2023-2024 SIT/Schoolwide Plan - West Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2023-2024

Name of School:	West Middle School
Principal:	Felicia Thomas Williams
Assistant Principal(s):	Chris Moraitis and Stacy Powell
SIT Co-Chairs:	Tara Lallbachan and Laura Lastorino
Grades Served:	6, 7, and 8

2023-2024 Staff List

FACULTY AND

West Middle Staff 2023-2024

Administration
Felicia Thomas - Williams
Stacey Powell
Chris Moraitis

Art
Toniann Mannino
Claudia Genna

Attendance
Santiago Quintana

Clerical
Marie Cagnard
Pricilla Gutierrez (**Senior**)
Victoria Miranda
Elizabeth Piccirillo Baez **(Senior)**
Karen Riley

Business
Joan Craig

Communication Aide
Gerald Miranda

Custodial
Javier Aguirre – **PM Senior**
Richard Boine
Terrell Jean-Pierre
Jonathan Merced
Matthew Murfitt
Mark Oquendo
Wesley Price Jr.
Glenn Santana- **Chief**

English
Jacqueline Babyak
Amy Beyer
Katie Gordon
Tracy Kolar
Amanda Muller

ENL
Lisa DiOrio-Anderson
Danielle Grunert
Brice Harvey
Chantel Mastorakos
Priscilla Olberding
Suzanne Ranft
Dahiana Socko

Guidance Counselors
Kim Ciccarelli
Emelin Taveras
Kevin Whitaker

Health
Thomas Arelt
Meghan Fredrickson

Health Aides (1:1)
Judith Chacca

Home & Careers
Jennifer Cifelli

Kitchen
Maria Lopez-**Head Cook**
Sandra Alfaro
Wendy Cabrera-Molina
Claudia Canales
Alta Peralta
Aneita Wilson

Library-Media Specialist
Tara Lallbachan

LOTE
Francia Cortes- **NLA**
Kathleen Edwards
Martha Garcia - **NLA**
Edward Gonzalez
Jessica Heil
Erika Peralta
Susana Santana

Mathematics
Rosemary Alvarez-**BIL**
Sylvia Dunne
Victor Farfan – **BIL**
Jennifer Kaplan
Michele Leschik
Alison Stark
Debra Zappia

Monitors
Maureen Bauer
Odilia Cohen
Kevin Gomez
Adiana Ruiz

Music
Michael Eipper
Maria Gracia
John Kleemann
Ian McLaughlin

Nurse
Rebecca Arroyo-Aguirre

Nurse Assistant
Suzanne Krausch

Physical Education
Theresa Brown
Meghan Fredrickson
George Wichelns
Jason Woolley

Resource Room
Angela Diclemente
Carmela Fazio

RTI / MTSS
Thomas Fallon
Kelli Kleemann
Laura Lastorino

School Psychologist
Abigail Agostino (M/TH/F)
Dr. Thomas Forte
Maria Ilana-Perez (W/TH/F)

Social Workers
David Bracero

Science
Shari Bruinsma
Hope Delemo
Laura DeMarco – **BIL**
Hector Gamboa – **BIL**
Robert Iocca
Catherine Lewis
John O'Neill

Social Studies
Renee Bussa
Al Carvalheira
Dave Corporan- **BIL**
Amanda Kehoe
Marcela Salcedo - **BIL**
Nicholas Scott

Special Education
Farzona Ahrari
Erica Chesler
Stacey DeGorter
Ashley Dunn (CWC)
Eliza Galchin
Antoinette Brooks
Kim Johnson
Frances Negron
Casey-Ann Patton
Elana Spahn
Courtney Tronolone
Suzannah Wood

Speech
Rebecca Clark
Danielle Donnatin

Teacher Aide

Teaching Assistants
Estela Barahona
Maryanne Byrus
Suzanne Conway
Clara Gomez
Marie Jean Jacques
Susan Mackenzie
Marina Martinez Vasquez
Mary Pleva
Maureen Reutter
Lizardo Soto
Leticia Velasquez
Dawn Wellington

TOSA
Kevin Coyne
Karen Morgan

Technology
Devin Lafler
Kristofer Fetter

6th Grade
Karen Bonner
James D'Accordo
Charles Dale
Hayley Donnatin
Jessica Luchese
Lisa Moroney
Doug Nuttall
Jennifer Pellegrino
Claudia Rios- **BIL**
Armando Rodriguez – **BIL**
Laura Semmig
Melissa Strohm
Debora Wells

PT- Linda Hillman
OT – Margot Bifulco

PERM SUBS:
Robert Palmintieri

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**	**849**	**265**	**9**	**278**	**288**	**9**
Female	411	131	0	134	144	2
Male	438	134	9	144	144	7
*American Indian/Alaska Native	4	1	0	2	0	1
*Black	83	26	2	30	24	1
*Hispanic	687	214	7	221	238	7
*Asian/Pacific Islander	32	7	0	12	13	0
Asian	31	6	0	12	13	0
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0
*White	37	15	0	12	10	0
*Multiracial	6	2	0	1	3	0
General Education Students	674	215	0	232	227	0
*Students with Disabilities	175	50	9	46	61	9
Former Students with Disabilities	7	4	0	1	2	0
Not English Language Learner	612	182	7	201	216	6
*English Language Learner	237	83	2	77	72	3
Formerly English Language Learner	125	27	0	38	60	0
*Economically Disadvantaged	704	227	7	233	228	9
Not Economically Disadvantaged	145	38	2	45	60	0
Not Migrant	849	265	9	278	288	9

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.

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 **West Middle School**, the McKinney-Vento liaison is **Stacey Powell**.

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	0
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)	Lisa Spence
Members of the Community to be served	
Teachers-SWP Sub Committee	Tara Lallbachan and Laura Lastorino
Principals	Felicia Thomas Williams, Stacey Powell, Chris Moraitis
Other School Leaders	
Teaching Assistants	Mary Ann Byrus
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)	Karen Castellon, Cole Seyda, Aliyah Tabibzudu, Isis Argueta
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	9/19/23: • Review of the previous school year's SIT plan and binder (subgroups, goals, etc.) • Review and discuss the 2023-2024 Brentwood UFSD SIT Plan Manual • Fundraising, School and Family Events, Professional Development Opportunities
October	10/16/23 • New teacher workstation/Cricut machines • Fundraising and fund requests; Spirit wear, WMS Snack Shack, Holiday Plants • Safety Team announcements • Upcoming events: Spirit week, BCA walk, Homecoming Parade, Fandom Friday, West Horror Night, Parent – Teacher Conferences

November	11/13/23 • Fundraising and Fund Requests • Upcoming WMS family event "Multicultural Night" planning • Ongoing Thanksgiving fundraiser updates • Library Media Center soft renovation update • Student member ideas and suggestions • PTA ideas and suggestions • Professional development feedback from 11/7 Conference Day offerings • Begin to review survey data to report findings at next meeting
December	12/1/23 and 12/7/23 Subcommittee Meetings • Created a Measurable, Monitorable and Meaningful Student Outcome Goal for Schoolwide/SIT Plan Development based on survey results from Office of Funded Programs • *SIT Plan Development - Consultation and Collaboration* • *2023-2024 School-Parent-Student Compact* (added the school's name) • *2023-2024 Schoolwide Plan Priorities* (student subgroup(s) of focus and priority area(s)were determined to be our ELL subgroup. • *Local Assessment ELA Data* and *Local Assessment Math Data* (fall diagnostic data - tables, charts, descriptions of results, etc.) • *Conclusions Drawn from the Comprehensive Needs Assessment* (ELA and Mathematics) as per Data Team. • *Created Interim ELA Goal* and *Interim Math Goal* (local assessments) utilizing iReady annual "stretch growth" and "typical growth" data. • Created 5-year gap adjusted iReady Math and Reading goals using iReady data.
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

West Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	57 42.86%	37 27.82%	28 21.05%	11 8.27%	133	29.32%
Female	28 47.46%	15 25.42%	13 22.03%	3 5.08%	59	27.12%
Male	29 39.19%	22 29.73%	15 20.27%	8 10.81%	74	31.08%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	2 18.18%	3 27.27%	5 45.45%	1 9.09%	11	54.55%
Hispanic	51	27	18	8	104	25.00%

Hispanic	49.04%	25.96%	17.31%	7.69%	104	25.00%
Asian/Pacific Islander	1 16.67%	1 16.67%	3 50.00%	1 16.67%	6	66.67%
White	1 11.11%	6 66.67%	1 11.11%	1 11.11%	9	22.22%
Multiracial	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	33 32.04%	32 31.07%	27 26.21%	11 10.68%	103	36.89%
SWD	24 80.00%	5 16.67%	1 3.33%	0 0.00%	30	3.33%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	40 71.43%	13 23.21%	3 5.36%	0 0.00%	56	5.36%
Former LEP	2 15.38%	6 46.15%	3 23.08%	2 15.38%	13	38.46%
Economically Disadvantaged	52 45.61%	32 28.07%	23 20.18%	7 6.14%	114	26.32%

Grade 7 English Language Arts April 2023

Brentwood UFSD

West Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	69 49.29%	36 25.71%	30 21.43%	5 3.57%	140	25.00%
Female	27 42.86%	18 28.57%	16 25.40%	2 3.17%	63	28.57%
Male	42 54.55%	18 23.38%	14 18.18%	3 3.90%	77	22.08%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	3 21.43%	6 42.86%	5 35.71%	0 0.00%	14	35.71%
Hispanic	58 53.21%	26 23.85%	21 19.27%	4 3.67%	109	22.94%
Asian/Pacific Islander	1 14.29%	3 42.86%	3 42.86%	0 0.00%	7	42.86%
White	6 66.67%	1 11.11%	1 11.11%	1 11.11%	9	22.22%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	63 51.22%	28 22.76%	28 22.76%	4 3.25%	123	26.02%
SWD	6 35.29%	8 47.06%	2 11.76%	1 5.88%	17	17.65%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	40 86.96%	6 13.04%	0 0.00%	0 0.00%	46	0.00%
Former LEP	4 22.22%	5 27.78%	7 38.89%	2 11.11%	18	50.00%

Economically Disadvantaged	60 50.85%	31 26.27%	24 20.34%	3 2.54%	118	22.88%

Grade 8 English Language Arts April 2023

Brentwood UFSD

West Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	42 43.75%	30 31.25%	17 17.71%	7 7.29%	96	25.00%
Female	18 38.30%	13 27.66%	11 23.40%	5 10.64%	47	34.04%
Male	24 48.98%	17 34.69%	6 12.24%	2 4.08%	49	16.33%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	5 38.46%	5 38.46%	3 23.08%	0 0.00%	13	23.08%
Hispanic	33 47.14%	21 30.00%	12 17.14%	4 5.71%	70	22.86%
Asian/Pacific Islander	3 42.86%	1 14.29%	1 14.29%	2 28.57%	7	42.86%
White	0 0.00%	2 50.00%	1 25.00%	1 25.00%	4	50.00%
Multiracial	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	27 36.49%	25 33.78%	16 21.62%	6 8.11%	74	29.73%
SWD	15 71.43%	4 19.05%	1 4.76%	1 4.76%	21	9.52%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	22 84.62%	4 15.38%	0 0.00%	0 0.00%	26	0.00%
Former LEP	5 50.00%	2 20.00%	3 30.00%	0 0.00%	10	30.00%
Economically Disadvantaged	29 45.31%	20 31.25%	11 17.19%	4 6.25%	64	23.44%

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

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

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

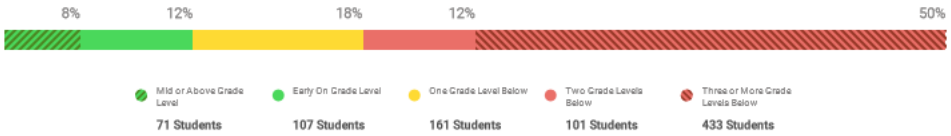
WMS ELLs Fall

Diagnostic Results

School	WEST MIDDLE
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	1. Fall 23
Prior Diagnostic	None

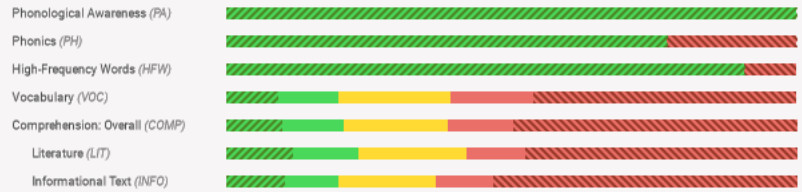
Overall Placement

Students Assessed/Total: **873/893**



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
71 Students	107 Students	161 Students	101 Students	433 Students

Placement by Domain



Switch Table View: Placement Summary | Choose to Show Results By: Grade | Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade 5	Overall		0%	0%	0%	0%	100%	1/4
Grade 5	Yes - English Learner	–	–	–	–	–	–	0/1
Grade 5	No - English Learner		0%	0%	0%	0%	100%	1/3
Grade 6	Overall		8%	7%	22%	18%	45%	302/304
Grade 6	Yes - English Learner		1%	0%	6%	10%	83%	100/100

2 Resource Center

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Diagnostic Results

School	WEST MIDDLE
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	1. Fall 23
Prior Diagnostic	None

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade 6	No - English Learner		12%	10%	30%	22%	26%	202/204
Grade 7	Overall		9%	18%	16%	10%	48%	284/296
Grade 7	Yes - English Learner		0%	2%	2%	5%	90%	83/88
Grade 7	No - English Learner		12%	24%	21%	11%	31%	201/208
Grade 8	Overall		7%	13%	17%	7%	56%	286/289
Grade 8	Yes - English Learner		0%	0%	5%	5%	91%	85/88

Grade 8	No - English Learner		10%	18%	23%	8%	41%	201/201

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State Assessment Math Data, disaggregated by subgroup

Grade 6 Mathematics May 2023

Brentwood UFSD

West Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	56 42.42%	30 22.73%	38 28.79%	8 6.06%	132	34.85%
Female	28 53.85%	9 17.31%	14 26.92%	1 1.92%	52	28.85%
Male	28 35.00%	21 26.25%	24 30.00%	7 8.75%	80	38.75%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	2 20.00%	3 30.00%	5 50.00%	0 0.00%	10	50.00%
Hispanic	50 46.73%	23 21.50%	28 26.17%	6 5.61%	107	31.78%
Asian/Pacific Islander	2 40.00%	0 0.00%	3 60.00%	0 0.00%	5	60.00%
White	1 12.50%	3 37.50%	2 25.00%	2 25.00%	8	50.00%
Multiracial	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	31 30.39%	27 26.47%	36 35.29%	8 7.84%	102	43.14%
SWD	25 83.33%	3 10.00%	2 6.67%	0 0.00%	30	6.67%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	36	12	8	2	58	17.24%

	62.07%	20.69%	13.79%	3.45%		
Former LEP	4 30.77%	3 23.08%	6 46.15%	0 0.00%	13	46.15%
Economically Disadvantaged	52 45.61%	23 20.18%	32 28.07%	7 6.14%	114	34.21%

Grade 7 Mathematics May 2023

Brentwood UFSD

West Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	43 33.33%	44 34.11%	26 20.16%	16 12.40%	129	32.56%
Female	17 31.48%	23 42.59%	12 22.22%	2 3.70%	54	25.93%
Male	26 34.67%	21 28.00%	14 18.67%	14 18.67%	75	37.33%
American Indian	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
Black	4 22.22%	9 50.00%	4 22.22%	1 5.56%	18	27.78%
Hispanic	34 35.79%	31 32.63%	19 20.00%	11 11.58%	95	31.58%
Asian/Pacific Islander	2 33.33%	0 0.00%	2 33.33%	2 33.33%	6	66.67%
White	0 0.00%	4 57.14%	1 14.29%	2 28.57%	7	42.86%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	36 32.14%	38 33.93%	24 21.43%	14 12.50%	112	33.93%
SWD	7 41.18%	6 35.29%	2 11.76%	2 11.76%	17	23.53%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	28 73.68%	6 15.79%	4 10.53%	0 0.00%	38	10.53%
Former LEP	3 27.27%	3 27.27%	2 18.18%	3 27.27%	11	45.45%
Economically Disadvantaged	38 35.51%	34 31.78%	25 23.36%	10 9.35%	107	32.71%

Grade 8 Mathematics May 2023

Brentwood UFSD

West Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	37 61.67%	18 30.00%	5 8.33%	0 0.00%	60	8.33%

Female	15 50.00%	11 36.67%	4 13.33%	0 0.00%	30	13.33%
Male	22 73.33%	7 23.33%	1 3.33%	0 0.00%	30	3.33%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	5 55.56%	4 44.44%	0 0.00%	0 0.00%	9	0.00%
Hispanic	29 61.70%	13 27.66%	5 10.64%	0 0.00%	47	10.64%
Asian/Pacific Islander	3 100.00%	0 0.00%	0 0.00%	0 0.00%	3	0.00%
White	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	25 58.14%	14 32.56%	4 9.30%	0 0.00%	43	9.30%
SWD	12 70.59%	4 23.53%	1 5.88%	0 0.00%	17	5.88%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	17 70.83%	4 16.67%	3 12.50%	0 0.00%	24	12.50%
Former LEP	4 44.44%	4 44.44%	1 11.11%	0 0.00%	9	11.11%
Economically Disadvantaged	28 63.64%	11 25.00%	5 11.36%	0 0.00%	44	11.36%

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

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

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

WMS ELLs
Fall Math

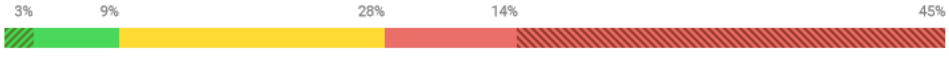
Diagnostic Results

i-Ready

School	WEST MIDDLE
Subject	Math
Academic Year	2023 - 2024
Diagnostic	1. Fall 23
Prior Diagnostic	None

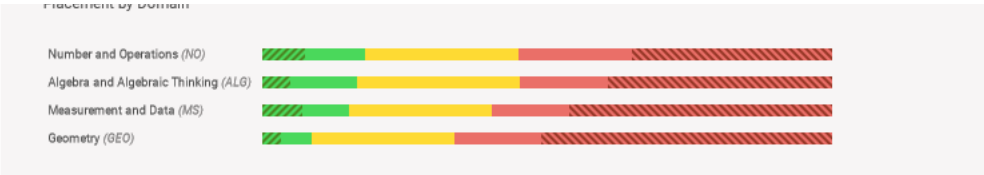
Overall Placement

Students Assessed/Total: 871/893



Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
28 Students	76 Students	247 Students	124 Students	396 Students

Placement by Domain



Switch Table View: Placement Summary | Choose to Show Results By: Grade | Secondary Demographic to Show Results By: English Learner

Showing 12 of 12

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade 5	Overall		0%	0%	0%	0%	100%	1/4
Grade 5	Yes - English Learner	–	–	–	–	–	–	0/1
Grade 5	No - English Learner		0%	0%	0%	0%	100%	1/3
Grade 6	Overall		2%	9%	34%	16%	40%	302/304
Grade 6	Yes - English Learner		0%	1%	17%	13%	69%	100/100
Grade 6	No - English Learner		2%	13%	42%	17%	25%	202/204
Grade 7	Overall		2%	10%	29%	13%	45%	286/6

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Diagnostic Results

i-Ready

School	WEST MIDDLE
Subject	Math
Academic Year	2023 - 2024
Diagnostic	1. Fall 23
Prior Diagnostic	None

Grade	All	Overall Grade-Level Placement						Students Assessed/Total
Grade 7	Yes - English Learner		0%	0%	12%	11%	77%	84/88
Grade 7	No - English Learner		3%	15%	36%	14%	31%	202/208
Grade 8	Overall		6%	6%	22%	14%	52%	282/289
Grade 8	Yes - English Learner		0%	0%	3%	6%	91%	86/88
Grade 8	No - English Learner		8%	9%	30%	17%	35%	196/201

Survey Data

Include/Copy/Paste data that summarizes the need(s) identified in last school year's *School Performance Scan (Data Triangle)* surveys. It is not necessary or advisable to include all raw data. Only include data from other sources that illustrate student need.

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

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

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

- Subgroup averages
- Subgroup gaps
- Subgroup trends

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

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

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

IReady Diagnostic Fall 2023 - September

Around one-third of the student population at West Middle School consists of English Language Learners (ELLs).

In September 2023, 95% of ELLs scored two or more grade levels below their current grade on the Reading section of the IReady Diagnostic. In contrast, 47% of non-ELL students scored at the same level. There is a 28% disparity between ELL and non-ELL students who performed at grade level. The IReady Instructional Grouping data indicates that vocabulary poses a significant challenge for the majority of ELLs, affecting their reading comprehension skills. This pattern is evident across all three grades.

For the Math section of the IReady Diagnostic, 89% of ELLs scored two or more grade levels below their current grade in September 2023, while 47% of non-ELL students scored at the same level. There is an 18% gap between ELL and non-ELL students performing at grade level. The Instructional Grouping data reveals that the majority of ELLs struggle with numbers and operations, which impacts their proficiency in other mathematical domains. This trend is consistent across all three grades.

Our schoolwide plan for the 2023-2024 academic year will prioritize addressing the achievement gaps in vocabulary acquisition, reading comprehension, and numbers and operations for ELLs at West Middle School.

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

After disaggregating and analyzing 2022-2023 State ELA and math assessment results and the local assessment data provided above, it was evident that there is an achievement gap between the performance of the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing the 2022-2023 School Performance Scan (Data Triangle) surveys, it was evident that the majority of all students only somewhat agree with the statement, "My family helps at home with school work." Our *2023-2024 schoolwide plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "My family helps at home with school work."*

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

-

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

-

2023-2024 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	ELLs	Language Acquisition Skills, Vocabulary, Reading Comprehension
2.	ELLs	Math Concepts and Skills, Numbers and Operations
3.	All Students	Supporting families with helping their children at home with school work
4.		

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 31.1 established in May, 2023 to 39.85 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 74.88.

By June, 2024, All Students in Grades 6-8 will show an increase in NYSED's ELA Achievement Index from a baseline of 44.9 established in May, 2023 to 53.10 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 85.92.

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:

By June 2024, 60% of the English Language Learners (ELLs) at West Middle School will reach "annual typical growth" as measured by the iReady Reading Diagnostic and 22% of the English Language Learners (ELLs) will reach their " annual stretch growth." Students are assessed 3X per year in Fall, Winter, and Spring. This goal is based on a 5-year gap reduction plan where 75% of our ELLs will meet "annual typical growth" and 45% will meet "annual stretch growth" as per iReady diagnostic data. This plan projects a 6% yearly increase in student performance by ELLs.

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 39.2 established in May, 2023 to 47.62 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 81.36.

By June, 2024, All Students in Grades 6-8 will show an increase in NYSED's math Achievement Index from a baseline of 60.5 established in May, 2023 to 68.08 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 98.4.

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:

By June 2024, 58% of the English Language Learners (ELLs) at West Middle School will reach "annual typical growth" as measured by the iReady Math Diagnostic and 50% of the English Language Learners (ELLs) will reach their " annual stretch growth." Students are assessed 3X per year in Fall, Winter, and Spring. This goal is based on a 5 year gap reduction plan where 80% of our ELLs will meet "annual typical

growth" and 29% will meet "annual stretch growth" as per iReady diagnostic data. This plan projects a 5% yearly increase in student performance by ELLs.

Survey Goal

By June 2024 West Middle School will show a 10% increase in the percentage of respondents who strongly agree or agree with the statement, "student behavior does not interfere with instruction" from 23.5% to 33.5% as measured/indicated by 2023-24 School Performance Scan. This survey is given yearly.

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**
- **The table below is populated with placeholders. Please customize the strategies for principals and teachers for your school! Feel free to add to/delete from the strategies for teaching assistants, social workers, and psychologists as well.**

Staff:	High-Leverage, Schoolwide Strategies to Ensure Goal Attainment
Principals:	• Professional Learning Experiences (PLE) • Cultivating an equity lens
Teachers:	• Project-Based Learning, IDE Corp • Restorative Justice Ed; Restorative Practices • Microsoft TEAMS and BUFSD District Apps • Teacher Workspace Training • Cultivating an equity lens • Language Acquisition Vs. Learning Disabilities • Collins/SIOP writing model • Use of online reading programs such as I-Ready • Ongoing assessment of students performing below grade level using the Fountas and Pinnell Benchmark System • Leveraging electronic resources from the Go Math curriculum • IXL Math • Sonday System for phonics remediation • Read180 for students performing below grade level in Reading
Teaching Assistants:	• Teaching Assistants will work with individual and small groups of students to ensure that students with disabilities reach their individual IEP goals • 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 building team as well as 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)]*:

- **Copy/paste a bulleted list of PD that is aligned to support improved capacity to implement the strategies identified above. There should be a 1:1 correlation between the prioritized strategies above, and the PD listed below. SEE PLACEHOLDERS BELOW. PLEASE CUSTOMIZE FOR YOUR SCHOOL.**

Professional Development
BrainPower Workshop
Not Just a Purple Dot – Spec Svcs.
AI for Classroom Engagement
Project Based Learning
Microsoft TEAMS and BUFSD apps
Intro to Cricut for Classroom Env.
Canva for the Ed. Professional
Restorative Practices - Classroom
IXL Teacher Training
My Perspectives Curriculum Training
Branching Minds Data Training

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:

- Include a bulleted list of before-/after-school activities designed to ensure both interim and ultimate goal attainment
- High Dosage Tutoring
- Math Academy
-

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 - West Middle School

Allocations	Specific Expenditure	Rate of Pay	Project Salary
Title I A	Salary & fringe - AIS Teachers - Teacher's On Special Assignment.	Varies	$ 98,740
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	Varies	$ 1,222

	= $1,222/school.		
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:	**$ 136,273**
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.

- Include a bulleted list of parent/family engagement activities which, specifically, support SIT goal attainment
- "Meet the Teacher" Open House Night
- WMS Horror Night
- WINGO Night

2023-2024 School-Parent-Student Compact

West 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

West 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;

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

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

- Each year, our first graders are invited to visit their classrooms prior to the opening of school. This event offers the children an opportunity to familiarize themselves with the building, receive requested materials, and meet their teacher in a comfortable setting. The administrative team is available to greet these families as they arrive and depart. For the 2023-24 school year, parents will be invited to come to the school with their 1st grader for a brief presentation from the building administrators. Students will then be invited into their first-grade classroom to meet the teacher.
- During the year, when a new student arrives to our school, the front office distributes necessary paperwork to the parent/guardian, including the school contact information, student emergency sheet, nurse's emergency card, application for free and reduced priced meals, and school compact form. The families have the opportunity to meet either the principal or the assistant principal. The student and parent/guardian is guided to the nurse's office. Upon completion of forms in the nurse's office, the student and parent/guardian are escorted to the classroom to meet the teacher. Secretaries are bilingual; therefore, information can be provided in the family's home language (English or Spanish options). If students are in need, school supplies may be provided.
- In 2023-2024, the BUFSD will continue to provide "Kindergarten Jumpstart" during the summer to ensure effective transitions and readiness for kindergarten!

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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