

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

Friday, July 28, 2023 1:01 PM

## Schoolwide Plan Preparation: 2025-2026

Name of School:	East Middle School
Principal:	Dr. Bergre Escorbores
Assistant Principal(s):	Michael McGinn, Lissette Marmol, Kenya Vanterpool
SIT Chair:	Chris Ann Corwin Rossi
Grades Served:	6-8

## 2025-2026 Staff List



Staff List by dept 25-26

EAST MIDDLE SCHOOL STAFF DEPARTMENT LISTING 2025-2026			
Dr. Bergre Escorbores, Principal			
Michael McGinn, Assistant Principal			
Lissette Marmol, Assistant Principal			
<b>6th Grade</b>	<b>Mathematics</b>	<b>Music</b>	<b>Art</b>
Cabrera, Luzmila	Berish, Alexandra 8th	Baboukis, Christine	Hedges, Carrie
Camarco, Brian	Costeira, Manuel 7th	Cromwell, Jason	Grasso-Moise, Jennifer
Cancel, Maria	Jacquemain, Curtis 7th & 8th	Della Ratta, Alexander	Vertzman, Stephanie
Chuniz, Joyce	Kolar, Sandra 8th	Dobranski, Jason	
Cianfrogna, Michelle	McCullough, Liz 7th	Hadley, Kimberly	<b>FACS</b>
DiMaria, Danielle	Snow, Stacey 7th	Silvestri, Rachel	Humphrey, Brianna
Dobbs, Matthew	Ferrante, Sarah 8th	Cohen, Zachary	Engers, Ashley
Gampel, Karen	Williams, Evelyn 7th & 8th		Lombardi, Adrienne
Haggerty, Laura	Wisl, Kristin 8th	<b>Special Education</b>	
Javetski, Jaime		Budnik, William	<b>Guidance</b>
Lien, Jennifer	<b>Science</b>	Barlow, James	Adler, Dawn
Maijer, Michelle	Donohue, Erin (8th)	Corwin-Rossi, Chris Ann	Archaga, Rommel
McNamara, Melissa	Litvin, Tara (7th)	Dobbs, Matthew	Nelson, Tamara
Rotanz, Taylor	Mendez, Ana (7th & 8th BIL)	Fuenles-Morrison, Karina	Sears, Jessica
Selzer, Michele	Meyers, Stephen (7th & 8th)	Giordano, Angela	
Spence, Kathleen	Millman, Keith (7th)	Huguenin, Ryan	<b>Psychologist</b>
Thepenier, Andre	Savarese, Matthew (7th)	Johnstone, Kristin	Singh, Stephanie
Veach, Janeen	Steffen, Kelly (8th)	Julich, Natalie (8th Gr.)	Mickalinger, Justin
		Levis, Mary	
<b>English</b>	<b>Social Studies</b>	Romero, Jessica (8th Gr. ICT)	<b>Social Worker</b>
DiBiase, Debbie	Breihof, Michael (7th)	Rotolo, Jeanine	Kasdan, Mara
Franceschini, Sarah	Benavides, Josue (8th)	Schindlar, Katherine	
Galvin, Ashley	Carrera, Stevenson (7th)	Sigety, Stacey	<b>Speech Therapist</b>
Hernandez, Jessica	Gonzalez, Betsy (8th BIL)		Tomossone, Joanne
Loeffler, Alison	Gonzalez, Yelyssa (7th BIL)	<b>PE &amp; Health</b>	Kogler, Caroline
Meinkes-Lumia, Gayle	Martinez, Angie	Albrecht, Steven	
Stein, Dawn	Weissman, Stacie	Bilelo, Morgan - PE/Health	<b>Nurse</b>
Murray, Samantha		Canino, Krystle - PE/Health	Brennan, Melissa
	<b>Foreign Language</b>	DeJesus, Richard	
<b>ENL</b>	Buchanan, Jose	Giffone, John - PE/Health	<b>RTI</b>
Clackett, Kayla	Correa-Bustos, Karla	Pion, Yesenia - Health	Keane, Karen
Crowe, Barry	Edwards, Melanie	Salinger, Jeremy	McGlone, Amy
DeFalco, Alison	Hoyos, Esther		
Magalotto, Jessica	Skelly, Patricia	<b>Technology</b>	<b>Perm Subs</b>
Smith, Malissa	Nunez, Margarita	Carpluk, William	Ayfantis, Fotini (Fae)
		Malfa, Michael	Castilietti, JoyAnn
		McInnes, Shaun	Walsh, Aissa
	<b>HLA</b>		Roppert, Nicolette (PE)
	Ramos, Evelyn		
<b>Digital Literacy</b>		<b>Clerical</b>	
Cain, Stacy	<b>Librarian</b>	Catu-Contreras, Carol	<b>Kitchen</b>
Jaslowski, Chelsea	Turdik, Jade	Garcia, Mandy	Antunes, Armandina
		Jordan, Su	Coreas, Ana
<b>Monitors</b>	<b>TQSA</b>	Lauben, April	Hernandez, Cecilia
Garcia, Maria	DeVita, Sarah	Mena, Patricia	Jimenez, Betsi
Gavilanez, Elizabeth			Lopez, Maria
Goodfellow, Susan			Madivieso, Gina
Jendeau, Troy (Attend.)	<b>Teacher Aides &amp; Asst.</b>	<b>Custodial</b>	Maldonado, Claudia
Karl, Jackelyn	Arguela, Kimberly	Brown, Jabari	Marquez, Rosalia
McGarry, Laura	Atherley, Andrew	Gonzalez, Hector	Negron Rivera, Ivette
Quinn, Kelly	Baltimore, Jason	Koukoulas, Demetrios (Jimmy)	Serviss, Marla
Sultana, Kishwar	Bazile, Mildred	Mendez, Joseph	
Torres, Jessica	Carbon, Rebekah	Moreno, Erris	<b>Business</b>
Vacancy (Rep. & Materials)	Fiorello, Patricia	Panier, Jean	Keeley, Stephannia
	Naha, Sankalita	Reddick, David	
<b>Health Aides</b>	Patterson, Ivon		
Oyola, Carmen (Nurse HA)	Perez Pena, Carmen		<b>Communications Aide</b>
Vacancy (Rep. & Materials)	Rodriguez Cruz, Mary	<b>Security</b>	Mares, Jason
	Rubab, Zakia	Hudson, Racine	
		Savilla, Vanessa	

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (PreK-12, UGE, UGS)	Grade 6	Grade 7	Grade 8
<b>*All Students</b>	<b>1,108</b>	<b>375</b>	<b>348</b>	<b>385</b>
Female	576	187	184	205
Male	532	188	164	180
*American Indian/Alaska Native	10	3	2	5
*Black	62	23	19	20
*Hispanic	1,006	338	316	352
*Asian/Pacific Islander	5	2	2	1
Asian	4	1	2	1
Native Hawaiian/Other Pacific Islander	1	1	0	0
*White	20	7	6	7
*Multiracial	5	2	3	0
General Education Students	921	304	277	340
*Students with Disabilities	187	71	71	45
Former Students with Disabilities	10	2	3	5
Not English Language Learner	811	254	270	287
*English Language Learner	297	121	78	98
Formerly English Language Learner	272	93	93	86
*Economically Disadvantaged	1,028	354	323	351
Not Economically Disadvantaged	80	21	25	34
Migrant	1	0	0	1
Not Migrant	1,107	375	348	384
Homeless	11	5	1	5
Not Homeless	1,097	370	347	380
In Foster Care	1	0	0	1
Not in Foster Care	1,107	375	348	384
Parent Not in Armed Forces	1,108	375	348	385

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)

East Middle School, 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.

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 Karla Correa Butos, the McKinney-Vento liaison is Karla Correa Bustos.

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;

- o In cases of domestic violence, know who is authorized to pick up students;
- o Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
- o 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;
  - o Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - o 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;
  - o 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;
  - o Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - o Make sure parents feel welcome and set the tone for further parental involvement;
  - o 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	11
Children in Foster Care	1
Migrant Students	1

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)	Ivon Patterson, Mildred Bazile, Jessica Torres
Members of the Community to be served	
Teachers-SWP Sub Committee	Chris Ann Corwin Rossi and Luzmila Cabrera
Principals	Dr. Berge Escorbores, Michael McGinn, Lissette Marmol and Kenya Vanderpool
Other School Leaders	Trish Brockbank, Coordinator of ELA and Social Studies Aaron Marsh, Coordinator of Math and Business Dr. Rebecca Grella, Coordinator of Science and Technology Mary Taibi, Assistant Coordinator of ELA and Social Studies
Teaching Assistants	Patricia Fiorello
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)	Sophie Torres Vega, Genesis Sanchez, Mia Heredia, Mabelle Amponsah, Emily Rios Berrios
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 for of data were utilized as part of the comprehensive needs assessment, including state assessment results, local assessments, surveys, curriculum based measures; and/or anecdota 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(6)*.

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup



Grade 6 ELA  
2025

**Frequency Distribution by Subgroup**

Grade 6 English Language Arts April 2025

Brentwood UFSD

East Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	137 38.81%	110 31.16%	77 21.81%	29 8.22%	353	30.03%
Female	60 34.09%	55 31.25%	45 25.57%	16 9.09%	176	34.66%
Male	77 43.50%	55 31.07%	32 18.08%	13 7.34%	177	25.42%
American Indian	1 33.33%	0 0.00%	2 66.67%	0 0.00%	3	66.67%
Black	7 33.33%	5 23.81%	4 19.05%	5 23.81%	21	42.86%
Hispanic	123 38.80%	100 31.53%	70 22.08%	24 7.57%	317	29.65%
Asian Pacific Islander	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
White	4 50.00%	3 37.50%	1 12.50%	0 0.00%	8	12.50%
Multiracial	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	94 32.87%	94 32.87%	69 24.13%	29 10.14%	286	34.27%
SWD	42 64.62%	16 24.62%	7 10.77%	0 0.00%	65	10.77%
Former SWD	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
LEP	91 79.82%	20 17.54%	3 2.63%	0 0.00%	114	2.63%
Former LEP	15 17.44%	34 39.53%	32 37.21%	5 5.81%	86	43.02%
Economically Disadvantaged	134 39.76%	105 31.16%	70 20.77%	28 8.31%	337	29.08%

Level 1 373-430, Level 2 431-449, Level 3 450-469, Level 4 470-507

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Grade 7 ELA  
2025

**Frequency Distribution by Subgroup**

Grade 7 English Language Arts April 2025

Brentwood UFSD

East Middle School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	126 39.38%	100 31.25%	74 23.13%	20 6.25%	320	29.38%
Female	58 35.37%	48 29.27%	46 28.05%	12 7.32%	164	35.37%
Male	68 43.59%	52 33.33%	28 17.95%	8 5.13%	156	23.08%
American Indian	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Black	6 35.29%	6 35.29%	4 23.53%	1 5.88%	17	29.41%
Hispanic	116 39.59%	93 31.74%	68 23.21%	16 5.46%	293	28.67%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
Multiracial	2 66.67%	0 0.00%	0 0.00%	1 33.33%	3	33.33%
GenEd	76 30.52%	85 34.14%	70 28.11%	18 7.23%	249	35.34%
SWD	49 72.06%	14 20.59%	4 5.88%	1 1.47%	68	7.35%
Former SWD	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
LEP	55 71.43%	22 28.57%	0 0.00%	0 0.00%	77	0.00%
Former LEP	19 25.68%	33 44.59%	21 28.38%	1 1.35%	74	29.73%
Economically Disadvantaged	118 39.86%	92 31.08%	70 23.65%	16 5.41%	296	29.05%

Level 1 369-432, Level 2 433-449, Level 3 450-471, Level 4 472-499  
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Grade 8 ELA  
2025

### Frequency Distribution by Subgroup

Grade 8 English Language Arts April 2025

Brentwood UFSD

East Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	112 32.46%	100 28.99%	81 23.48%	52 15.07%	345	38.55%
Female	50 27.03%	49 26.49%	50 27.03%	36 19.46%	185	46.49%
Male	62 38.75%	51 31.88%	31 19.38%	16 10.00%	160	29.38%
American Indian	3 75.00%	0 0.00%	0 0.00%	1 25.00%	4	25.00%
	3	5	9	2	19	57.69%

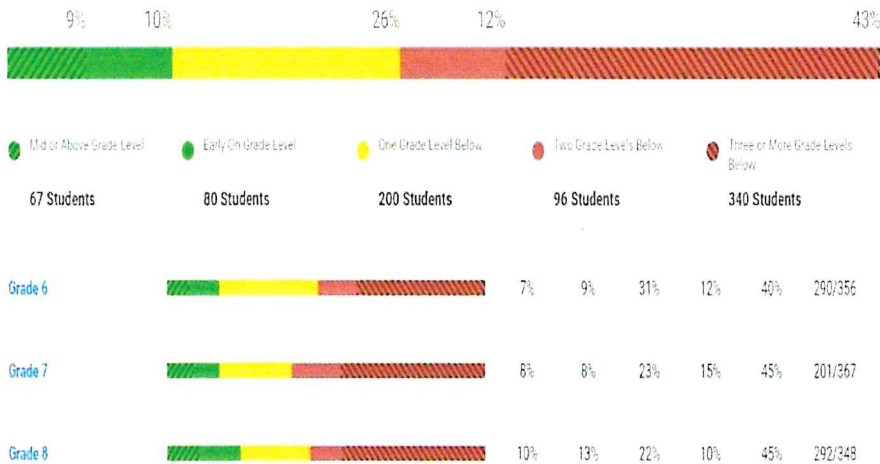
Black	15.79%	26.32%	47.37%	10.53%	19	27.89%
Hispanic	103 32.59%	93 29.43%	72 22.78%	48 15.19%	316	37.97%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	1 100.00%	1	100.00%
White	3 60.00%	2 40.00%	0 0.00%	0 0.00%	5	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	83 27.76%	89 29.77%	79 26.42%	48 16.05%	299	42.47%
SWD	28 66.67%	9 21.43%	2 4.76%	3 7.14%	42	11.90%
Former SWD	1 25.00%	2 50.00%	0 0.00%	1 25.00%	4	25.00%
LEP	69 75.82%	21 23.08%	1 1.10%	0 0.00%	91	1.10%
Former LEP	12 16.22%	31 41.89%	23 31.08%	8 10.81%	74	41.89%
Economically Disadvantaged	106 33.65%	93 29.52%	72 22.86%	44 13.97%	315	36.83%

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

## iReady Reading – Schoolwide

### Overall Placement

Students Assessed/Total: 783/1,071



State Assessment Math Data, disaggregated by subgroup



Grade 6  
Math 2025

**Frequency Distribution by Subgroup**

Grade 6 Mathematics April 2025

Brentwood UFSD

East Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	121 36.56%	110 33.23%	86 25.98%	14 4.23%	331	30.21%
Female	58 35.80%	59 36.42%	38 23.46%	7 4.32%	162	27.78%
Male	63 37.28%	51 30.18%	48 28.40%	7 4.14%	169	32.54%
American Indian	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Black	7 35.00%	3 15.00%	6 30.00%	4 20.00%	20	50.00%
Hispanic	110 37.04%	101 34.01%	76 25.59%	10 3.37%	297	28.96%
Asian/Pacific Islander	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
White	1 12.50%	5 62.50%	2 25.00%	0 0.00%	8	25.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	81 30.11%	97 36.06%	78 29.00%	13 4.83%	269	33.83%
SWD	40 66.67%	13 21.67%	7 11.67%	0 0.00%	60	11.67%
Former SWD	0 0.00%	0 0.00%	1 50.00%	1 50.00%	2	100.00%
LEP	70 58.82%	37 31.09%	11 9.24%	1 0.84%	119	10.08%
Former LEP	16 18.60%	39 45.35%	29 33.72%	2 2.33%	86	36.05%
Economically Disadvantaged	114 36.42%	105 33.55%	82 26.20%	12 3.83%	313	30.03%

Level 1 387-430, Level 2 431-449, Level 3 450-484, Level 4 485-518



Grade 7  
Math 2025

**Frequency Distribution by Subgroup**

Grade 7 Mathematics April 2025

Brentwood UFSD

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	86 28.57%	90 29.90%	83 27.57%	42 13.95%	301	41.53%
Female	43 28.86%	46 30.87%	42 28.19%	18 12.08%	149	40.27%
Male	43 28.29%	44 28.95%	41 26.97%	24 15.79%	152	42.76%
American Indian	0 0.00%	2 66.67%	1 33.33%	0 0.00%	3	33.33%
Black	5 27.78%	5 27.78%	4 22.22%	4 22.22%	18	44.44%
Hispanic	80 29.20%	82 29.93%	75 27.37%	37 13.50%	274	40.88%
Asian Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	0 0.00%	2 66.67%	1 33.33%	3	100.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	38 16.31%	79 33.91%	77 33.05%	39 16.74%	233	49.79%
SWD	47 72.31%	10 15.38%	6 9.23%	2 3.08%	65	12.31%
Former SWD	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
LEP	46 58.97%	23 29.49%	8 10.26%	1 1.28%	78	11.54%
Former LEP	8 10.96%	34 46.58%	23 31.51%	8 10.96%	73	42.47%
Economically Disadvantaged	79 28.62%	81 29.35%	78 28.26%	38 13.77%	276	42.03%

Level 1 390-429, Level 2 430-449, Level 3 450-476, Level 4 477-513



Grade 8  
Math 2025

**Frequency Distribution by Subgroup**

Grade 8 Mathematics April 2025

Brentwood UFSD

East Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	147 62.82%	51 21.79%	35 14.96%	1 0.43%	234	15.38%
Female	72 61.54%	26 22.22%	19 16.24%	0 0.00%	117	16.24%
Male	75 64.10%	25 21.37%	16 13.68%	1 0.83%	117	14.53%
	2	1	0	0		

American Indian	66.67%	33.33%	0.00%	0.00%	3	0.00%
Black	38.46%	23.08%	38.46%	0.00%	13	38.46%
Hispanic	64.45%	21.33%	13.74%	0.47%	211	14.22%
Asian/Pacific Islander	0.00%	0.00%	0.00%	0.00%	0	0.00%
White	66.67%	16.67%	16.67%	0.00%	6	16.67%
Multiracial	0.00%	100.00%	0.00%	0.00%	1	0.00%
GenEd	59.28%	24.74%	15.98%	0.00%	194	15.98%
SWD	86.49%	5.41%	5.41%	2.70%	37	8.11%
Former SWD	0.00%	33.33%	66.67%	0.00%	3	66.67%
LEP	88.76%	10.11%	1.12%	0.00%	89	1.12%
Former LEP	56.00%	26.00%	18.00%	0.00%	50	18.00%
Economically Disadvantaged	63.01%	21.92%	14.61%	0.46%	219	15.07%

Level 1 376-435, Level 2 436-449, Level 3 450-481, Level 4 482-516

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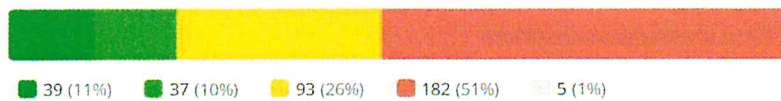
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Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

## IXL Math – Grade 6

Current levels (Jul 31, 2025 - Sep 29, 2025)

Overall math levels



Grade 6

Geometry



Ratios and Proportional Relationships



Expressions and Equations



The Number System



Statistics and Probability



Surveys

# Survey Data – Schoolwide

## Survey Data

1. I am comfortable asking questions in class.

● Strongly Agree	107
● Agree	229
● Somewhat Agree	273
● Disagree	54
● Strongly Disagree	22



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

After disaggregating and analyzing 2024-2025 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 group in our school. This gap is reflective of a general deficit that exists for all students in vocabulary and reading comprehension overall as well as deficits in ratios & proportional relationships in grade 6 & 7 and statistics & probability in grades 6, 7 & 8. Furthermore, after analyzing the fall 2025 School Performance surveys, it was evident that the majority of all students only somewhat agree with the statement, "I am comfortable asking questions in class" Our 2025-2026 schoolwide plan will focus on closing achievement gaps in reading comprehension overall and math concepts/skills for all students in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "I am comfortable asking questions in class".

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

- ELA – Phonics and High frequency words
- Math – Expressions and Equations
- Student Survey - "My teachers want me to succeed"

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

- ELA - Comprehension Overall – Literature and Informational Text
- Math – Ratios and Proportional relationships (grades 6 & 7) and Statistics and Probability (grades 6, 7 & 8)
- Student Survey – "I am comfortable asking questions in class"

### 2025-2026 Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	All Students	<u>ELA</u> : Reading Comprehension overall
2.	All Students	<u>Math</u> : Ratios and Proportional relationships (grades 6 & 7) and Statistics and Probability (grades 6, 7 & 8)
3.	All Students	<u>Survey</u> : "I am comfortable asking questions in class"

## 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 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.):

*By June 2026 the all student subgroup – school wide will decrease the number of students scoring in the Level 1 category by 10%, from 375 students to 337 students as measured/indicated by the NYS Education Department 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 all student subgroup – school wide will decrease the number of students in the "Two Grade Levels Below" category by 10% of students, from 106 students to 95 students as measured/indicated by the iReady Diagnostic, administered three times per year.*

### Mathematics Performance Goals

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

*By June 2026 the all student subgroup - school wide will decrease the number of students scoring at Level 1 from 41% to 36% as measured/indicated by the NYS Education Department 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 6<sup>th</sup> grade all student subgroup will show a decrease in the percentage of students scoring "far below" grade level from 51% to 46% as measured/indicated by the Diagnostic, administered three times per year.*

### Survey Goal

*By June 2026 the all student subgroup will show an increase in the percentage of respondents who strongly agree with the statement "I am comfortable asking questions in class". From 16% to 21% as measured/indicated by the Qualtrics, administered twice per school year.*

## 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(i)(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 from 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;"><b><u>Success Pathways</u></b></p> <p>We believe that college, career and civic readiness are of equal value and importance:</p> <ul style="list-style-type: none"> <li>• EMS Talks</li> <li>• Student Council</li> <li>• Youth and Government</li> <li>• Regents Prep</li> <li>• Middle School CEO</li> <li>• Mock Trial</li> </ul>	<p style="text-align: center;"><b><u>Growth Culture</u></b></p> <p>We believe in curating an academic program with acceleration and enrichment as core design elements from inception.</p> <ul style="list-style-type: none"> <li>• Honor Society Peer tutoring</li> <li>• Peer Mentoring</li> <li>• National Junior Honor Society</li> <li>• National Junior Art Honor Society</li> </ul>
<p style="text-align: center;"><b><u>Meaningful and Relevant Instruction and Assessment</u></b></p> <p>We believe in nurturing the whole child (physical, emotional, academic, social, cultural) .</p> <ul style="list-style-type: none"> <li>• Leader in Me</li> <li>• Mindfulness and Meditation</li> <li>• GSA</li> <li>• Don't Worry Be Happy</li> </ul>	<p style="text-align: center;"><b><u>Empowered Stakeholders</u></b></p> <p>We believe that everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity and belonging.</p> <ul style="list-style-type: none"> <li>• My Brother's Keeper</li> <li>• Gay Straight Alliance</li> <li>• Girls United</li> <li>• Leaders of the Future</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)]:

- o Read 180 CODE training
- o READ 180 Workshop
- o My Perspectives Training
- o MTSS Training
- o Branching Minds Training
- o Audry Cohen (Bilingual ENL teachers)

**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)]:

- o eMath Training
- o IXL Training

**Planned Science Professional Development for 2025-2026**

- o Gizmos training
- o TCI Training
- o Data Dive at department meetings

**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 priorities identified in this SIT plan and have been conceived to ensure both State-level and local goal attainment.

- o Regents Prep
- o General High Dosage Tutoring
- o Targeted test skill high dosage tutoring
- o Math academy
- o Peer tutoring

- o Other clubs to promote Social Emotional Learning include, but are not limited to:

- o EMS Initiative
- o Yearbook Club
- o ELA Vocabulary and Skill Building Enrichment
- o National Junior Honor Society
- o Gay Straight Alliance
- o Leaders of the Future
- o Flag Football
- o YES
- o Broadcast Club
- o Mock Trial Club
- o EMS Talks Leadership Club
- o Jazz Ensemble
- o Don't Worry Be Happy
- o Creative Writing Club
- o Coding Club
- o Student Council
- o Youth and Government
- o Science Olympiad
- o Anime RPG Club
- o Puzzle Club
- o Girls United
- o Chess Club
- o Building Beautification Club
- o Middle School CEO
- o My Brother's Keeper
- o Lego Club
- o Art Club: NJAHS
- o American Sign Language Club
- o COPA
- o Health Club
- o EMS Morning Show
- o Garden Club (Agriculture in the classroom)
- o Percussion Club
- o Math Academy
- o La Liga
- o Peer Mentoring
- o NYSESLAT Prep
- o Honor Society Peer Tutoring

**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.

- September - Back to School Night - Title I Presentation
- October - Latino Heritage Celebration
- November – YES Family Night
- December – Breakfast with Santa, Winter Concert, Talent Show
- January – Winter Concert
- February – Family Movie Night
- March – Battle of the Classes
- April – Honor Roll Ceremony
- May –
- June – 8<sup>th</sup> Grade Moving Up Ceremony, 5 & 6 Grade 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:

2025-2026 ESSA Title I Budget - East 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	\$113,20
1500 - Salaries	Salary for Title I Homeless Liaison. \$149,755 / 17 schools = \$8,809.12 /school	Contractual	\$8,80

<b>1500 - Salaries</b>	Homeless Liaison for Summer Enrichment Programs - Stipend. \$25,000 / 17 schools = \$1,470.59 / school.	Stipend	\$1,47
<b>1500 - Salaries</b>	Title I Translation Services - District-wide. 600 hours X \$56/hr = \$33,600 / 17 schools = \$1,976.47 / school.	\$56.00	\$1,97
<b>1500 - Salaries</b>	Title I Homeless Tutoring - District-wide. 100 Hours X \$56/hr = \$5,600 / 17 schools = \$329.41 / school.	\$56.00	\$32
<b>1500 - Salaries</b>	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
<b>Code 4000 - Purchased Services</b>	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	\$1,22
<b>Code 5000 - Supplies and Materials</b>	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	\$1,22
<b>Code 8000 - Benefits</b>	Employee Benefits for non-contractual middle school Title I services (rows 5 through 9, above).	Contractual	\$5,825
<b>Code 8000 - Benefits</b>	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	\$49,789
<b>Code 9000 - Indirect Cost</b>	Indirect Cost @ 2.3% of \$2,659,302 = \$61,164 / 17 schools = \$3,597.88/ school.		\$3,59
<b>Title I Sub-total:</b>			\$35,15
<b>Title I Total w/ Salaries &amp; Fringe:</b>			\$198,15

**2025-2026 School-Parent-Student Compact**

East 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 (ESE) (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**

**East 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 with 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 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-S Meetings tab.**

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