2026-2027 Schoolwide Plan for East Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

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

Staff List

Staff List by dept 26-27

EAST MIDDLE SCHOOL STAFF DEPARTMENT LISTING 2026-2027
Dr. Bergre Escorbores, Principal
Lissette Marmol, Assistant Principal
Kenya Vanterpool, Assistant Principal

6th Grade	Mathematics	Music	Art
Cabrera, Luzmila	Berish, Alexandra 6th	Baboukis,Christine	Hedges, Carrie
Camarco, Brian	Costeira, Manuel 7th	Cromwell, Jason	Grasso-Moise, Jennifer
Cancel, Maria	Jacquemain, Curtis 7th & 8th	Della Ratta, Alexander	Veitzman, Stephanie
Chuntz, Joyce	Kolar, Sandra 8th	Dobranski, Jason	
Cianfrogna, Michelle	McCullough, Liz 7th	Hadley, Kimberly	FACS
DiMaria, Danielle	Snow, Stacey 7th	**Webb, Dylan**	Humphrey, Brianna
Gampel, Karen	Smith, Sarah 8th		Engers, Ashley
Haggerty, Laura	Williams, Evelyn 7th & 8th	Special Education	Lombardi, Adrienne
Javetski, Jaime	Wist, Kristin 8th	**Denis, Alexa** (Budnik)	
Lien, Jennifer		Barlow, James	Guidance
Maier, Michelle	Science	Corwin-Rossi, Chris Ann	Adler, Dawn
McNamara, Melissa	Donohue, Erin (8th)	Dobbs, Matthew	Archaga, Rommel
Rotanz, Taylor	Litvin, Tara (7th)	Fuentes-Morrison, Karina	Nelson, Tamara
Seltzer, Michele	Mendez, Ana (7th & 8th BIL)	Giordano, Angela	Sears, Jessica
Spence, Kathleen	Meyers, Stephen (7th & 8th)	**Whitehouse, Francis**	
Thepenier, Andre	Millman, Keith (7th)	Johnstone, Kristin	Psychologist
Veach, Janeen	Savarese, Matthew (7th)	Julich, Natalie(8th Gr.)	Singh, Stephanie
	Chase, Kelly (Steffen 6th)	Lewis, Mary	**Hewes, Dawson**
English		**Fatima, Noor** (Schindler)	
DiBiase, Debbie	Social Studies	Romero, Jessica(8th Gr ICT)	Social Worker
Galvin, Ashley	Benavides, Josue (8th)	Rotolo, Jeanine	Kasdan, Mara
Hernandez, Jessica	Carrera, Stevenson (7th)	**Wild, Barbara** (New)	
Loeffler, Alison	Gonzalez, Betsy (8th BIL)	**Scofield, Laci** (LOA)	Speech Therapist
Meinkes-Lumia, Gayle	Gonzalez, Yelyssa (7th BIL)		Tomossone, Joanne
Murray, Samantha	Martinez, Angie	PE & Health	**Licata, Kaitlyn**(New)
Stein, Dawn	Weissman, Stacie	Albrecht, Steven	
		Bilello, Morgan - PE/Health	Nurse
	Foreign Language	Canino, Krystle - PE/Health	Brennan, Melissa
ENL	Buchanan. Jose	DeJesus, Richard	
Clackett, Kayla	Correa-Bustos, Karla	Giffone, John - PE/Health	RTI
Crowe, Barry	Edwards, Melanie	Pion, Yesenia - Health	Keane, Karen - Math
DeFalco, Alison	Hoyos, Esther	Salinger, Jeremy	McGlone, Amy - ELA
Franceschini, Sarah	Nuñez, Margarita		
Smith, Malissa	Skelly, Patricia	Technology	Perm Subs
		Malfa, Michael	**Abramowitz, Jordan**
	HLA	McInnes, Shaun	Castilletti, JoyAnn (ELA)
	Ramos, Evelyn	**Zeman, Timothy**(Carpluk)	**Hays, Allexis** (ELA)
Digital Literacy			**Llewellyn, Max**(PE)
Cain, Stacy	Librarian	Clerical	**Lorefice, Peter** (88)
Jastemski, Chelsea	Phelan, Jade	Catu-Contreras, Carol	**Valencia, Sofia** (88)
		Garcia, Mandy	**Williams, Ashley** (ELA)
Monitors	Restorative Coach	Jordan, Su	
Garcia, Maria	Huguenin, Ryan	Lauben, April	Kitchen
Crespo, Ruth		Mena, Patricia	Antunes, Armandina
Gavilanez, Elizabeth	TOSA-Central		Coreas, Ana
Howell, Laura	VanderBeek, William		Hernandez, Cecilia
Karl, Jackelyn	Madsen, Ann Marie	Custodial	Jimenez, Betsi
Perez Farinas, Scarlet	Carpenter, Raquel	Brown, Jabari	Lopez, Maria
Quinn, Kelly	Magaletto, Jessica	Gonzalez, Hector	Marquez, Rosalia
Sultana, Kishwar		Koukoutas, Demetrios(Jimmy)	Negron Rivera, Ivette
Torres, Jessica	Teacher Aides & Asst.	Mendez, Joseph	Serviss, Marla
	Argueta, Kimberly	Moreno, Erris	Valdivieso, Gina
	Atherley, Andrew	Panier, Jean	
Health Aides	Baltimore, Jason	Reddick, David	
Oyola, Carmen (Nurse HA)	Bazile, Mildred		Business
	Caixba Argueta, Jennifer		Keeley, Stephannia
	Carbon, Rebekah	Security	
	Cuadros, Dioselyn (Selene)	Hudson, Racine	
	Fiorello, Patricia	Sevilla, Vanessa	Communications Aide
	Naha, Sankalita		Cronin, Sharon
	Tate, Desray		

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Grade 6 l	Grade 7 n	Grade 8 o
*All Students	1,080	357	368	355
Female	546	177	190	179
Male	534	180	178	176
*American Indian/Alaska Native	9	4	2	3
*Black	81	30	24	27
*Hispanic	956	311	331	314
*Asian/Pacific Islander	6	2	3	1
Asian	5	2	2	1
Native Hawaiian/Other Pacific Islander	1	0	1	0
*White	23	10	6	7
*Multiracial	5	0	2	3
General Education Students	871	281	303	287
*Students with Disabilities	209	76	65	68
Former Students with Disabilities	21	10	5	6
Not English Language Learner	819	242	281	296
*English Language Learner	261	115	87	59
Formerly English Language Learner	313	105	111	97
*Economically Disadvantaged	982	335	332	315
Not Economically Disadvantaged	98	22	36	40
Not Migrant	1,080	357	368	355
Homeless	13	4	6	3
Not Homeless	1,067	353	362	352
In Foster Care	2	1	0	1
Not in Foster Care	1,078	356	368	354
Parent Not in Armed Forces	1,080	357	368	355

Source: SIRS 313.1, BEDS Day Enrollment Verification Report, [8/22/26 Refresh]

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.

School Vision Statement (if applicable)

The mission of East Middle School is to provide each student a diverse education in an environment that promotes self-discipline, empathy, motivation and excellence in learning.Our school must inspire students to become lifelong learners and to develop the skills and knowledge needed to achieve their goals.

School McKinney-Vento Plan:

Our Schoolwide 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 East Middle School, the McKinney- Vento liaison is Karla Correa Butos.

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	13
Children in Foster Care	2
Migrant Students	0

Schoolwide Plan Development – Consultation and Collaboration

Our Schoolwide 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 this year's School Improvement Team (SIT) members below:

Title:	Name:
Parents (More than 1)	Marivel Martinez, Luticia Baptiste, Ariana Rizzuto D'Arce
Members of the Community to be served	Ivon Santos, Mildred Bazile, Jessica Torres,
Teachers-SWP Sub Committee	Evelyn Williams, Karen Keane, Amy McGlone, Carrie Hedges, Luzmilla Cabrera, Brain Camarco, Andre Thepenier, Angela Giordano, Kelly Steffen, Jade Phelan
Principal	Dr. Berge Escobores
Other School Leaders	AP Mrs. Lissette Marmol and AP Mr. Kenya Vanderpool
Teaching Assistants	Patricia Fiorello
District Administrators	Vincent Todisco, Coordinator of Funded Programs, Compliance & Chief Information Officer
Specialized Instructional Support Personnel*	Amanda Kohan, Coordinator of Math and Business Dr. Rebecca Grella, Coordinator of Science and Technology Kristen Fehr-Thompson, Coordinator of ELA and Social Studies
Technical Assistance Providers *	Candice Chang, Anthony Garcia, Sharon Cronin
Other School Staff *	
Students (for a secondary school)	Samyah Gonsalez, Sophie Torres Vega, Jeleyna Murphy, Cy'Raia Baptiste, Rhys Ernst, Madinsson Romero, Derek Tejada Silfa, Naomi Wright, Adrianna Rojas, Sienna D'Arce
Other individuals determined by the school	

** if appropriate*

Comprehensive Needs Assessment

Needs Assessment Data

Our Schoolwide 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

Frequency Distribution by Subgroup

Grade 6 English Language Arts April 2026

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	144 43.90%	83 25.30%	79 24.09%	22 6.71%	328	30.79%
Female	61 37.42%	41 25.15%	48 29.45%	13 7.98%	163	37.42%
Male	83 50.30%	42 25.45%	31 18.79%	9 5.45%	165	24.24%
American Indian	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
Black	6 22.22%	5 18.52%	13 48.15%	3 11.11%	27	59.26%
Hispanic	131 45.64%	77 26.83%	62 21.60%	17 5.92%	287	27.53%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	5 50.00%	1 10.00%	3 30.00%	1 10.00%	10	40.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	87 34.52%	75 29.76%	68 26.98%	22 8.73%	252	35.71%
SWD	53 77.94%	7 10.29%	8 11.76%	0 0.00%	68	11.76%
Former SWD	4 50.00%	1 12.50%	3 37.50%	0 0.00%	8	37.50%
LEP	97 89.81%	10 9.26%	1 0.93%	0 0.00%	108	0.93%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	138 44.66%	78 25.24%	73 23.62%	20 6.47%	309	30.10%

Frequency Distribution by Subgroup

Grade 7 English Language Arts April 2026

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	141 42.73%	100 30.30%	66 20.00%	23 6.97%	330	26.97%
Female	59 36.42%	46 28.40%	42 25.93%	15 9.26%	162	35.19%
Male	82 48.81%	54 32.14%	24 14.29%	8 4.76%	168	19.05%
American Indian	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
Black	5 23.81%	6 28.57%	5 23.81%	5 23.81%	21	47.62%
Hispanic	129 43.29%	91 30.54%	60 20.13%	18 6.04%	298	26.17%
Asian/Pacific Islander	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
White	4 80.00%	1 20.00%	0 0.00%	0 0.00%	5	0.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	93 35.09%	89 33.58%	61 23.02%	22 8.30%	265	31.32%
SWD	46	11	3	1	61	6.56%

	75.41%	18.03%	4.92%	1.64%		
Former SWD	2 50.00%	0 0.00%	2 50.00%	0 0.00%	4	50.00%
LEP	69 87.34%	9 11.39%	1 1.27%	0 0.00%	79	1.27%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	132 44.00%	89 29.67%	60 20.00%	19 6.33%	300	26.33%

Frequency Distribution by Subgroup

Grade 8 English Language Arts April 2026

Brentwood UFSD

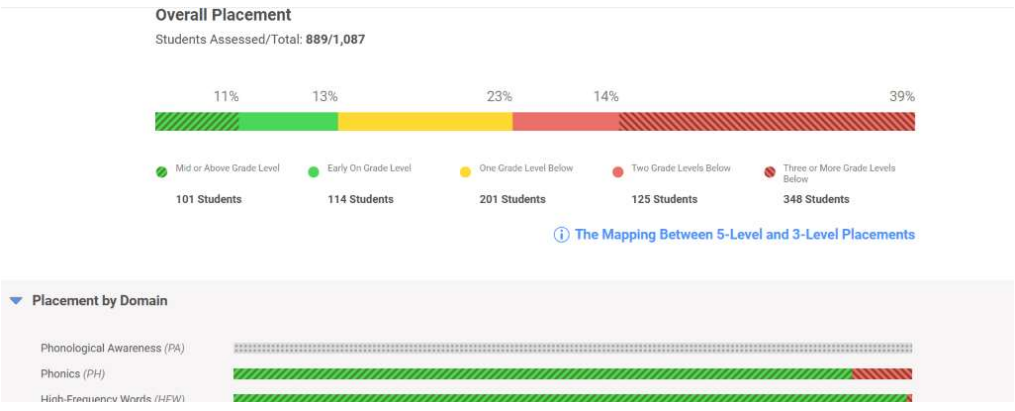
East Middle School

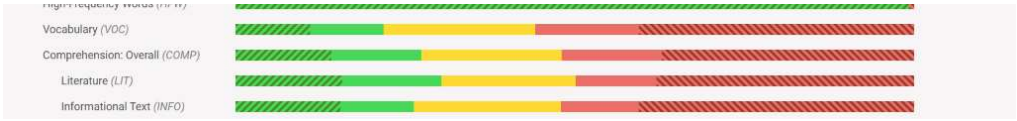
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	92 31.19%	103 34.92%	68 23.05%	32 10.85%	295	33.90%
Female	45 30.61%	50 34.01%	33 22.45%	19 12.93%	147	35.37%
Male	47 31.76%	53 35.81%	35 23.65%	13 8.78%	148	32.43%
American Indian	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Black	10 41.67%	6 25.00%	6 25.00%	2 8.33%	24	33.33%
Hispanic	81 30.92%	94 35.88%	59 22.52%	28 10.69%	262	33.21%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	1 25.00%	2 50.00%	1 25.00%	4	75.00%
Multiracial	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
GenEd	55 23.91%	81 35.22%	64 27.83%	30 13.04%	230	40.87%
SWD	35 59.32%	20 33.90%	2 3.39%	2 3.39%	59	6.78%
Former SWD	2 33.33%	2 33.33%	2 33.33%	0 0.00%	6	33.33%
LEP	47 83.93%	7 12.50%	2 3.57%	0 0.00%	56	3.57%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	82 31.06%	94 35.61%	60 22.73%	28 10.61%	264	33.33%

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

IReady





Local Assessment iReady data reveal that reading achievement is an area of need. Only 24% of students are performing on or above grade level as measured by the i-Ready Reading Diagnostic, while 76% are performing below grade level. More than half of all students (53%) are reading two or more grade levels below expectation, including 39% who are three or more grade levels below. Analysis of reading domains identifies vocabulary and comprehension as the greatest areas of need.

Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 6 Mathematics April 2026 — **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	138 44.23%	83 26.60%	83 26.60%	8 2.56%	312	29.17%
Female	58 38.41%	54 35.76%	37 24.50%	2 1.32%	151	25.83%
Male	80 49.69%	29 18.01%	46 28.57%	6 3.73%	161	32.30%
American Indian	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
Black	7 29.17%	6 25.00%	11 45.83%	0 0.00%	24	45.83%
Hispanic	126 45.99%	74 27.01%	67 24.45%	7 2.55%	274	27.01%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	3 30.00%	2 20.00%	4 40.00%	1 10.00%	10	50.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	84 35.29%	73 30.67%	74 31.09%	7 2.94%	238	34.03%
SWD	50 75.76%	8 12.12%	7 10.61%	1 1.52%	66	12.12%
Former SWD	4 50.00%	2 25.00%	2 25.00%	0 0.00%	8	25.00%
LEP	89 80.18%	12 10.81%	10 9.01%	0 0.00%	111	9.01%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	131 44.71%	77 26.28%	79 26.96%	6 2.05%	293	29.01%

Frequency Distribution by Subgroup

Grade 7 Mathematics April 2026 — **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
	96	89	66	54		

All Students	31.48%	29.18%	21.64%	17.70%	305	39.34%
Female	47 30.52%	41 26.62%	36 23.38%	30 19.48%	154	42.86%
Male	49 32.45%	48 31.79%	30 19.87%	24 15.89%	151	35.76%
American Indian	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
Black	5 23.81%	3 14.29%	5 23.81%	8 38.10%	21	61.90%
Hispanic	87 31.75%	83 30.29%	59 21.53%	45 16.42%	274	37.96%
Asian/Pacific Islander	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
White	3 60.00%	0 0.00%	1 20.00%	1 20.00%	5	40.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	56 22.76%	77 31.30%	61 24.80%	52 21.14%	246	45.93%
SWD	40 72.73%	9 16.36%	5 9.09%	1 1.82%	55	10.91%
Former SWD	0 0.00%	3 75.00%	0 0.00%	1 25.00%	4	25.00%
LEP	52 66.67%	22 28.21%	3 3.85%	1 1.28%	78	5.13%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	90 32.49%	81 29.24%	60 21.66%	46 16.61%	277	38.27%

Frequency Distribution by Subgroup

Grade 8 Mathematics April 2026

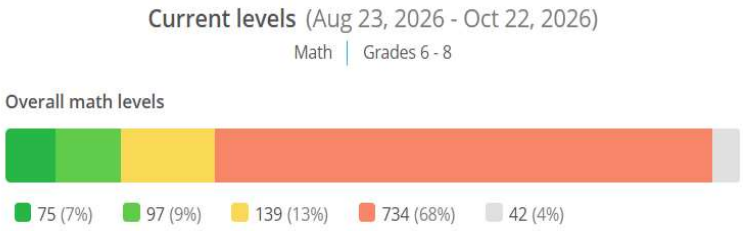
Brentwood UFSD

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	108 56.25%	53 27.60%	27 14.06%	4 2.08%	192	16.15%
Female	53 53.00%	30 30.00%	16 16.00%	1 1.00%	100	17.00%
Male	55 59.78%	23 25.00%	11 11.96%	3 3.26%	92	15.22%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	7 38.89%	6 33.33%	5 27.78%	0 0.00%	18	27.78%
Hispanic	98 58.68%	45 26.95%	20 11.98%	4 2.40%	167	14.37%
Asian/Pacific Islander	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
White	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Multiracial	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	64 46.38%	45 32.61%	26 18.84%	3 2.17%	138	21.01%
SWD	41 82.00%	7 14.00%	1 2.00%	1 2.00%	50	4.00%
Former SWD	3 75.00%	1 25.00%	0 0.00%	0 0.00%	4	0.00%
LEP	42 82.35%	8 15.69%	1 1.96%	0 0.00%	51	1.96%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	96 56.80%	47 27.81%	23 13.61%	3 1.78%	169	15.38%

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



Grade	Above Grade Level	On Grade Level	Below Grade Level	Far Below Grade Level	At/Above Grade Level
Grade 6	21 (6%)	33 (9%)	70 (19%)	246 (66%)	**15%**
Grade 7	40 (12%)	41 (12%)	29 (8%)	226 (66%)	**24%**
Grade 8	10 (3%)	21 (6%)	35 (10%)	268 (73%)	**9%**

Local assessment data reveal that mathematics achievement is significantly below expected performance levels across Grades 6-8. With 16% of students scoring on or above grade level, 13% Below grade level and 68% scoring more than one level below grade level. Analysis of these benchmark domains suggests that students require additional support in foundational number concepts, algebraic reasoning, proportional relationships, geometry, and problem-solving.

Surveys

Survey Data

Survey Statement	Agree/Strongly Agree	Somewhat Agree	Disagree/Strongly Disagree
I am comfortable asking questions in class.	53%	37%	10%
My teachers help me keep track of my learning and assess my progress.	85%	14%	1%
My teachers believe I can succeed.	90%	9%	1%
My teachers explain things in different ways so that all students learn.	82%	16%	2%

Student perception survey data indicate that students view teachers as supportive, responsive, and committed to student success; however, only 53% of students report feeling comfortable asking questions in class. While students largely believe that teachers support their learning and provide differentiated instruction, increasing student participation and confidence in classroom discourse remains an identified need. Therefore, the school will focus on strengthening student voice and academic engagement to increase more participation and ownership of learning.

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

After disaggregating and analyzing 2025-2026 NY State ELA and NY State 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 number systems & statistics and probability in grade 6 & 7 and functions & geometry in grade 8. Furthermore, after analyzing the fall 2026 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 *2026-2027 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:

ELA – Phonics and High Frequency Words

Math – Grades 6 & 7 - Geometry, Ratios and Proportional Relationships, Expressions and Equations

Grade 8 – Number Systems & Statistics and Probability

Student Survey - "My teachers believe I can succeed"

School Needs Identified:

ELA – Vocabulary and Comprehension Overall

Math - Grades 6 & 7 - Number Systems & Statistics and Probability

Grade 8 – Functions & Geometry

Student Survey - "I am comfortable asking questions in class."

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	**All Students**	ELA - Vocabulary and Comprehension Overall
2.	**All Students**	Math - grades 6 & 7 - Number systems & Statistics and Probability Math – grade 8 – Functions & Geometry
3.	**All Students**	Survey: "I am comfortable asking questions in class"

School Improvement Team & Schoolwide Plan Goals

All Brentwood UFSD Schoolwide 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, the plans include a survey goal that is derived from the district's annual surveys, which are 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 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 2027, the percentage of students in grades 6-8 scoring at Levels 3 and 4 on the New York State ELA Assessment will increase from 30.79% to 41% in Grade 6, from 26.97% to 37% in Grade 7, and from 33.90% to 44% in Grade 8, as measured by the NYS ELA Assessment.

Local ELA Goal (i.e., iReady/Other assessment, disciplinary, walk-through, and/or anecdotal data

By June 2027, the percentage of students performing on or above grade level in Reading, as measured by the i-Ready Reading Diagnostic, will increase from 24% to 35%. While students performing "three or more grade levels below" will decrease from 39% to 34%, 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 2027, the percentage of students in Grades 6-8 achieving proficiency (Levels 3 and 4) on the New York State Mathematics Assessment will increase from 29.17% to 39% in Grade 6, 39.34% to 49% in Grade 7, and 16.15% to 26% in Grade 8, as measured by the New York State Mathematics Assessment.

Local Math Goal (i.e., CAM/Other assessment, disciplinary, walk-through, and/or anecdotal data

By June 2027, the percentage of students in Grades 6-8 performing at or above grade level will increase from approximately 16% schoolwide to 25% schoolwide, as measured/indicated by the IXL Diagnostic, administered two/three times per year.

Survey Goal

By June 2027, the percentage of students reporting that they are comfortable asking questions in class, as measured by the annual student climate survey, will increase from 53% (Agree/Strongly Agree) to 65%, through the implementation of student-centered instructional practices, engagement strategies, and relationship-building initiatives across all classrooms.

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	**Growth Culture**
We believe that college, career and civic readiness are of equal value and importance: • EMS Talks • Student Council • Youth and Government • EMS Morning Show • Young Author's Night • College Week	We believe in curating an academic program with acceleration and enrichment as core design elements from inception. • National Junior Honor Society • Principal's Circle • Student of the Week • National Junior Art Honor Society • Math Academy • IXL Competition • Shark Tank – Business Class Event
Meaningful and Relevant Instruction and Assessment • We believe in nurturing the whole child (physical, emotional, academic, social, cultural) • Peer tutoring • High Dosage Tutoring • Start with HELLO • Title I Clubs	**Empowered Stakeholders** We believe that everyone is entitled to a safe, healthy, caring, and culturally responsive environment that fosters equity, dignity and belonging. • My Brother's Keeper • Girls United • Leaders of the Future • Principal's Leadership Cabinet • Parent Teacher Association

Planned ELA Professional Learning

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

- iReady Data Meeting
- READ 180
-

Planned Math Professional Learning

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

- Exemplars Training

Additional Professional Learning and Development

- Restorative Practice training
- Special Ed New Hire Training
- I AM/WE ARE
- Suspension Training
- LIU Mental Health MTSS
- DASA
- TCI
- BARS
-

Plans to Increase Learning Time Beyond the Instructional Day

In order to provide an enriched and accelerated curriculum for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state academic standards *[ESSA Section 1114(b)(7)(A)(i-iii)],* improvement strategies/activities have been designed to extend/increase learning time beyond the instructional day. These activities are aligned to priorities identified in this Schoolwide Plan and have been conceived to ensure both State-level and local goal attainment.

- National Junior Honor Society
- Gay Straight Alliance
- Leaders of the Future
- Flag Football
- YES
- Parade Float Club
- Academic Success
- Jazz Ensemble
- Don't Worry Be Happy
- Student Council
- Anime RPG Club
- Yearbook Club
- Chess Club
- Girls United
- Middle School CEO
- My Brother's Keeper
- Lego Club
- Art Club/NJAHS
- Creative Writing Club
- Health Club
- ESM Morning Show
- Science Olympiad
- Percussion Club
- Math Olympiad
- Math Academy
- Academic Club: Honor Society/Peer Tutoring
- La LIGA
- COPA
- Regents Prep
- Youth and Government
- High Dosage Tutoring

Plans to Increase Parent and Family Engagement

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 Schoolwide 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 Schoolwide Plan.

- September - Back to School Night - Title I Presentation
- October - Latino Heritage Celebration, YES Family Night
- November –
- December – Breakfast with Santa, Talent Show
- January – Winter Concert
- February – Black History Celebration
- March –
- April –
- May – STEAM Fair, NJHS induction ceremony, Talent Show
- June – 8th Grade Moving Up Ceremony, 5 & 6 Grade Orientation

Strategies to Prepare Students for Postsecondary Education and/or Workforce Readiness

Our Schoolwide Plan was developed to improve Brentwood UFSD secondary students' opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening access to coursework to earn postsecondary

credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools) *ESSA Section 1114(b)(7)(A)(iii)(II).* Examples of these activities are listed below:

Schoolwide 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:

2026-2027 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	**$122,771**
1500 - Salaries	Salary for Title I Homeless Liason. $162,914 / 17 schools = $9,583.18 /school	Contractual	$9,583
1500 - Salaries	Homeless Liason for Summer Enrichment Programs - Stipend. $27,000 / 17 schools = $1,588.24 / school.	Stipend	$1,588
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	Middle School Before/After School AIS/Academic Enrichment Program Teachers and Tutors. 800 hrs X $54/hr = $43,200 / 4 middle schools = $10,800/school. School-based discretion for the development of supplemental, Title IA Programs.	$54.00	$10,800
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 4 through 7, above).	Contractual	$6,734
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	**$53,230**
Title I Sub-total:			**$33,125**
Title I Total w/ Salaries & Fringe:			**$209,126**

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 (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

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 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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