

# 2025-2026 SIT/Schoolwide Plan – South Middle School

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2025-2026

Name of School:	South Middle School
Principal:	Barry Mohammed
Assistant Principal(s):	Kathleen Barber and Kathleen Hudzik
SIT Co-Chairs:	Gregory Walter Kayla McNaughton
Grades Served:	6-8

## 2025-2026 Staff List

SOUTH MIDDLE SCHOOL STAFF DEPARTMENT LISTING 2025-2026			
Barry Mohammed, Principal - Kathleen Barber, Assistant Principal - Kathleen Hudzik, Assistant Principal			
<b>6th Grade</b>	<b>Mathematics</b>	<b>Music</b>	<b>Health</b>
Bartolomeo, Joanne	Dietrich, Anika 8	Berman, Shawn 6	Adamiakiewicz, Felix 7
Kelly, Steven	Gildersleeve, Catherine 7	Devassy, Emmanuel 7/8	Reisig, Nicholas 7
Kolar, Kathryn	Kassebaum, Dana 7/8	DiVito, Alexandra 7/8	Zapolski, Laurie 7
Lorefice, John	Nolan, Holly 7	Hartman, Brad 6	<b>Art</b>
Lynch, Gabriella	Tidridge, Jaclyn 8	Mallalieu, Steven	Ortiz, Brian 6/7/8
McNicholas, Meghan	Vighi, Garrett 8	McCullagh, Danielle 6/7/8	Winter, Regina 6/7/8
Oven, Kevin	<b>Science</b>	Schmitt, Marybeth 7/8/UG	.4 TBD
Razza, Frank	Bruinsma, Shari 7	<b>Special Education</b>	<b>Careers</b>
Richter, Daniel	Culley, Keith 8	Carnuto, Desiree	Lent, Noel 8
Rotolo, Joseph	Kozub, Kevin 8	Corrao, Christopher 7/8	Farren, Michelle (Hehn, Leah 6/8)
Weinstein, Alan	Reingold, Stuart 7	Dolan, Emily 6th	<b>Guidance</b>
<b>English</b>	Skadi, Russell 8	Eady, Felisha 7/8	Adame, Olga
Baskurt, Krystin 8	Spance, Jeffrey 7	Gallagher, Michelle 7/8	Ildefonso-Pabno, Yanira
Brennan, Steven 8	<b>Social Studies</b>	Gomez, Erica 6	Legler, Lori
Goodman, Jason 7	Desimone, Melissa 8	Koehler, Kathleen 7	Monst, Sophia
Herrera, Melissa 7	Flocco, Thomas 7	Porter, Rhonda 6	<b>Psychologist</b>
Murphy, Laura 7/8	Miller, Jennifer 7	Stone, Carl 7/8	O'Rourke, Alexa
Tom, Jayne 7	Huara, Brianna 8	Thomas, Diamond 7/8	<b>Social Worker</b>
Verstraten, Robert 8	<b>Foreign Language</b>	Trimboli, Jillian UNG	Panora, Eliana
<b>ENL</b>	Camarco, Michelle 7	<b>Physical Education</b>	<b>Behavioral Specialist</b>
Collins, Ken 7	Citrin, Lloyd 7	Burchsted, Marisa 6/8	Schrank- Krupa, Christie T/Th/F
McGee, Suzanne 7	Guzman, Bethzayda 7/8	Condon, Joseph 6/7/8	<b>Speech Therapist</b>
McKeever, Colleen 6/8	Edouard, Erica 7/8	Fredrickson, Meghan 7/8/UG	Federico, Alyssa
Orlando, Angela 6/8	Mejia, Daniel 8	Gutierrez, Elias 8	Kim, Francisca
Rubino, Paula 7/8	Zolezzi, Daniela	Kuhlemeier, James 6/7	<b>Nurse</b>
<b>Bilingual</b>	<b>Librarian</b>	<b>Technology</b>	Gonzalez, Sandra
Melendez, Wendy 6	McNaughton, Kayla	Sepaul, Derrick 6/7	<b>RTI</b>
Mohan, Melissa 6	<b>Teacher Assistants</b>	Smith, Brian 6/7	Carpenter, Raquel (ELL Specialist)
Paredes, Isis 6	Alarcon, Denise	<b>Business</b>	Fensterer, Diane
Rosario, Elvys 7/8	Bagum, Mst	Tavantzis, Evangelia 8	Gagliardi, Michael (Sp. Ed.)
Tejera, Maria 7/8	Castro, Jillian	Trapani, Maria 8	Sonntag, Tracy
Yasquez, Janery 7/8	Guevara, Cindy	<b>Secretarial</b>	<b>AIS</b>
<b>ICC Coach/ Restorative Practice</b>	Kadir, Agustina	Edwards, Elizabeth	Buck, Jennifer (Math)
Walter, Gregory	Keedath, Yasmine	Espinal, Vanessa	Mishkin, Tracy (ELA)
<b>Monitors</b>	Ortiz, Annette	Oliver, Tomika	Avila, Karen 6 (DL)
Azcona, Ana	Sealey, Keshia	Ruiz, Carlos	Azzizzo, Jacqueline (DL)
Azcona, Ana	<b>Communications Aid</b>	Zayas, Janette	<b>Perm Subs</b>
Castaneda, Rosaurs	Orellana, Henry	<b>Custodial</b>	Gonzalez, Juan
Colon, Shayla	<b>Kitchen</b>	Bell, Gregory	Hennis, Sean
Daly, Collette	Avila, Martha	Boine, Rich	Lorefice, Peter
Feliz, Teodora	Chavez Alvarenga, Erika(Cook)	Gustafson, Keith	Syrop, Brendan
Findel, Michele	Gonzalez, Suhail	Hodge, Brandon	<b>Security</b>
Galucci, Brigida	Maldonado, Claudia	Jean Pierre, Christopher	Bright, Edward
Goins, Melissa	Martinez, Yuly	McMillan, Damien	Davis, Nikita
Hayes, Marie (Health Aide)	Vallecillo, Ana	Medina, Maryann	
Jamison, Katrina	West, Sonia	Morrow, Rasheed	
Ortiz, Luz	Zelaya, Alba	<b>OT/PT</b>	
<b>Monitors</b>		Byrte, Jillian T,Th/ F	
Pickett, Destiny		Maganai, Debbie T/W	
Romero De Gueva, Ana			
Shahid, Meena			
Cordova, Andrea			
Soto, Hector			

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)
<b>*All Students</b>	<b>975</b>	<b>322</b>	<b>6</b>	<b>299</b>	<b>340</b>	<b>8</b>
Female	497	166	3	162	161	5
Male	478	156	3	137	179	3
*American Indian/Alaska Native	6	2	0	1	3	0
*Black	23	20	1	21	31	0
*Hispanic	858	284	5	264	297	8
*Asian/Pacific Islander	17	7	0	6	4	0
Asian	16	6	0	6	4	0
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0
*White	15	6	0	6	3	0
*Multiracial	6	3	0	1	2	0
General Education Students	815	276	0	257	282	0
*Students with Disabilities	160	46	6	42	58	8
Former Students with Disabilities	12	3	0	4	5	0
Not English Language Learner	733	232	3	229	266	3
*English Language Learner	242	90	3	70	74	5
Formerly English Language Learner	227	77	0	77	73	0
*Economically Disadvantaged	894	298	6	278	304	8
Not Economically Disadvantaged	81	24	0	21	36	0
Not Migrant	975	322	6	299	340	8
Homeless	7	1	1	1	4	0
Not Homeless	968	321	5	298	336	8
In Foster Care	1	0	0	0	1	0
Not in Foster Care	974	322	6	299	339	8
Parent Not in Armed Forces	975	322	6	299	340	8

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

2025-2026 District Vision Statement

**Graduation PLUS +**

***Upon Graduation, BUFSD students will be empowered to enter the workforce with the appropriate skills, certification, or licensure, or be enrolled in a post-secondary program of study. Individual success pathways will be aligned to students' strengths, preferences, and interests, equipping them to lead productive, meaningful, and joyful lives.***

2025-2026 School Vision Statement (if applicable)

At South Middle School, we will provide a comfortable climate where both the mind and body of every child can thrive and reach his or her fullest potential. We feel that the most important people in our school are the students, and the most important activity is effective teaching to ensure successful learning for all our students.

2025-2026 School McKinney-Vento Plan:

Our 2025-2026 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 Lori Legler.

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	7
Children in Foster Care	1
Migrant Students	0

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/16/25 Refresh]

**SIT Plan Development – Consultation and Collaboration**

Our 2025-2026 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 2025-2026 SIT members below:

Title:	Name:
Parents (More than 1)	Shekiah Johnson, President PTA  Dominique Williams, Vice President PTA
Members of the Community to be served	
Teachers-SWP Sub Committee	Gregory Walter, SMS SIT Co-Chair Kayla McNaughton, SMS SIT Co-Chair  Jaclyn Tidridge, Math Teacher Maria Tejera, Bilingual Teacher Marybeth Schmitt, General Music Teacher Tracey Sonntag, MTSS Math Teacher
Principals	Barry Mohammed, Principal Kathleen Barber, Assistant Principal Kathleen Hudzik, Assistant Principal
Other School Leaders	
Teaching Assistants	
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Trish Brockbank, Coordinator of ELA and Social Studies Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	Laurie Zapolski, Data/Binder Support
Other School Staff *	

Students (for a secondary school)	
Other individuals determined by the school	

\* if appropriate

**Comprehensive Needs Assessment**

**Needs Assessment Data**

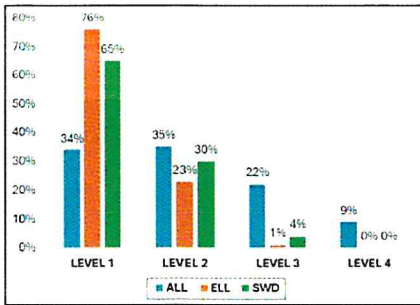
Our 2025-2026 SIT plan is based on a comprehensive needs assessment that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of students who are failing, or are at-risk of failing, to meet the challenging 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)*.

English Language Arts (ELA) Performance

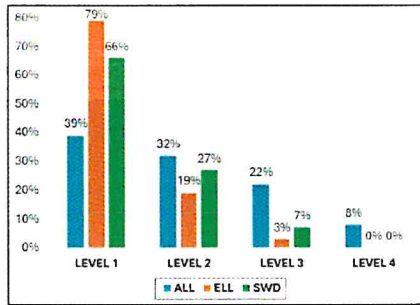
State Assessment ELA Data, disaggregated by subgroup

**SMS/DISTRICT: GRADE 6 STATE ELA**

**SOUTH MIDDLE**

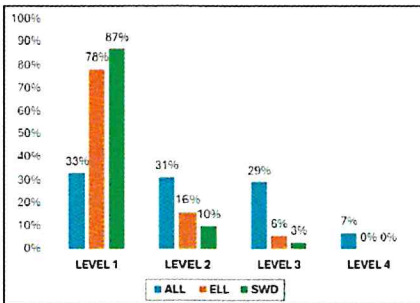


**DISTRICT**

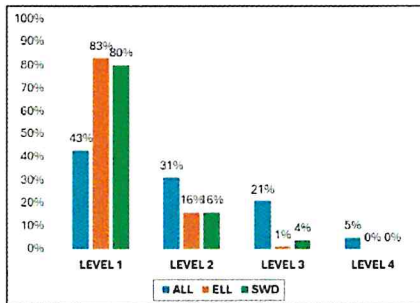


**SMS/DISTRICT: GRADE 7 STATE ELA**

**SOUTH MIDDLE**



**DISTRICT**



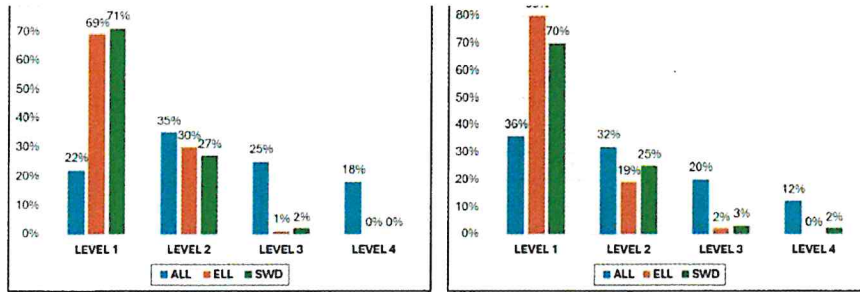
**SMS/DISTRICT: GRADE 8 STATE ELA**

**SOUTH MIDDLE**



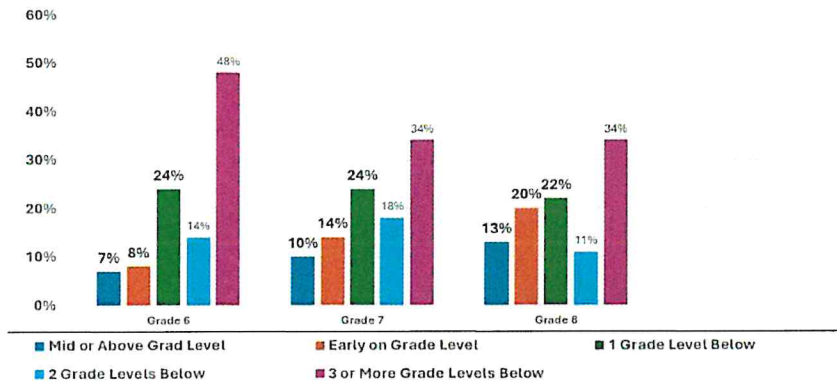
**DISTRICT**





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

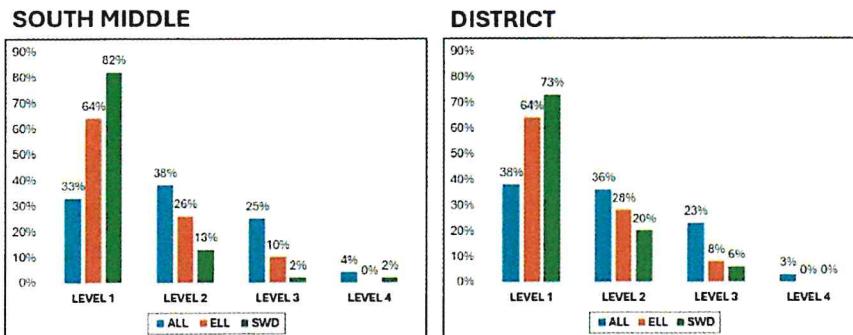
## I-Ready Diagnostic Results



### Mathematics Performance

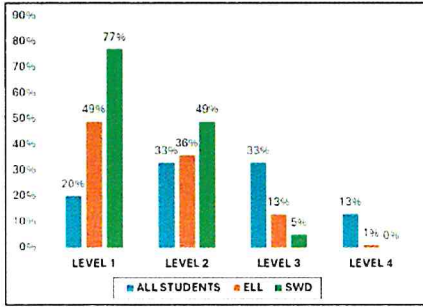
State Assessment Math Data, disaggregated by subgroup

## SMS/DISTRICT: GRADE 6 STATE MATH

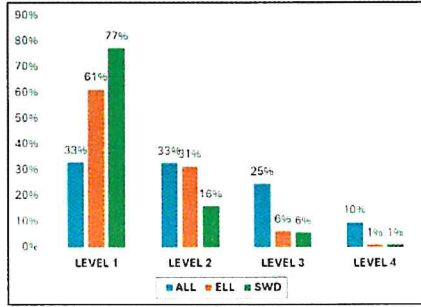


## SMS/DISTRICT: GRADE 7 STATE MATH

### SOUTH MIDDLE

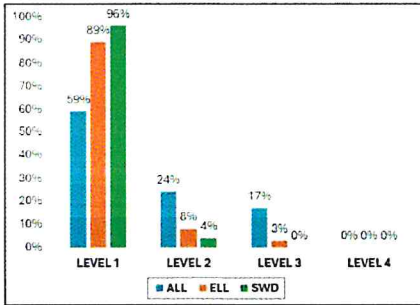


### DISTRICT

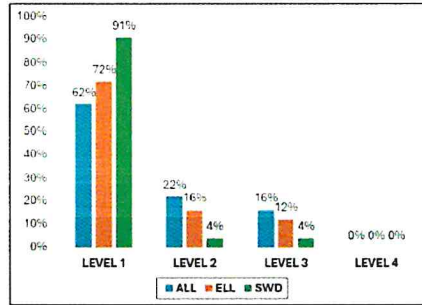


## SMS/DISTRICT: GRADE 8 STATE MATH

### SOUTH MIDDLE



### DISTRICT



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

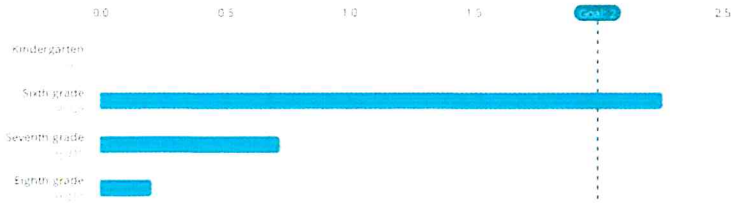
Skills proficient per student per week



Group by: Grade

Apply changes

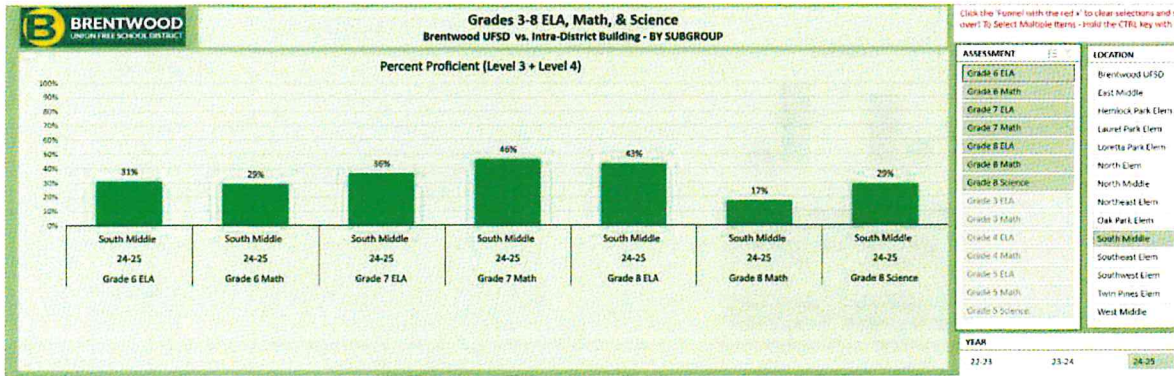
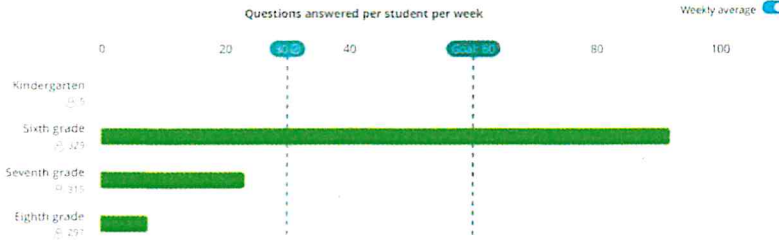
Skills proficient per student per week



Questions answered per student per week

Total questions answered: 255,851

Total time spent practicing: 2,293 hours



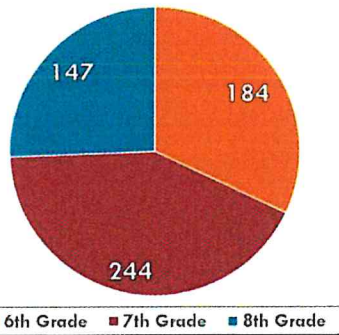
Surveys

Survey Data

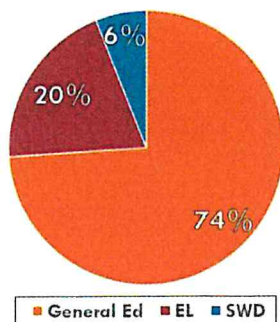
SOUTH MIDDLE SCHOOL  
WINTER STUDENT SURVEY

FEBRUARY 2025

575 STUDENTS RESPONDED

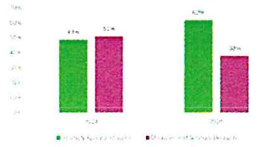


STUDENT SUBGROUPS REPRESENTED



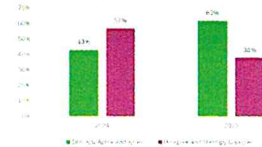
## TEACHER PERCEPTION

Teachers at South Middle understand my problems



2024	2025
Strongly agree and Agree 49%	Strongly agree and Agree 62%
Disagree and Strongly Disagree 51%	Disagree and Strongly Disagree 38%

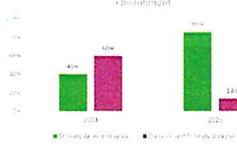
It is easy to talk to teachers at this school



2024	2025
Strongly agree and Agree 43%	Strongly agree and Agree 62%
Disagree and Strongly Disagree 51%	Disagree and Strongly Disagree 38%

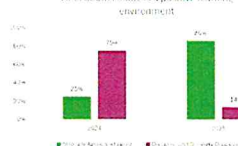
## SCHOOL ENVIRONMENT

Classroom environment addresses my child's educational needs



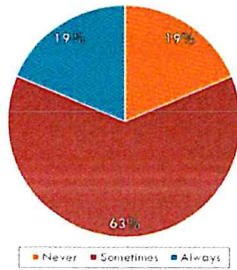
2024	2025
Strongly agree and Agree 40%	Strongly agree and Agree 86%
Disagree and Strongly Disagree 60%	Disagree and Strongly Disagree 14%

School South Middle is a positive learning environment

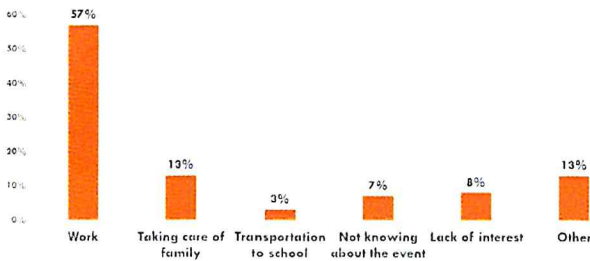


2024	2025
Strongly agree and Agree 25%	Strongly agree and Agree 86%
Disagree and Strongly Disagree 75%	Disagree and Strongly Disagree 14%

## HOW OFTEN DO YOUR PARENTS COME TO SCHOOL EVENTS?



## WHAT DO YOU THINK PREVENTS YOUR PARENTS FROM COMING TO SCHOOL EVENTS?



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

The comprehensive needs assessment conducted at South Middle School revealed significant academic disparities among student subgroups, particularly English Language Learners (ELLs) and Students with Disabilities (SWDs). The data showed that a majority of ELL and SWD students consistently scored at Level 1, indicating performance below proficiency.

Despite these challenges, the assessment identified several strengths. There was modest growth in higher performance levels among general education students, particularly in Grade 8 ELA. The school also demonstrated a strong commitment to data-driven decision-making, with consistent data collection and subgroup analysis.

In alignment with the Every Student Succeeds Act (ESSA), the school has prioritized support for economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Language Learners. The school's priorities moving forward include improving instructional practices, increasing access to academic support, and fostering inclusive learning environments to better serve all students, particularly those in the identified subgroups.

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

- Instructional leadership
- Targeted professional development
- Effective use of technology
- School Culture and Climate
- Student of the Month Breakfasts
- Attendance Improvement Assemblies
- Use of Success Criteria
- Use of Anchor Charts
- Before and After-School High Dosage Tutoring
- Student Voice
- Before and After-School Clubs
- After-School Events

**School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs in 2025-2026):**

- Professional Development in support of Academic Goals
- New Teacher professional training on District programs and initiatives
- New Teacher collaboration with Senior teachers
- School-wide academic language acquisition and comprehension strategies
- Team building for teachers and staff
- Increased school safety and security
- Increased common planning and department collaboration
- Administration and department contact person collaboration

**2025-2026 Schoolwide Plan Priorities**

- When students experience a sense of psychological safety and belonging within the educational environment—fostered by supportive interactions with teachers and staff—their school attendance rates tend to increase. This heightened attendance positively correlates with improved academic performance, as evidenced by higher grades and enhanced standardized test scores. Additionally, when teachers and staff work in a warm, inviting workspace that promotes high morale, their engagement and effectiveness increase, further contributing to a positive school climate and better student outcomes.

	Subgroup:	Priority Area:
1.	ELLs	Support the growth of an inclusive environment
2.	SWD	Improve and expand on social-emotional learning
3.	7-8 grade students	Expanding student skills related to critical thinking, studying, and organization
4.	All Students	Continue to increase engagement practices across all subject areas

**2025-2026 SIT Goals**

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals<sup>[2]</sup>. State-level goals are derivative of data that inform the New York State Education Department's system of institutional accountability, such as State ELA/math exam results, NYSESLAT, and/or ESSA Indicator data (i.e., performance, growth, etc.). As these types of data may only be monitored on an annual basis, aligned local goals, which may be monitored throughout the year, have been developed to ensure that State-level goals are on a trajectory to be met. The review of local goals throughout the year will allow the SIT team to consider different or additional intervening strategies to support sub-group or individual student growth on an ongoing basis. Moreover, 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 State-level and local ELA and math goals, along with the survey goal, identified in this plan are informed by our school's 2025-2026 Schoolwide Plan priorities listed above. The goals are designed to be meaningful, consequential, ambitious yet reasonable, sustainable, and motivating.

### English Language Arts (ELA) Performance Goals

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

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

By June 2026, Students with Disabilities (SWD) will show an increase in proficiency from 18% performing at Levels 3 and 4 on the Grade 8 State ELA assessment in 2024–2025 to 20% performing at Levels 3 and 4 in 2025–2026, as measured by the Grade 8 State ELA assessment, administered annually

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

- By June 2026, the 6<sup>th</sup> grade will show an increase in proficiency from 7% performing at or above grade level in 2024–2025 to 10% performing at or above grade level in 2025–2026, as measured by the I-Ready Diagnostic assessment, administered three times per year.

### Mathematics Performance Goals

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

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

By June 2026, Students with Disabilities (SWD) will show an increase in proficiency from 1% in 2024–2025 to 5% in 2025–2026, as measured by the Grade 7 State Math assessment, administered annually.

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

By June 2026, the All Students subgroup will show an increase in proficiency from a baseline of 1.1 skills proficient per student per week in 2024–2025 to 1.5 skills proficient per student per week in 2025–2026, as measured by the Skills Proficient Per Student Per Week assessment, administered weekly.

### Survey Goal

By June 2026, the All Students subgroup will show an increase in positive school climate perception from 86% agreeing or strongly agreeing in 2025 to 90% in 2026, as measured by the School Environment and Teacher Perception assessments, administered annually.

### Schoolwide Strategies

#### Schoolwide Strategies to Ensure Goal Attainment

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

#### Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

#### Schoolwide Improvement Strategies

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

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment

- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies
- Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)

**The Four Tenets of Graduation PLUS +**

**Success Pathways**

- Naviance
  - Beginning in 6th grade, students use this program to align strengths and interests with future college and career goals.
- Junior Achievement Inspire
  - Students attend a virtual career fair and are able to chat with companies and learn more about them.
- Creation of a School Store
  - Real-world business experience through 8th grade business classes. (Anticipated opening January 2026)
- Introduction of SMS Student Ambassadors
  - Students will take a leadership role in the school by welcoming new students, participating in school initiatives, and serving as role models for their peers
  - Junior Achievement High School Heroes 8<sup>th</sup> grade students are trained and go into the elementary schools to teach financial literacy concepts

**Growth Culture**

- Celebration of Academic Growth
  - Recognize students not just for achievement but for measurable growth, especially among SWD and ELL subgroups.
    - Attendance Assemblies to recognize most improved and perfect attendance
- Teacher Collaboration Time
  - Schedule regular interdisciplinary planning sessions to support consistent PBL implementation and enrichment.
- Student of the Month
  - Quarterly breakfast celebration for all nominees, parents/guardians are invited to attend as well as legislators and administration.
- Restorative Practices
  - Students engage in restorative circles and are able to speak and be heard regarding concerns they have, changes they would like, and positive prospectives.

**Meaningful and Relevant Instruction and Assessment**

- Professional Development
  - Focused on supporting ELLs and leveraging linguistic strengths.
- Culturally Responsive Curriculum Enhancements
  - Integrate texts, projects, and discussions that reflect students' backgrounds and community.
- Peer Tutoring
  - Builds confidence and academic support in math.
- High Dosage Tutoring/Math Academy
  - to help students struggling with academics with 1:1 or smaller group instruction to address a struggling skill.
- Restorative Practices
  - Teachers attend trainings on how to successfully implement restorative circles into their classroom discussions and instruction.
- G.R.E.A.T. Program
  - The Suffolk County Sherriff's department comes into South Middle to speak to the students on various topics that could impact their futures.
- The Power of Words

**Empowered Stakeholders**

- Attendance Team
  - Identifies and supports at-risk students to improve academic and social-emotional outcomes.
    - Attendance assemblies to recognize students
    - Attendance dinners to help families understand the importance of school attendance
- Parent Event Participation Incentives
  - Address low attendance by offering flexible scheduling, virtual options, and recognition for involvement.
    - Virtual options were introduced in 24-25 to help increase family participation
- Student News Room Club Expansion
  - Extend live streaming to include student-led interviews, school news, and community features to deepen engagement.
    - Bi-Weekly ParentSquare newsletter to keep family and community members updated on what is happening in South Middle
- Cultural Inclusive Celebrations hosted by South Middle School
  - Open School Night
  - Hispanic Heritage Night
  - Touch a Truck
  - Pancake Breakfast

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|--|--|
| <ul style="list-style-type: none"> <li>o Students are exposed to historical events impact the language and the meaning behind word origins and how they are impacting the youth today</li> </ul> | <ul style="list-style-type: none"> <li>o Winter Concerts (Chorus, Band, Orchestra)</li> <li>o Black History Night</li> <li>o Women's Day Event</li> <li>o Talent Show</li> <li>o Spring Concerts (Chorus, Band, Orchestra)</li> <li>o School Musical/Play</li> <li>o 5<sup>th</sup> Grade Orientation for students &amp; families</li> </ul> |
|--|--|

#### Planned ELA Professional Development for 2025-2026

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

- Savaas My Perspectives digital platform training
- Quizalize Training
- I Am, We Are (DASA with Amanda Chansingh/Paul Forbes)
- Read180 Updated Digital Platform Training
- Science Conference (STANYS) at Brookhaven National Lab
- SORA by OverDrive
- Branching Minds

#### Planned Math Professional Development for 2025-2026

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

- IXL Data Analysis Training
- Eastern Suffolk BOCES "Teaching Problem Solving in Math"
- Oyo Class Drone Training
- Oyo Class Artificial Intelligence Training

#### Plans to Increase Learning Time Beyond the Instructional Day in 2025-2026

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 State-level and local goal attainment.

- Girls Inc
- Friendship Club
- MS CEO Club
- Bilingual Buddies
- My Brothers Keeper
- Rock Art Studio
- Homework Lounge
- Math Olympiads
- Breakfast and Books
- SMS Student Ambassadors
- Newsroom
- History's Unsolved Mysteries
- Language Friends
- Crochet Club
- Music and the Movies
- Woodshop Basics and Crafts
- Student Council
- Jazz Ensemble
- Science Olympiads
- Academic Club
- National Junior Honor Society
- Student Government
- Cheerleading

#### Plans to Increase Parent and Family Engagement in 2025-2026

The Brentwood Union Free School District and the Board of Education believe that the involvement of parents in the education of their children is a necessary and desirable part of the children's total educational development. As a result of this belief, parents and family members are encouraged to participate in the development and regular review of our school's SIT plan (*ESSA Section 1114(b)(iii)*). The *School-Parent-Student Compact* listed below represents parent/family participation in, and ongoing cooperation with, the implementation of our school's 2024-2025 Schoolwide/SIT plan.

- o YES Family Night
- o School Concerts
- o School Musicals/Plays
- o Ethnic and Cultural Celebrations
- o Talent Show
- o Moving up Ceremony
- o 5<sup>th</sup> Grade Orientation
- o Live Streaming of SMS events
- o Pancake Breakfast
- o Attendance Parents Dinner

**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:

2025-2026 ESSA Title I Budget - South Middle School			
Code	Specific Expenditure	Rate of Pay	Project Salary
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	\$89,115
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school	Contractual	\$8,809
1500 - Salaries	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,471
1500 - Salaries	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,976
1500 - Salaries	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$329
1500 - Salaries	Middle School Before/After School AIS/Academic Enrichment Program Teachers and Tutors. 764.7 hrs X \$56/hr = \$42,824 / 4 middle schools = \$10,706/school. School-based discretion for the development of supplemental, Title IA Programs.	\$56.00	\$10,706
Code 4000 - Purchased Services	Title I parent and family engagement workshops, attend conferences, funds for all schools to increase parental engagement and knowledge of Title I programs. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 5000 - Supplies and Materials	Parent and Family Engagement Supplies and Materials. \$20,774 / 17 schools = \$1,222/school for parent and family engagement activities. School-based discretion for the development of supplemental, Title IA Programs.	School Specific	\$1,222
Code 8000 - Benefits	Employee Benefits for non-contractual middle school Title I services (rows 5 through 9, above).	Contractual	\$5,825
Code 8000 - Benefits	Employee Benefits. AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual	\$48,374

<b>Code 9000 - Indirect Cost</b>	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598
<b>Title I Sub-total:</b>			\$35,158
<b>Title I Total w/ Salaries &amp; Fringe:</b>			\$172,647

#### 2025-2026 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 the 2025-2026 school year.

#### 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);
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;

[1] Update Topics throughout the year, as necessary. Indicate dates of formal review and revision of SIT goals (at least 3x's per year). **All meeting agendas, minutes, and sign-in sheets must be maintained in the Binder SIT-SWP Meetings tab.**

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