0%	0%	0%	0%	100%	1/1
Grade 6	Overall		1%	10%	38%	21%	29%	295/298
	Yes - English Learner		0%	0%	23%	23%	54%	87/90
	No - English Learner		2%	14%	44%	21%	19%	208/208
Grade 7	Overall		1%	8%	34%	16%	40%	330/334
	Yes - English Learner		0%	1%	13%	13%	73%	91/94
	No - English Learner		2%	11%	42%	18%	28%	239/240
Grade 8	Overall		3%	11%	21%	12%	53%	358/361
	Yes - English Learner		0%	0%	4%	6%	90%	89/89
	No - English Learner		4%	14%	27%	14%	41%	269/272

Switch Table View
Placement Summary

Choose to Show Results By	Secondary Demographic to Show Results By								
Grade ▼	Special Education ▼ 🗑 Remove								Showing 11 of 11

Grade ▼	All	Overall Grade-Level Placement	◉	●	●	●	⊘	Students Assessed/Total
Grade 5	Overall		0%	0%	0%	0%	100%	1/1
	Yes - Special Education		0%	0%	0%	0%	100%	1/1
Grade 6	Overall		1%	10%	38%	21%	29%	295/298
	Yes - Special Education		0%	2%	19%	15%	65%	48/48
	No - Special Education		2%	12%	41%	23%	23%	247/250
Grade 7	Overall		1%	8%	34%	16%	40%	330/334
	Yes - Special Education		0%	0%	4%	6%	90%	67/69
	No - Special Education		2%	11%	41%	19%	27%	263/265
Grade 8	Overall		3%	11%	21%	12%	53%	358/361
	Yes - Special Education		0%	2%	5%	3%	90%	62/62
	No - Special Education		4%	13%	25%	14%	45%	296/299

Survey Data

2022-23 District Select Student Voice Middle/High - South Middle School

The following Student Voice Survey items from Data Triangle reflect __top 3 items flagged as "red"__ in the survey results for South Middle School. (% Strongly Agree/Agree)

C06. Our school curriculum (work) is challenging. 44.9%:
- SIT and staff wondered how this survey item translated to our student population – how did they interpret the meaning of "challenging"?

T23. I am comfortable asking questions in class. 39.5%
- SIT and staff considered it may not be that students are uncomfortable with their teachers, but perhaps they are more concerned about their peers.

S44. Most students in our school follow the school rules. 24.5%
- This is a __direct correlation__ to the Staff survey reporting that student behavior is perhaps the greatest deterrent to academic success, classroom management, and overall school climate.

STAFF

DISTRICT DATA TRIANGLE: Staff

S69. Student behavior does not interfere with instruction. **41.4%**

LOCAL STAFF SURVEY

What do you think is the biggest OVERALL challenge for teachers at South Middle School? **DISCIPLINE: 48%**

DISTRICT DATA: STUDENT VOICE

S44. Most students in our school follow the school rules. **25%**

Conclusions:

Behavior/Discipline challenges are notable evident by both teachers and students

District Data Triangle:

District Data Triangle: Student/Teacher Academic Perspectives

STUDENTS:
C06. Our school curriculum (work) is challenging. **44.9%:**

TEACHERS:
T50. We challenge students. **86.7%**

Conclusions:
The significant gap between student and teacher perspectives may be due to the wording (definition of "challenging")

Conclusions:

• Students are developing strong student-teacher relationships

• Students largely do not feel comfortable asking questions in class, however, this may be due to peers/social acceptance rather than struggling with curriculum. The idea is supported by student data as seen in question C06 in which less than half of respondents felt academically challenged.

• Student behavior is a recognizable challenge for SMS

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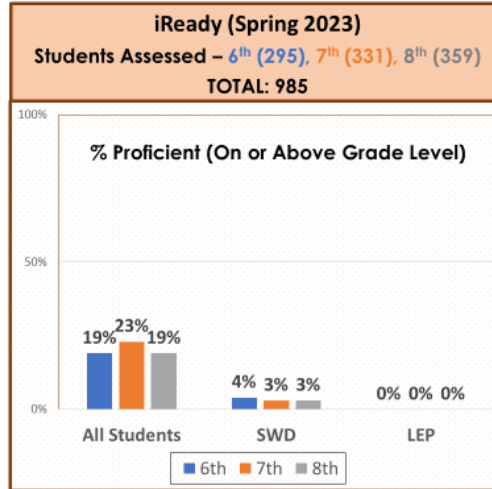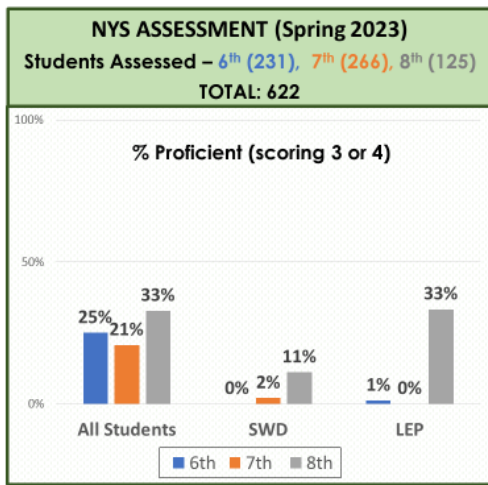
STUDENT MANAGEMENT (DISCIPLINE)

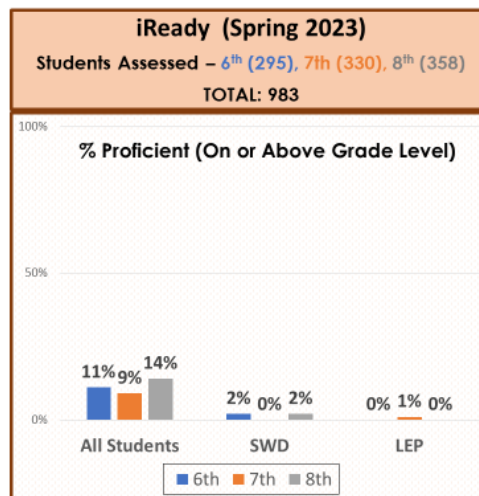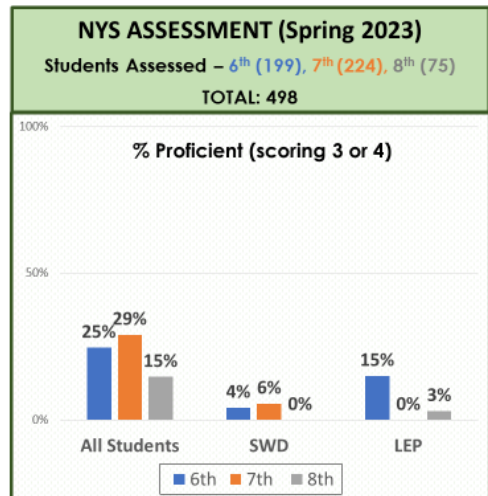| STUDENT MANAGEMENT DATA			
STRATEGY	EARLY MILESTONE: WHAT WE EXPECTED	WHAT WE SAW (as of 9-29-23)	Point Person
Reduce ISS Numbers	3 ISS Suspensions	4 ISS Suspensions 6th: 0 7th: 1 8th: 2 Gen Ed: 1 / SWD: 2 / 1 repeat offender	Jen Miller Greg Walter
Reduce OSS Numbers	1 OSS Suspension	4 OSS Suspensions 6th: 0 7th: 4 8th: 0 Gen Ed: 2 / SWD: 2 / 0 repeat offenders	Jen Miller Greg Walter
Reduce Superintendent Hearings	0 Sup Hearings	1 Superintendent Hearing (7th Grade)	Jen Miller Greg Walter
Reduce Days Missed Due to Suspensions	10 Days Missed	14 Days Missed (ISS and OSS total)	Jen Miller Greg Walter
Reduce Number of Lunch- and After-School Detentions		Lunch Detention: 97 Given Repeat Lunch Detention Offenders: 3 Students After-School Detention: 4 Given	Jen Miller Greg Walter
Outline Expected Student Behavior		*Completed:* Created signage for expected behavior in hallways, café, scholar center, and bathrooms *Completed:* Detailed rules and expectations in "Welcome Back" Assemblies	Jen Miller Kathleen Barber Kathleen Hudzik
Student Data Management Review Team	Create Student Data Management Review Team to monitor trends once a month	Current Student Data Management Team: Martino Sottile, Greg Walter, Jen Miller, and Lloyd Citrin current SDM team	Martino Sottile Greg Walter Jen Miller Lloyd Citrin
	Create Student Management Pass for teachers when sending students to SMO	*Completed* and Admin approved. Awaiting rollout to teachers	Laurie Zapolski
SMO Entrance Form	Create an *SMO Think Sheet* for students to complete upon entrance to SMO office	Pending Approval	Jen Miller Greg Walter

RESTORATIVE JUSTICE INITIATIVES

Strategy	Early Milestone: What we Expected	Progress	Point Person
Increased Restorative Justice Training	40% of teachers trained in Community Circles	50% of teachers trained in Comm. Circles: *only 30% conducting circles (Site difficulties presented by shared rooms and double teacher desks)	Greg Walter
Classroom de-escalation	PD for teachers on de-escalation strategies for the classroom	In Research Phase	Greg Walter
Student-to-Student Conflict Resolution	Identify specific restorative justice strategies to be used in student-to student conflict Create a Conflict Resolution Labyrinth to be used by administrators and students	Students separated and then usually brought together to resolve the issue between them On Hold Awaiting SCEP Funds	Greg Walter Jen Miller
Revision of ISS	Revise ISS model to reduce lost seat time, include reflection summary, skills-based education, and restorative action	Proposed and Awaiting Admin. approval	Greg
Behavioral Reflection Form	Create Reflective Behavioral Form for ISS students to submit at completion of ISS	_Completed_: Awaiting Admin. approval	Jen and Greg
PBIS Program	Employ research-based PBIS program to be used in conjunction with Restorative Justice to prevent behavioral issues		

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

ELA COMPARISON: STATE to LOCAL RESULTS

NYS ASSESSMENT (Spring 2023)
Students Assessed – 6th (231), 7th (266), 8th (125)
TOTAL: 622

% Proficient (scoring 3 or 4)

All Students: 25% (6th), 21% (7th), 33% (8th)
SWD: 0% (6th), 2% (7th), 11% (8th)
LEP: 1% (6th), 0% (7th), 33% (8th)

iReady (Spring 2023)
Students Assessed – 6th (295), 7th (331), 8th (359)
TOTAL: 985

% Proficient (On or Above Grade Level)

All Students: 19% (6th), 23% (7th), 19% (8th)
SWD: 4% (6th), 3% (7th), 3% (8th)
LEP: 0% (6th), 0% (7th), 0% (8th)

MATH COMPARISON: STATE to LOCAL RESULTS

NYS ASSESSMENT (Spring 2023)
Students Assessed – 6th (199), 7th (224), 8th (75)
TOTAL: 498

% Proficient (scoring 3 or 4)

All Students: 25% (6th), 29% (7th), 15% (8th)
SWD: 4% (6th), 6% (7th), 0% (8th)
LEP: 15% (6th), 0% (7th), 3% (8th)

iReady (Spring 2023)
Students Assessed – 6th (295), 7th (330), 8th (358)
TOTAL: 983

% Proficient (On or Above Grade Level)

All Students: 11% (6th), 9% (7th), 14% (8th)
SWD: 2% (6th), 0% (7th), 2% (8th)
LEP: 0% (6th), 1% (7th), 0% (8th)

Conclusions:

- SWD and LEP students continue to struggle the most in attaining proficiency.

- ALL students performing below grade level

- More students reach proficiency on NYS Assessments than on iReady Diagnostics

- Contributing factors in proficiency gaps between the assessments may include the number or students being tested and testing environment

After disaggregating and analyzing 2022-2023 State ELA and math assessment results and the local assessment data provided above, it was evident that all students fall below grade level and that a consistent gap remains between general Ed students and SWD and LEP students on both state and local assessments. The SIT committee is dedicated to seeking and pursuing educational strategies that will address and remedy these deficits in both state and local assessments.

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

Data Analysis Meeting: Areas of Strength

- Absentee data skewed by tardiness/early dismissal numbers.

- Number of days missed by seventh and eighth grade absentees has decreased.

- 2021-2022 ELA results improved since 2019.

- ELL students made minimal gains in 2022 ELA.

- Science performance results increased greatly for all groups in 2022.

- All students were on target to meet median typical growth goals based on iReady

- Levels of cyberbullying, harassment, bullying, and weapons possessions decreased

School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2023-2024.):

DATA ANALYSIS MEETING OPPORTUNITIES FOR GROWTH

- Excessive absences have increased substantially for ELLs, SWD, and the economically disadvantaged.

- The number of students identified as excessively absent has increased.

- ELL and SWD account for almost ½ of excessive absences

- The number of new students entering after October has increased.

- All students performing below proficiency in Ela and Math compared to district and state averages.

- No gains for SWD on 2022 ELA

- South Middle has considerably higher rate of ELLs and economically disadvantaged compared to state averages.

- Number of days missed due to OSS was well over 200.

- Significantly high rate of population that did not complete high school or that were new to the district.

- Majority of students given OSS were male and SWD.

2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELLs	Increase percentage of students reaching their iReady stretch growth in Math & ELA
2.	SWDs	Increase percentage of students reaching their iReady stretch growth in Math & ELA
3.	ALL STUDENTS	Increase percentage of students reaching their iReady stretch growth in Math & ELA
4.	ALL STUDENTS	Decrease instances of disciplinary referrals

2023-2024 SIT Goals

All BUFSD SIT plans include both ultimate and interim goals[2]. Ultimate goals are derivative of data that inform the New York State Education Department's system of institutional accountability, for example: State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data, i.e. performance, growth, etc. As this type of data may only be monitored on an annual basis, aligned interim goals, which may be monitored throughout the year, have been developed to ensure that ultimate goals are on trajectory to being met. The review of interim goals throughout the year will allow the SIT team to consider different, and/or additional intervening strategies to support sub-group and/or individual student growth on an ongoing basis. Moreover, SIT plans include a survey goal that is derived from the *School Performance Scan (Data Triangle)*, which is 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 ultimate and interim goals, along with the survey goal, identified in this plan are informed by our school's 2023-2024 Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

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

By June, 2024, LEP's in Grades 6-8 will show an increase in NYSED's ELA Achievement Index from a baseline of 38.8 established in May, 2023 to 47.24 as measured by the New York State Education Department ELA assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 81.04.

By June, 2024, SWD's in Grades 6-8 will show an increase in NYSED's ELA Achievement Index from a baseline of 32 established in May, 2023 to 40.72 as measured by the New York State Education Department ELA assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 75.6.

By June, 2024, All Students in Grades 6-8 will show an increase in NYSED's ELA Achievement Index from a baseline of 56.3 established in May, 2023 to 64.05 as measured by the New York State Education Department ELA assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 95.04.

Interim ELA Goal (Local, 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:

iReady data	ELA Stretch Growth
Increase percentage of	6th Grade – 5% of students achieve stretch goal (Calculated

Mid-Year Benchmark(s)	percentage of students reaching their iReady stretch growth goals in ELA and Math	against students' Spring 5th Grade iReady) 7th 7% achieve stretch goal 8th 7% achieve stretch goal **Math Stretch Growth** 6th Grade – 7% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 8% achieve stretch goal 8th 5% achieve stretch goal

NOVEMBER 7, 2023: Teacher training in Refresh - Differentiation of Instruction: Tiered small group instruction based on continual iReady Data

By MIDYEAR 2024, 5% of 6th graders, 7% of 7th graders, and 7% of 8th graders will achieve stretch growth goal on iREADY (local) ELA diagnostic. SWD to reach 5% stretch growth by mid-year and 17% stretch growth for LEPs.

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

By June, 2024, LEP's in Grades 6-8 will show an increase in NYSED's math Achievement Index from a baseline of 41.3 established in May, 2023 to 49.65 as measured by the New York State Education Department math assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 83.04.

By June, 2024, SWD's in Grades 6-8 will show an increase in NYSED's math Achievement Index from a baseline of 29.5 established in May, 2023 to 38.32 as measured by the New York State Education Department math assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 73.6.

By June, 2024, All Students in Grades 6-8 will show an increase in NYSED's math Achievement Index from a baseline of 55 established in May, 2023 to 62.8 as measured by the New York State Education Department math assessment in May, 2024. This target represents a 20% gap reduction between the baseline performance and the Long-Term goal of 94.

Interim Math Goal (Local, 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:

Mid-Year Benchmark(s)	iReady data Increase percentage of students reaching their iReady stretch growth goals in ELA and Math	**ELA Stretch Growth** 6th Grade – 5% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 7% achieve stretch goal 8th 7% achieve stretch goal **Math Stretch Growth** 6th Grade – 7% of students achieve stretch goal (Calculated against students' Spring 5th Grade iReady) 7th 8% achieve stretch goal 8th 5% achieve stretch goal

NOVEMBER 7, 2023: Teacher training in Refresh - Differentiation of Instruction: Tiered small group instruction based on continual iReady Data

By MIDYEAR 2024, 7% of 6th graders, 8% of 7th graders, and 5% of 8th graders will achieve stretch growth goal on iREADY (local) MATH diagnostic.SWD to reach 5% stretch growth by mid-year and 7% stretch growth for LEPs.

Survey Goal
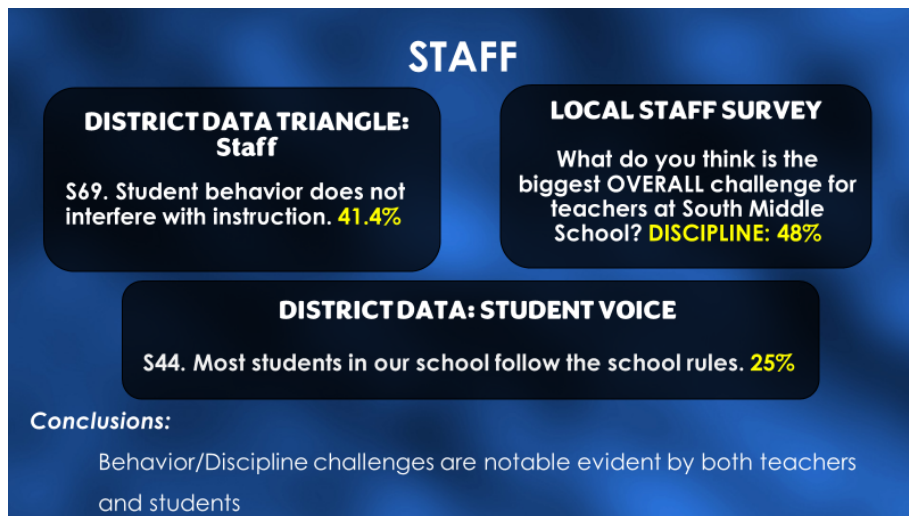
By Spring of 2024 our school will show an increase in the percentage of STUDENTS who think "most students in our school follow the school rules" from 25% to 40% as measured by District Data Survey.

ADDITIONAL STRATEGIES ADDRESSING STUDENT DISCIPLINE AND BEHAVIOR:

- **Create and display signage for expected behavior in areas of school where students gather or where behavioral problems routinely occur.**
  - COMPLETED & posted in hallways, cafeteria, scholar center and bathrooms
- **Introduce students to "South Middle Motto" which reflects values and vision of the school.**
  - COMPLETED during student "Welcome Back" assemblies
- **Grade Level assemblies to outline rules and expectation**
  - COMPLETED during student "Welcome Back" assemblies
- **Create Student Management Pass for all teachers outlining incident and steps taken before student is sent to discipline office.**
  - CREATED - waiting admin & approval and rollout
- **Create Student Management Data Review Team that will track monthly to identify trends, specific areas, and times when problem behavior occurs.**
  - IN PROCESS: staff working in discipline office
- **Use of data/rolling agenda to identify at risk students and employ early intervention strategies with teachers/guidance counselors/admin and parents**
  - ONGOING: AIS monitoring, Pupil Personnel Services Team, Attendance monitoring
- **RESORATIVE PRACTICES:**
  - ONGOING: Restorative Justice Coach in building to assist with student discipline problems through Restorative Justice practices

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 interim and ultimate goal attainment
- Include strategies to be employed by all staff, i.e. principals, teachers, Teaching Assistants, Social Workers, Psychologists
- **Secondary schools are encouraged to consider alignment between SIT goals and strategies, and drop-out prevention goals and strategies**

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	• Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) with Andrew Rudd • Cultivating an equity lens • Create opportunities for teacher/staff collaboration • Create a positive school culture to improve student SEL
Teachers:	• Reinventing the Classroom Experience – Learning Anytime, Anywhere • Professional Learning Experiences (PLE) • Use of date to drive instruction • Utilization of student-centered, project-based learning • Use of online reading programs such as I-Ready • Ongoing assessment of students with disabilities' reading levels using iReady
Teaching Assistants:	• Teaching Assistants work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals • Teaching Assistants provide support through one-teach/one-assist model • Teaching Assistants will work with groups of students under the direction of the classroom teacher. This will allow the classroom teacher to work more intensely with AIS SWD students
Social Workers:	• Plays an active role as a member of the Crisis Intervention Team • Provides counseling services to students in their assigned building • Spends a considerable amount of time working with families, which may require visits to the homes to assess needs
Psychologists:	• Attends scheduled CSE/CPSE meetings to present information • Must maintain a counseling caseload as mandated by the CSE/CPSE • Responsible for maintaining an active role as a member of the building and Crisis Intervention Team • Must be able carry out Functional Behavioral Assessments (FBA) and develop Behavior Intervention Plans (BIPs), if necessary

Professional Development

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

- **Reinventing the Classroom Experience – Learning Anytime, Anywhere:**
  - *Invite targeted programs to SMS to engage students through authentic inquiry into specific curriculum-based topics:*
    - *Math - a Magic Assembly*
    - *The Sounds of Silence*
    - *Black History Laser Tribute*
    - *Stories from Around the World*
    - *Up and Away with Hot Air Baloons*
  - *Develop curriculum-based field trips which apply Next Generation Standards in real world scenarios*
  - *Establish area for student suggestions for further inquiry into curriculum-based topics that result in schoolwide projects, community outreach, and/or future programs*
  - *Development of system to collect data from Class Visits/Wisdom Walks related to student-centered strategies to provide accurate feedback and support to teachers*

- **Professional Learning Experiences (PLE):**
  - *Professional Development for teacher education in PBL*
  - *Creation of PLC's around student-centered, project-based strategies which increase engagement focused on:*
    - *Project-Based Learning: curriculum and skills taught through real world scenarios*
  - NOVEMBER 7, 2023: Teacher training in Refresh - Differentiation of Instruction: Tiered small group instruction based on continual iReady Data
  - Creation of rolling agenda checklist for department meetings centered on instructional expectations

- **Differentiation of Instruction: Andrew Rudd:**
  - *Using data to create groups, monitor progress and plan lessons*

- **Student Voice and Choice: Bill Atwood:**
  - *Using various methods, including rubrics, to offer students academic choice*

- **Cultivating an equity lens:**
  - *Data from student surveys regarding STUDENT VOICE and CHOICE to offer students more academic choice*
  - *Prominent display of completed student projects throughout the building*
  - *Establish area for student suggestions for further inquiry into curriculum-based topics that result in schoolwide projects, community outreach, and/or future program*

- **Use of online reading programs such as I-Ready:**
  - *Differentiation of Instruction - Tiered small group instruction based on continual iReady data*
  - *iReady protocol and guideline refresher*
    - *Emphasis to students of how diagnostic results can be used to focus on and improve their learning*
    - *Professional Development guidelines to support training of iReady assessment protocols, access to data, and how to use the data to increase differentiation of instruction*

- **Ongoing assessment of students with disabilities' reading levels using READ 180:**
  - *SWD students take Reading Inventory Assessments 3x year (Sept, Jan, May) in classrooms with their teachers*

- **New & Untenured Teachers:**
  - *Ongoing classroom visits and monthly meetings with administration*

- **Restorative Practices:**
  - *60% of teachers HAVE RECEIVED TRAINING in Community Circles*
  - *40% of teachers ACTIVELY ENGAGE in de-escalation and restorative practices in their classrooms*

Strategies for Increasing 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 SIT plan, and have been conceived to ensure both interim and ultimate goal attainment. See strategies below:

- Youth Enrichment Services
- Girls, INC.
- Homework Club
- Computer Club - Bilingual Buddies
- Beauty and the Books
- American Sign Language Club
- Mindfulness Club
- Study Buddies
- Science Study
- Leadership Club
- Chess Club
- Life After School
- (Attendance Club) South Spirit Club
- High Dosage Tutoring

Strategies to Prepare Students for Postsecondary Education and/or Workforce Readiness (Secondary Schools)

Our SIT plan was developed to improve BUFSD secondary students' opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) *ESSA Section 1114(b)(7)(A)(iii)(II)*. Examples of these activities are listed below:

Prepopulated by the OFP.

SIT 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:

2023-2024 ESSA Title I Budget - South Middle School

Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title I A	Salary & fringe - AIS Teachers - Teacher's On Special Assignment.	Varies	$ 141,458
Title I A	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.	Varies	$ 1,222
Title I A	Title I Parent and Family Engagement Supplies and Materials for all 17 schools and district- wide parent activities. $20,774 / 17 schools = $1,222/school.	Varies	$ 1,222
Title I A	Title I Middle Schools Before/After School AIS Programs/Tutoring. 600 hours X $53/hr = $31,800 + fringe = $6,330 = $38,130 / 4 schools = $9,533/school.	$53.00	$ 9,533
Title IA	Salary for Title I Homeless Liason. $141,403 + fringe $66,629 = $208,032 / 17 schools = $12,238 /school.	Varies	$ 12,238
Title IA	Homeless Liason for Summer Enrichment Programs - Stipend. $25,000 + fringe $4,977 = $29,977 / 17 schools = $1,764/school.	Varies	$ 1,764
Title IA	Title I Translation Services - District-wide. 600 hours X $53/hr = $31,800 + fringe $6,330 = $38,130 / 17 schools = $2,243/school.	$53.00	$ 2,243
Title IA	Title I Homeless Tutoring - District-wide. 100 Hours X $53/hr = $5,300 + fringe $1,055 = $6,355 / 17 schools = $374/school.	$53.00	$ 374
Title IA	Title I Bilingual Technology Liason to Assist Parents with AIS Distance Learning Activities - Bilingual Hotline! 500 hours X $53/hr = $37,100 + fringe $13,506 = $50,606 / 17 schools = $2,977/school.	$53.00	$ 2,977
Title IA	Principal Clerk Confidential. $60,000 + fringe $41,315 = $101,315 / 17 schools = $5,960/school.	Varies	$ 5,960
Title I A	Indirect Cost	Varies	
	Title I Sub-total:		**$ 37,533**
	Title I Total w/ Salaries:		**$ 178,991**

Homeless Supplies, District-wide: $13,500

Strategies to Increase Parent and Family Engagement

The Brentwood Union Free School District and the Board of Education believes 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 SIT 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 2023-2024 Schoolwide/SIT plan.

- **PTA RECRUITMENT:**
  - Sign-sheets at Back to School Night
  - PTA bracelets
  - Teacher recruitment
  - Set lobby monitor to show upcoming PTA events
- **Welcome Back Breakfast**
- **Fall Book Fair**
- **Spring Book Fair**
- **Christmas Plant Sale**
- **Mother's Day Plant Sale**
- **Student Ice Cream Social**
- **Teacher Appreciation Week**
- **BACK TO SCHOOL NIGHT**
- **LATINO HERITAGE CELEBRATION**

2023-2024 School-Parent-Student Compact

SOUTH MIDDLE SCHOOL, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2022-2023.

School Responsibilities

SOUTH MIDDLE SCHOOL will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring 2022);
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;

Mid-Year SIT Meeting

Provide a description of the outcomes/conclusions of the school's mid-year goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup is on trajectory to meet both the interim and ultimate goals. If the subgroup is not on-track, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continuous growth. Goals may be adjusted, if necessary, using the standard BUFSD goal format.

Final SIT Meeting

Provide a description of the outcomes/conclusions of the school's final goal analysis, as well as a brief description of all data sources used in the process. Describe if the subgroup met both the interim and ultimate goals. If the subgroup did not meet the goal, provide some rationale and include what different and/or additional intervening strategies will be used to ensure continuous growth for the following year. In addition, describe if the *All Students* group met the survey goal. If the survey goal was not met, provide some rationale and include what different and/or additional intervening strategies will be used to ensure progress is made for the following year. Goals for the following year may be informed by this analysis using the standard BUFSD goal format.

[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 agendas and sign-in sheets must be maintained in the school's SIT, OneNote, eBinder.**

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