

2025-2026 SIT/Schoolwide Plan – West Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation: 2025-2026

Name of School:	West Middle School
Principal:	Vincent Autera
Assistant Principal(s):	Stacey Powell & Christopher Moraitis
SIT Co-Chairs:	Tara Lallbachan, Thomas Fallon
Grades Served:	6-8

2025-2026 Staff List

FACULTY
AND STAFF

West Middle Staff

2025-2026

Administration

Vincent Autera
Stacey Powell
Chris Moraitis

Art

Toniann Mannino
Claudia Genna

Attendance

Santiago Quintana

Clerical

Marie Cagnard
Pricilla Gutierrez (Senior)
Victoria Miranda
Elizabeth Piccirillo Baez
(Senior)

Business

Joan Craig

Communication Aide

Gerald Miranda

Custodial

Javier Aguirre – PM Senior
Jabari Brown
Matthew Lopez

Jonathan Merced

Mark Oquendo

Wesley Price Jr.

Luis Rodriguez- Chief

Minerva Tejada

English

Amy Beyer

Katie Gordon

Tracy Kolar

Amanda Muller

Samantha Murray

ENL

Lisa DiOrto-Anderson

Danielle Grunert

Brice Harvey

Chantel Mastorakos

Priscilla Olberding

Dahiana Socho

Guidance Counselors

Milagros De La Concha

Yanira Ildelfonso-Patino

Emelin Taveras

Kevin Whitaker

Health

Thomas Arelt

Home & Careers

John Kaplan

Allison Spinelli

Kitchen

Sandra Alfaro - Head Cook

Wendy Cabrera-Molina

Claudia Canales

Alta Peralta

Maria Salmeron

Yolma Velasquez

Aneita Wilson

Library-Media Specialist

Tara Lallbachan

LOTE

Francia Cortes- NLA

Myriam Cruz Morante

Kathleen Edwards

Melanie Edwards

Martha Garcia - NLA

Jessica Heil

Erika Peralta

Susan Santana

Mathematics

Rosemary Alvarez-BIL

Sylvia Dunne

Victor Farfan - BIL

Jennifer Kaplan

Michele Leschik

Alison Stark

Debra Zappia

Monitors

Maureen Bauer

Odilia Cohen

Sabiha Farooq

Kevin Gomez

Adiana Ruiz

Stacy Santana

Music

Nicholas Baerenklau

Michael Eipper

Quincy Geismar

Maria Gracia

Ian McLaughlin

Nurse

Rebecca Arroyo-Aguirre

Nurse Assistant

Suzanne Krausch

OT/PT

Melissa Fenton

Physical Education

Theresa Brown

Elias Gutierrez

George Wichelns

Jason Woolley

Resource Room

Angela Diclemente

Carmela Fazio

RTI / MTSS

Jacqueline Babyak

Thomas Fallon

Kelli Kleemann

School Psychologist

Emely Trinidad

Dangely Abreu

Social Workers

David Bracero

Science

Shari Bruinsma

Jannine Corso

Hope Delemo

Laura DeMarco - BIL

Hector Gamboa - BIL

Catherine Lewis

John O'Neill

Social Studies

Renee Bussa

Al Carvalhoira

Dave Corporan - BIL

Amanda Kehoe

Robert Palminteri

Betsy Gonzalez - BIL

Special Education

Erica Chesler (ICT)

Stacey DeGorter

Ashley Dunn (CWC)

Eliza Galehin

Michael Germer

Kim Johnson

Frances Negron

Kathryn Parvis

Elana Spahn

Courtney Tronolone

Suzannah Wood

Speech

Rebecca Clark

Emely Kang

Teacher Aide

Brian Castillo Jimenez

Rosaura Espinal Espinal

Silenia Haglund

Eduwin Rivera

Angela Tobar Cajas

Teaching Assistants

Estela Barahona

Maryanne Byrus

Suzanne Conway

Clara Gomez

Marie Jean Jacques

Susan Mackenzie

Rebecca Minelli

Mary Pleva

Lizardo Soto

Patricia Valladares

Leticia Velasquez

Dawn Wellington

TOSA

Kevin Coyne

Karen Morgan

Technology

Devin Lafler

Kristofer Fetter

6th Grade

James D'Accordo

Charles Dale

Hayley Donnatin

Wendy Escobar Benites

Jill Frezza

Timothy Lettieri - Dig Lit.

Jessica Lucchese

Robert Melo - Digital Lit.

Lisa Moroney

Doug Nuttall

Jennifer Pellegrino

Claudia Rios- BIL

Armando Rodriguez - BIL

Laura Semmig

Melissa Strohm



West Middle Staff 2025-2026

Perm Subs:

Jason Fitzpatrick (leave for Gracia)
Ashleigh Triolo
Gabriella Cavallaro
Heather Camacho
Jaylen Salgado

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	906	256	7	329	306	8
Female	440	135	1	152	150	2
Male	466	121	6	177	156	6
*American Indian/Alaska Native	6	2	0	3	1	0
*Black	101	35	1	37	27	1
*Hispanic	714	189	5	260	253	2

*Asian/Pacific Islander	35	11	0	14	10	0
Asian	32	9	0	14	9	0
Native Hawaiian/Other Pacific Islander	3	2	0	0	1	0
*White	41	14	1	12	14	0
*Multiracial	9	5	0	3	1	0
General Education Students	714	203	0	257	254	0
*Students with Disabilities	192	53	7	72	52	8
Former Students with Disabilities	7	4	0	2	1	0
Not English Language Learner	649	191	4	245	205	4
*English Language Learner	257	65	3	84	101	4
Formerly English Language Learner	147	34	0	66	47	0
*Economically Disadvantaged	812	236	7	292	270	7
Not Economically Disadvantaged	94	20	0	37	36	1
Not Migrant	906	256	7	329	306	8
Homeless	13	3	2	4	3	1
Not Homeless	893	253	5	325	303	7
In Foster Care	2	1	0	1	0	0
Not in Foster Care	904	255	7	328	306	8
Parent Not in Armed Forces	906	256	7	329	306	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)

WMS Vision Statement:

Together with parents and families, we at West Middle School are focused on preparing students for college and careers. We aim to inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders. We strive to provide a challenging standards based educational program, preparing students for success in high school and beyond. Our goal is to build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.

West Middle School, School Improvement Team is dedicated to ensuring optimal outcomes for our students.

WMS Mission Statement

The mission of WMS is to Take Responsibility, Demonstrate Respect, and Produce Results. The Primary Goal is to improve student performance. We also strive to develop our students socially and emotionally. The WMS staff is committed in assisting the parents, students and the community in obtaining skills to become independent, self-sufficient, resourceful, responsible, and ethical adults who will succeed and contribute responsibly in our evolving society.

2024-2025 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;
 - o 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	13
Children in Foster Care	2
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)	Matthew Berge, Delmira Velasquez-Rodriguez
Members of the Community to be served	
Teachers-SWP Sub Committee	Tara Lallbachan, SIT Co-Chair Thomas Fallon, SIT Co-Chair
Principals	Vincent Autera, Stacey Powell, Chris Moraitis
Other School Leaders	
Teaching Assistants	Patricia Villadares, TA
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 *	
Other School Staff *	
Students (for a secondary school)	Cole Seyda, Grade 8 Karen Castellon, Grade 8 Aliyah Tabibzada, Grade 8
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

Include/Copy/Paste data from either the BOCES Assessment Reporting System (BARS) or www.data.nysed.gov 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 State assessments that illustrate student need. This can include, but is not limited to:

- Subgroup averages
• Subgroup gaps
• Subgroup trends



ELA 2025

Percent @ All Levels - English Language Arts

English Language Arts April 2025

Brentwood UFSD
West Middle School
Sorted by School

School Summary

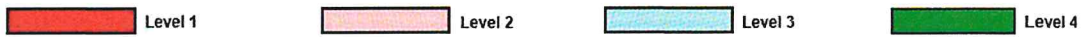
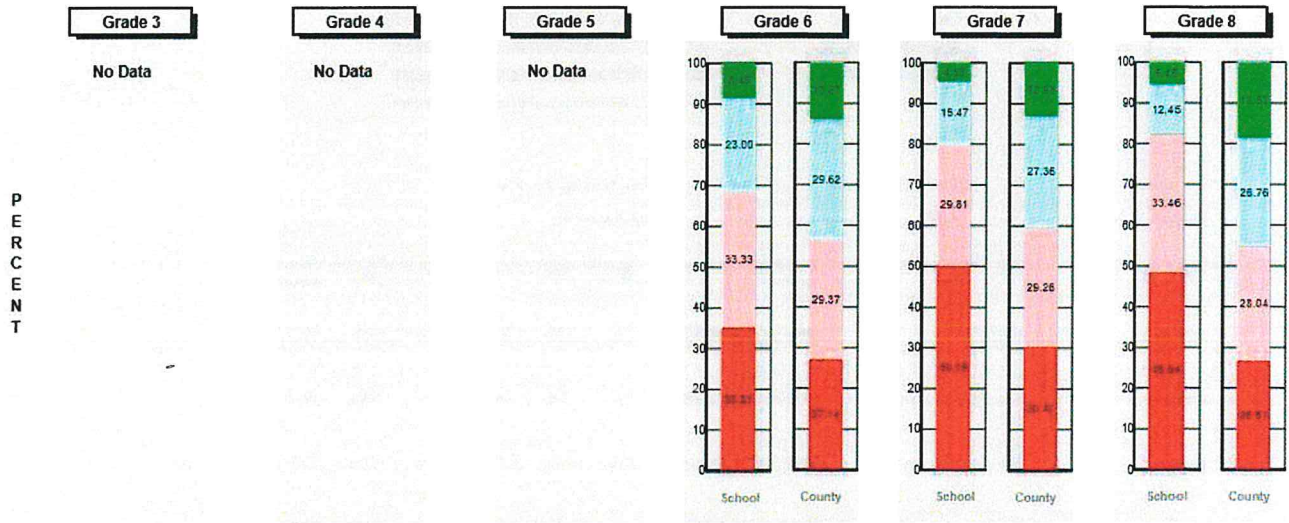


Table with 2 columns: Grade and English Language Arts: Level 1-4. Rows for Grades 3, 4, 5, 6, 7, and 8.

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 data that includes students' Personally Identifiable Information (PII) should be maintained in the Binder SIT-SWP Data tab.



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Diagnostic Results

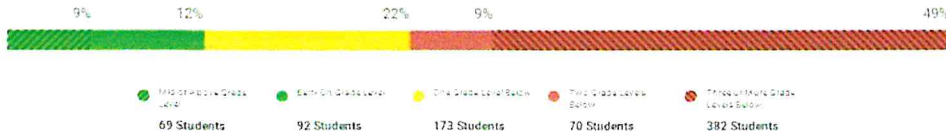


School: WEST MIDDLE
 Subject: Reading
 Academic Year: 2025 - 2026
 Diagnostic: Fall 2025 - K
 Prior Diagnostic: None

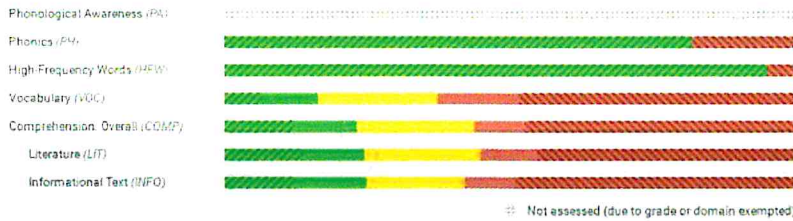
Criterion Referenced

Overall Placement

Students Assessed/Total 786/800



Placement by Domain



Switch Table View

Choose to Show Results By

Secondary Demographic to Show Results By

Placement Summary

Grade

English Learner

Showing 9 of 9

Grade	All	Overall Grade-Level Placement	Mid-Elementary Grade-Level	Early On-Grade-Level	On-Grade-Level	Two-Grade-Level Below	Three or More Grade-Level Below	Students Assessed/Total
Grade 6	Overall	7%	11%	27%	12%	43%	227/231	
Grade 6	Yes - English Learner	0%	0%	4%	4%	93%	54/55	
Grade 6	No - English Learner	10%	14%	34%	15%	27%	173/176	
Grade 7	Overall	8%	13%	24%	10%	45%	253/259	

Curriculum Associates

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Diagnostic Results



School: WEST MIDDLE
 Subject: Reading
 Academic Year: 2025 - 2026
 Diagnostic: Fall 2025 - K
 Prior Diagnostic: None

Grade	All	Overall Grade-Level Placement	Mid-Elementary Grade-Level	Early On-Grade-Level	On-Grade-Level	Two-Grade-Level Below	Three or More Grade-Level Below	Students Assessed/Total
Grade 7	Yes - English Learner	0%	0%	2%	4%	94%	53/54	

Grade 7	No - English Learner		11%	16%	30%	12%	32%	200/205
Grade 8	Overall		10%	12%	17%	6%	56%	306/310
Grade 8	Yes - English Learner		0%	1%	0%	1%	97%	75/75
Grade 8	No - English Learner		13%	15%	22%	7%	42%	231/235

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

- Include/Copy/Paste data from either the BOCES Assessment Reporting System (BARS) or www.data.nysed.gov 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 State assessments that illustrate student need. This can include, but is not limited to:
 - Subgroup averages
 - Subgroup gaps
 - Subgroup trends



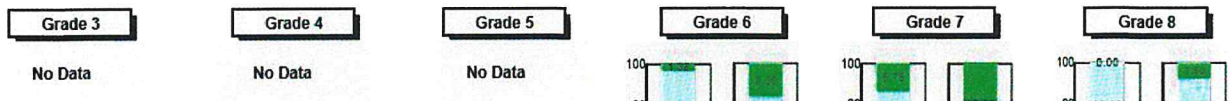
Math 2025

Percent @ All Levels - Mathematics

Mathematics April 2025

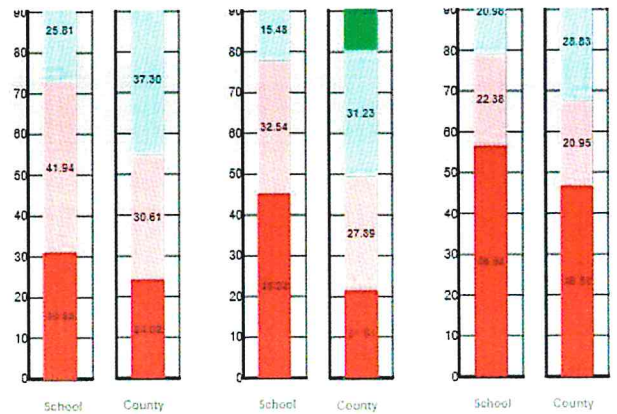
Brentwood UFSD
West Middle School
Sorted by School

School Summary



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OneNote



Grade 3 Mathematics: Level 1 331-423, Level 2 424-446, Level 3 450-456, Level 4 487-509
 Grade 4 Mathematics: Level 1 331-430, Level 2 431-449, Level 3 450-485, Level 4 486-516
 Grade 5 Mathematics: Level 1 335-431, Level 2 432-449, Level 3 450-482, Level 4 483-513
 Grade 6 Mathematics: Level 1 337-430, Level 2 431-449, Level 3 450-484, Level 4 485-515
 Grade 7 Mathematics: Level 1 330-429, Level 2 430-449, Level 3 450-476, Level 4 477-513
 Grade 8 Mathematics: Level 1 376-435, Level 2 436-449, Level 3 450-481, Level 4 482-516

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

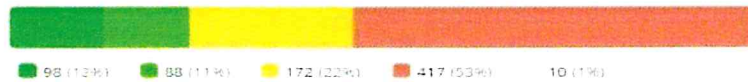
* All data that includes students' Personally Identifiable Information (PII) should be maintained in the Binder SIT-SWP Data tab.



IXL Fall Data

IXL Diagnostic 25 - 26

Overall math levels



Grade	%	Student count	Overall math levels	Above grade	On grade	Below grade	Far below grade	Incomplete
Sixth grade	17	226		19 (8%)	35 (15%)	58 (26%)	109 (48%)	5 (2%)
Seventh grade	17	252		49 (19%)	29 (12%)	60 (24%)	110 (44%)	4 (2%)
Eighth grade	17	307		30 (10%)	24 (8%)	54 (18%)	198 (64%)	1 (0%)

Surveys

Survey Data

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

*** Survey data spreadsheets should be maintained in the *Binder SIT-SWP Data* tab.**



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 **strengths 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).

After disaggregating and analyzing 2024-2025 State ELA and math assessment results and the local assessment data provided above, it was evident that across all grades (6-8), there is a persistent 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. As measured by the 2024-25 School Performance Scan (S69), the percentage of respondents who strongly disagree or disagree with the statement, "disruptive student behavior has interfered with instruction," increased from 15.6% to 25% as of Summer 2025, indicating that maintaining instructional environment gains will be a continued priority.

Our 2025-2026 schoolwide plan, spanning all middle-level grades, 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 disagree with "disruptive student behavior has interfered with instruction."

School Strengths Identified

Based on the analysis of the State ELA and Math assessments, local diagnostic data (i-Ready/IXL), and the School Performance Scan survey results, the following strengths have been identified across the whole school (Grades 6-8):

- **Instructional Environment Improvement:** There is positive momentum in school climate and behavior management, as indicated by a near 10% increase in the percentage of students who disagree that disruptive behavior interferes with instruction (up from 15.6% to 25% in the student voice survey).
- **Targeted ELA Proficiency:** The 6th Grade ELA performance is a current relative academic strength, with 35.21% of students scoring proficient (Levels 3 & 4) on the State Assessment, representing the highest proficiency rate among the three grade levels.
- **Data Availability and Transparency:** The school has established clear systems for collecting and disaggregating both State and local diagnostic data (i-Ready, IXL), providing a robust framework for identifying specific needs and setting measurable, targeted goals.
- **Foundation for Family Engagement:** A basic level of family support is present, as evidenced by the finding that a majority of students "somewhat agree" their family helps with school work. This provides a foundation upon which to build more active and specific community partnerships.

School Needs Identified, aligned to priority areas below

- **Low Foundational Skills:** Less than one-third of all students are proficient on State ELA (31.57%) and Math (30.17%) Assessments.

- Reading areas of improvement: Only 21% of All Students are performing On or Above Grade Level in reading (i-Ready), indicating widespread instructional need.
- Math areas of improvement: Foundational math gaps are severe, highlighted by 64% of 8th-grade students placing in the "Far Below Grade" category (IXL)

Instructional and Environmental Consistency:

- Behavioral Interference: Although showing improvement, students feel that disruptive student behavior interferes with instruction, indicating a need for continued, consistent implementation of school-wide positive behavior supports to maximize instructional time.

2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All WMS ELA students	Language Acquisition Skills: <ul style="list-style-type: none"> • Vocabulary, • Informational texts
2.	All WMS math students	Math Concepts and Skills: <ul style="list-style-type: none"> • Ratio and Proportional Relationships • Expressions and Equations

2025-2026 SIT Goals

All Brentwood UFSD SIT plans include both State-level and local ELA and math goals⁽²⁾. State-level goals are derivative of data that inform the New York State Education 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 the All Students (Grades 6-8) will show an increase in Proficiency (Levels 3 & 4) from 31.57% (Baseline in April 2025) to 37% as measured/indicated by the English Language Arts State 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:

All Students Goal: By June 2026 the All Students will show an increase in the percentage of students On or Above Grade Level from 21% (9% Mid or Above + 12% Early On) to 30% as measured/indicated by the i-Ready Diagnostic, administered 3x 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 the All Students (Grades 6-8) will show an increase in Proficiency (Levels 3 & 4) from 30.17% (Baseline in April 2025) to 36% as measured/indicated by the Mathematics State 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 (Grades 6-8) will show an increase in the percentage of students On or Above Grade Level from 23.69% (Baseline in Fall 2025) to 31% as measured/indicated by the IXL Diagnostic, administered 3x per year.

Survey Goal

By June 2026, West Middle School will show a 10% increase in the percentage of respondents who strongly disagree or disagree with the statement, from student voice survey question 569 "disruptive student behavior has interfered with instruction" from 15.6% to 25% as measured/indicated by School Performance Scan.

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 +

<p style="text-align: center;"><u>Success Pathways</u></p> <ul style="list-style-type: none"> • BARS Analysis <ul style="list-style-type: none"> ○ This strategy is aligned to our belief that each child's plus will be reflective of his/her strengths/ areas in need of improvement • IReady Diagnostic Analysis • IXL Analysis 	<p style="text-align: center;"><u>Growth Culture</u></p> <ul style="list-style-type: none"> • Participation in Word of the Week contest to strengthen vocabulary • Participation in Author of the Month which encourages student writing • Contest to evaluate students who are passing the highest number of iReady lessons • Contest to evaluate students who are mastering the highest amount of math skills in IXL
<p style="text-align: center;"><u>Meaningful and Relevant Instruction and Assessment</u></p> <ul style="list-style-type: none"> • Student participation in building wide Bookfest event, Health Fair event. • Schoolwide project based learning with Black History projects, Young Author projects • Participation and attendance at iReady and IXL before and after school clubs. 	<p style="text-align: center;"><u>Empowered Stakeholders</u></p> <ul style="list-style-type: none"> • Participation and regular attendance at Math Academy • Participation and regular attendance at High Dosage Tutoring • Participation and regular attendance at Title I and Title III programs • Recognition of West Breakfast of Champions who exemplify character pillars such as good attendance, effort

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)]:

- Professional Development to improve ELA
 - Savaas My Perspectives digital platform training
 - Savvas My Perspectives digital platform training will support our school improvement goals by equipping teachers with tools to differentiate instruction, track student progress, and engage learners with interactive ELA resources aligned to NYS

standards. This training will enhance data-driven decision-making and instructional strategies, ultimately improving student achievement in ELA.

- Quizalize, Nearpod and EdPuzzle EdTech Training
 - EdTech training will help improve math and ELA scores by providing real-time formative assessments that identify student strengths and gaps, allowing teachers to tailor instruction effectively. The platforms' data-driven insights support targeted interventions, ensuring all students receive the support they need to progress.
- Graduation Plus training (DEIB with Amanda Chansingh)
 - DEIB (Diversity, Equity, Inclusion, and Belonging) training will empower educators to create inclusive learning environments that support all students, fostering a sense of belonging and equitable access to educational opportunities. By addressing diverse learning needs and reducing achievement gaps, this training aligns with our goal of improving student outcomes in math and ELA.
- Read180 Updated Digital Platform Training
 - Read180 Updated Digital Platform training will enhance literacy instruction by equipping teachers with data-driven tools to support struggling readers through personalized, adaptive learning. This aligns with our goal of improving ELA scores by building foundational reading skills, comprehension, and student confidence.
- Brookhaven National Lab Workshop "Bringing Science to Life: Field Trips at BNL"
 - An interactive workshop designed to let educators experience Exploration Labs field trip programs through the eyes of students. Instructors were guided through engaging, NYSSLS-aligned activities that bring Brookhaven's science to life and highlight diverse STEM careers.
- SORA
 - Sora training will enhance literacy instruction by providing teachers and students with access to a vast digital library, promoting independent reading and engagement with diverse texts. By integrating Sora into instruction, we can support our goal of improving ELA scores through increased reading comprehension and fluency.
- Branching Minds
 - Branching Minds training will strengthen our MTSS framework by helping educators analyze student data, identify learning needs, and implement targeted interventions in math and ELA. This data-driven approach ensures personalized support for all students, aligning with our goal of improving academic achievement.

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 Math
 - IXL Data Analysis Training will support our school improvement goals by helping teachers interpret student performance data to identify learning gaps and personalize instruction in math and ELA. This targeted approach ensures differentiated support, leading to improved student outcomes and overall academic growth.
 - Eastern Suffolk BOCES "Teaching Problem Solving in Math"
 - The Eastern Suffolk BOCES *Teaching Problem Solving in Math* training will strengthen student achievement by equipping teachers with strategies to develop critical thinking, reasoning, and problem-solving skills. This aligns with our goal of improving math scores by fostering deeper conceptual understanding and application of mathematical concepts.
- Digital Literacy Training
 - Oyo Class Programs
 - **Oyo Class Drone Training** will enhance STEM learning by providing hands-on experience with coding, engineering, and problem-solving, fostering critical thinking skills that support math achievement.
 - **Oyo Class Artificial Intelligence Training** will equip educators with strategies to integrate AI concepts into instruction, promoting data literacy, analytical reasoning, and personalized learning approaches that align with our goal of improving student outcomes in math and ELA.
 - NYSED MTSS-I Virtual Learning Summit 3.0 Conference
 - MTSS-I is an evidenced-based, data driven tiered system of supports that addresses the academic, behavioral and social emotional needs of all students. It provides the structure for schools to prioritize the needs of the whole child and ensures that all students receive the supports they need to be successful learners. The Office of Special Education, in collaboration with the State University of New York at Albany and Cornell University's offered: "From Educational Blueprint to Success: Practical Approaches to Implementation." West Middle School educators and administrators attended the conference in effort to improve outcomes for all students.

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.

- o Girls Inc.
- o Homework/Mentor Club
- o Newsletter Podcast Club
- o Library Leaders Club
- o My Brothers Keeper
- o NYSESLAT ELA Prep
- o Ancient Civilizations
- o One World Club
- o Sewing Club
- o Mock Trial Team
- o WMS Musical
- o AWE Animal Welfare Education
- o Latin American Caribbean Dance Connection
- o Craft Club
- o Board Game Club
- o Mindful Mondays
- o Algebra Enrichment
- o Bracelet Club
- o Math Olympiads
- o Math Academy (multiple sessions)
- o CEO Club
- o Art Club
- o Garden Club
- o Student Council
- o Jazz Band
- o NJHS
- o Yearbook Club
- o High Dosage Tutoring (multiple sessions)
- o Achievement Academy

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)(ii)*). 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 Meet the Teacher Night
- o West Horror Night
- o Parent Teacher Conferences
- o YES Family Night
- o Multicultural Night
- o Wingo
- o Career Expo
- o Family Puzzle Night
- o 8th Grade Graduation/Awards
- o Grade 6 Orientation

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:

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	\$82,900
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	\$38,109
Code 9000 - Indirect Cost	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,598
Title I Sub-total:			\$35,158
Title I Total w/ Salaries & Fringe:			\$156,167

2025-2026 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 the 2025-2026 school year.

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);
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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