2026-2027 Schoolwide Plan for North Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	North Middle School
Principal:	Elias Mestizo
Assistant Principal(s):	John Shanley and Dr. Stephanie Weeks
SIT Co-Chairs:	Valerie Cacaccio and Mary Elizabeth Guida
Grades Served:	6-8

Staff List

NORTH MIDDLE SCHOOL			
STAFF DEPARTMENT LISTING 2026-2027			
ELIAS E. MESTIZO, Principal			
JOHN SHANLEY, Assistant Principal			
DR. STEPHANIE WEEKS, Assistant Principal			
6th Grade	English	Mathematics	Science
Amarando, Yvonne (Rd. 180.ELA.SS)	Arelt, Christy (7, 8)	Braunstein, Christine (7)	Bucaro, John (8)
Cerone, Chris (S.S. ELA)	Callahan, Autumn (8)	Cacaccio, Valerie(8)	Grau, Julia (7, 8)
Conlon, Megan (Sci.)	Chechel, Phillip (7)	Guida, Mary (8)	LaLima, Kerri (7)
Fain, Kevin (Sci.)	Fogarty, Bethany (7)	Nealon, Kaitlyn (8)	Losee, Christian (8)
Ferraioli, Nicholas (Rd. 180.S.S.)	Holz, Jenny (8)	Knipfig, Marjorie (RTI)	Saez, Angel (8)
Hernandez, Karla (Bil. Math & Sci.)	Kemp, Sandra (8)	Knudsen, Heather (AIS)	Schor, Carrie (8)
Iglesias, Alex (Bil. Math & Sci.)	Kittredge, Kim (7)	Rhodes, Daniel (7)	
Kavanagh, Sarah (ELA & Bil. SS)	Shields, Rebecca (RTI)	Rofrano, Amanda (8)	Special Education
Kiriazis, Maria (ENL/ELA & SS)	Wilkens, Tracy (AIS)	Soriano, Caitlin (7)	Butts, Gerald
Knudsen, Heather (Math AIS)		Tapada, Emma (7)	Finn, Jessica
Kolar, Keith (Digital Literacy)	Social Studies		Kunzig, Jennifer
Krauthamer, Linda (ELA & SS)	Clancy, Patrick (7)	Music	Ladolce, Christina
LaFleur, Christine (Math)	Kittredge, Gary (7)	Artis, Donald	Lorenzen, Shannon
Melara, Cathleen (SS., ENL/ELA)	Moore, Kevin (7,8)	Badurski, Val (Chorus)	Mikochik, Diana LRC
Renkowski, Tricia (Math)	Roddin, Richard (8)	Eipper, Elizabeth (Band)	Phillips, Deanna
Schwarz, Elizabeth (Math)	Stolfa, Eric (8)	Klenke, Anthony (Orchestra)	Rocillo, Kerri-Lynn
Sobotko, Vanessa (Bil. NLA, Bil. SS, ENL/ELA)		Stasi, Joseph	Schon, Allison
Sonkin, David (ELA & SS)	Physical Education	Stainkamp, Samantha	Stewart, Jenelle
Thomson, Cheryl (Rd. 180, SS, Math)	Carroll, Natalie		Tammany, Paul
	Kunzig, William	ENL	Vignona, Valerie
Bilingual	Levan, Samantha	Baldwin, Danielle	
Callejas, Alejandro (Math)	Lynch, Brian	Chalkin, Karina	Foreign Language

Espejo, Cindy (Math)	Vino, Anthony	Garcia, Jesly	Cruz, Joanna (Spanish-7)
Marte, Stephanie (7,8)		Kerrigan, Sean (ENL)	Ciampa, Natalie (French-7)
Salcedo, Marcela	Guidance	Scotti, Lauren (ENL)	Ferrari, Julissa (Spanish-8)
Vasquez, Sarah (HLA)	Fernandez, Richard		Nunez, Ruth (Spanish-8)
	Rosche, Elizabeth	Technology	Theobald, Christopher (Spanish-7)
Art	Torres, Jennifer	Bannon, Jonathan	
Healey, Michael	Ildefonso, Yanira (Split)	Sanzone, John	Intro to Business
Lackner, Christopher	Valdez, Melissa	Zeman, Timothy	Bosco, Michael (8)
Sikorsky-Marcolla, Christina			
	Custodial	Home & Careers	Health
Psychologist	Cruz, Carlos (Night)	Gonzalez, Briana	Hernandez-Vasquez, Marlon
Hughes, Dawson	Diaz DeVelasquez, Marilu (Night)	Mullady, Coryn	Reisig, Nicholas
Reinoso-Jaramillo, Sully	Doria, Mike (Night)	Shershen, Alexander	
	LaGrandier, Apolinar (Day Chief)		Nurse
Speech Therapist	Lazaro, Justin (Night)	Monitors	Vera, Karla
Mayer, Arielle	Smith, Antoine (Night Sr.)	Acosta Salaverria, Sandra	
	Thorpe, Sean (Day)	Bardales, Angela	Teacher Assistants
Social Worker		Cruz-Rodriguez, Vanessa	Caraballo, Andy
Gueits, Karen	Kitchen	Delgado, Anthia	Guerrero, Roberto
	AlfaroDeBonilla, Dilcia	Ellis, Latoya	Mena, Mariela
Librarian	DiGiorgio, Kimberly	GustafsonJahkhah, Kristin	Ortiz, Sandra
Griffing, Kendal	Fuentes, Emma	Hubley, Francisca	Santiago, Lourdes
	Kaiser, Linda (Head Cook)	Maertz, Laura (Health Aide)	Vargas, Gabriella
Secretarial	Martinez, Hilda	Mejia, Kenia	
Atherley, Jacqueline (Discipline)	Sorto, Mirna	Melgar-Galeas, Yvette (Tchr Aide)	Instructional Support Coach
Bailey, Heather (Front Office)	Tejeda, Rosa	Ortiz, Justin	Lynch, Allison
Colon, Yvette (Library)	VasquesDelaRosa, Teresa	Peck, Emily	
Gutierrez, Marilyn (Guidance)	Vega, Maria	Ramirez-Urbina, Rosa (Tchr Aide)	Digital Literacy Specialist
Martinez, Karina (Attendance)		Robalino, Ximena (Attendance)	Kolar, Keith
	Computer & Network Tech-IT	Schaeffer, Nicole	Perlow, Brad
	Shannon, Patrick	Wilkerson, Nanyamka	
			Security
	School Communications Aide-IT	Perm Subs	Cavaretta, John
	DeLeon, Andrea	Chavez-Rubio, Angel	Douce, Frantz
		Geraci, Salvatore	
		Guzman, Sienna	
		Lappe, Ryan	

Student demographic information:

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total (K-12, UGE, UGS) d	Grade 6 l	Ungraded Elementary (UGE) m	Grade 7 n	Grade 8 o	Ungraded Secondary (UGS) t
*All Students	1,076	371	7	334	361	3
Female	536	188	3	163	182	0
Male	540	183	4	171	179	3
*American Indian/Alaska Native	9	3	0	3	3	0
*Black	62	19	1	19	23	0
*Hispanic	963	329	6	301	324	3
*Asian/Pacific Islander	17	8	0	7	2	0
Asian	15	7	0	6	2	0
Native Hawaiian/Other Pacific Islander	2	1	0	1	0	0
*White	14	5	0	3	6	0
*Multiracial	11	7	0	1	3	0
General Education Students	907	305	0	288	314	0
*Students with Disabilities	169	66	7	46	47	3
Former Students with Disabilities	23	8	0	6	9	0
Not English Language Learner	829	269	4	264	290	2
*English Language Learner	247	102	3	70	71	1
Formerly English Language Learner	319	120	0	93	106	0
*Economically Disadvantaged	949	338	7	292	309	3
Not Economically Disadvantaged	127	33	0	42	52	0
Migrant	2	1	0	1	0	0
Not Migrant	1,074	370	7	333	361	3
Homeless	19	6	1	4	8	0
Not Homeless	1,057	365	6	330	353	3
Not in Foster Care	1,076	371	7	334	361	3
Parent Not in Armed Forces	1,076	371	7	334	361	3

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)

Brentwood North Middle School envisions a future where every student thrives in an inclusive, supportive, and restorative educational environment. By fostering strong community partnerships and embracing restorative practices, we aim to cultivate a culture of respect, empathy, and accountability. Our commitment to the Graduation Plus initiative ensures that all students are equipped with the academic, social, and emotional skills necessary to excel in a diverse, global society. Together, we empower our students to become lifelong learners, compassionate leaders, and responsible citizens, ready to meet the challenges of tomorrow.

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 **North Middle School**, the McKinney- Vento liaison is **Michelle Stylianos**.

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	19
Children in Foster Care	0
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)	Jennifer Hernandez
Members of the Community to be served	
Teachers-SWP Sub Committee	Valerie Cacaccio and Mary Elizabeth Guida
Principals	Elias Mestizo
Other School Leaders	Dr. Stephanie Weeks, John Shanley
Teaching Assistants	
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 Mary Taibi, Assistant Coordinator of ELA and Social Studies
Technical Assistance Providers *	
Other School Staff *	Michael Bosco, Ruth Nunez, Rebecca Shields, Heather Knudsen
Students (for a secondary school)	
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
North Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	130 42.21%	99 32.14%	69 22.40%	10 3.25%	308	25.65%
Female	65 42.76%	49 32.24%	36 23.68%	2 1.32%	152	25.00%
Male	65 41.67%	50 32.05%	33 21.15%	8 5.13%	156	26.28%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	10 52.63%	4 21.05%	4 21.05%	1 5.26%	19	26.32%
Hispanic	116 42.34%	89 32.48%	61 22.26%	8 2.92%	274	25.18%
Asian/Pacific Islander	0 0.00%	2 50.00%	2 50.00%	0 0.00%	4	50.00%
White	2 40.00%	1 20.00%	1 20.00%	1 20.00%	5	40.00%
Multiracial	1 25.00%	2 50.00%	1 25.00%	0 0.00%	4	25.00%
GenEd	91 36.25%	88 35.06%	63 25.10%	9 3.59%	251	28.69%
SWD	39 79.59%	5 10.20%	4 8.16%	1 2.04%	49	10.20%
Former SWD	0 0.00%	6 75.00%	2 25.00%	0 0.00%	8	25.00%
LEP	68 79.07%	15 17.44%	3 3.49%	0 0.00%	86	3.49%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	119 42.20%	94 33.33%	62 21.99%	7 2.48%	282	24.47%

Frequency Distribution by Subgroup

Grade 7 English Language Arts April 2026

Brentwood UFSD
North Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	133 49.81%	63 23.60%	58 21.72%	13 4.87%	267	26.59%
Female	61 45.52%	31 23.13%	34 25.37%	8 5.97%	134	31.34%
Male	72 54.14%	32 24.06%	24 18.05%	5 3.76%	133	21.80%
American Indian	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
Black	5 41.67%	5 41.67%	0 0.00%	2 16.67%	12	16.67%
Hispanic	125 50.81%	55 22.36%	55 22.36%	11 4.47%	246	26.83%
Asian/Pacific Islander	3 50.00%	2 33.33%	1 16.67%	0 0.00%	6	16.67%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
GenEd	105 44.87%	59 25.21%	57 24.36%	13 5.56%	234	29.91%

SWD	25 86.21%	3 10.34%	1 3.45%	0 0.00%	29	3.45%
Former SWD	3 75.00%	1 25.00%	0 0.00%	0 0.00%	4	0.00%
LEP	58 87.88%	8 12.12%	0 0.00%	0 0.00%	66	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	121 51.49%	55 23.40%	49 20.85%	10 4.26%	235	25.11%

Frequency Distribution by Subgroup

Grade 8 English Language Arts April 2026

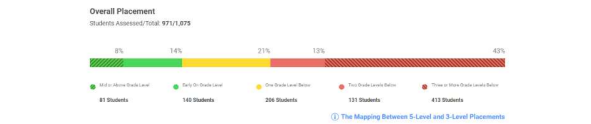
Brentwood UFSD

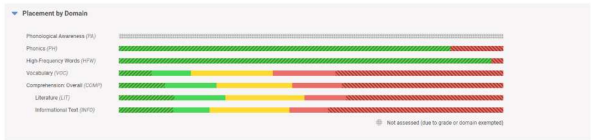
North Middle School

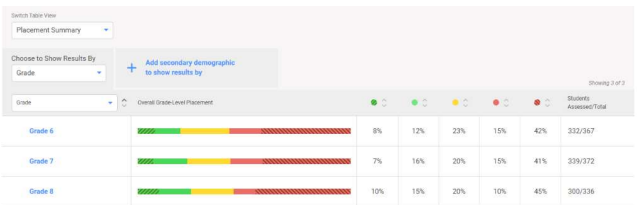
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	99 35.74%	102 36.82%	60 21.66%	16 5.78%	277	27.44%
Female	41 30.15%	46 33.82%	38 27.94%	11 8.09%	136	36.03%
Male	58 41.13%	56 39.72%	22 15.60%	5 3.55%	141	19.15%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	5 33.33%	6 40.00%	3 20.00%	1 6.67%	15	26.67%
Hispanic	92 36.51%	94 37.30%	53 21.03%	13 5.16%	252	26.19%
Asian/Pacific Islander	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
White	1 20.00%	0 0.00%	2 40.00%	2 40.00%	5	80.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	71 30.34%	90 38.46%	58 24.79%	15 6.41%	234	31.20%
SWD	25 71.43%	9 25.71%	0 0.00%	1 2.86%	35	2.86%
Former SWD	3 37.50%	3 37.50%	2 25.00%	0 0.00%	8	25.00%
LEP	52 83.87%	9 14.52%	1 1.61%	0 0.00%	62	1.61%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	90 37.34%	87 36.10%	50 20.75%	14 5.81%	241	26.56%

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







Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

Frequency Distribution by Subgroup

Grade 6 Mathematics April 2026

Brentwood UFSD
North 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 39.27%	93 33.82%	67 24.36%	7 2.55%	275	26.91%
Female	59 46.09%	40 31.25%	27 21.09%	2 1.56%	128	22.66%
Male	49 33.33%	53 36.05%	40 27.21%	5 3.40%	147	30.61%
American Indian	1 50.00%	1 50.00%	0 0.00%	0 0.00%	2	0.00%
Black	9 50.00%	8 44.44%	1 5.56%	0 0.00%	18	5.56%
Hispanic	96 39.51%	78 32.10%	64 26.34%	5 2.06%	243	28.40%
Asian/Pacific Islander	1 25.00%	1 25.00%	1 25.00%	1 25.00%	4	50.00%
White	1 25.00%	2 50.00%	0 0.00%	1 25.00%	4	25.00%
Multiracial	0 0.00%	3 75.00%	1 25.00%	0 0.00%	4	25.00%
GenEd	75 33.78%	80 36.04%	62 27.93%	5 2.25%	222	30.18%
SWD	32 69.57%	9 19.57%	3 6.52%	2 4.35%	46	10.87%
Former SWD	1 14.29%	4 57.14%	2 28.57%	0 0.00%	7	28.57%
LEP	55 64.71%	21 24.71%	9 10.59%	0 0.00%	85	10.59%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	98 38.74%	89 35.18%	62 24.51%	4 1.58%	253	26.09%

Frequency Distribution by Subgroup

Grade 7 Mathematics April 2026

Brentwood UFSD
North Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	68 26.46%	100 38.91%	68 26.46%	21 8.17%	257	34.63%
Female	33 25.78%	51 39.84%	33 25.78%	11 8.59%	128	34.38%
Male	35 27.13%	49 37.98%	35 27.13%	10 7.75%	129	34.88%
American Indian	0 0.00%	0 0.00%	1 33.33%	2 66.67%	3	100.00%
Black	3 25.00%	3 25.00%	4 33.33%	2 16.67%	12	50.00%
Hispanic	64 27.00%	96 40.51%	60 25.32%	17 7.17%	237	32.49%
Asian/Pacific Islander	1 20.00%	1 20.00%	3 60.00%	0 0.00%	5	60.00%
White	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Multiracial	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
	49	97	65	21		

GenEd	21.12%	41.81%	28.02%	9.05%	232	37.07%
SWD	19 86.36%	2 9.09%	1 4.55%	0 0.00%	22	4.55%
Former SWD	0 0.00%	1 33.33%	2 66.67%	0 0.00%	3	66.67%
LEP	26 38.24%	31 45.59%	9 13.24%	2 2.94%	68	16.18%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	63 27.88%	88 38.94%	59 26.11%	16 7.08%	226	33.19%

Frequency Distribution by Subgroup

Grade 8 Mathematics April 2026

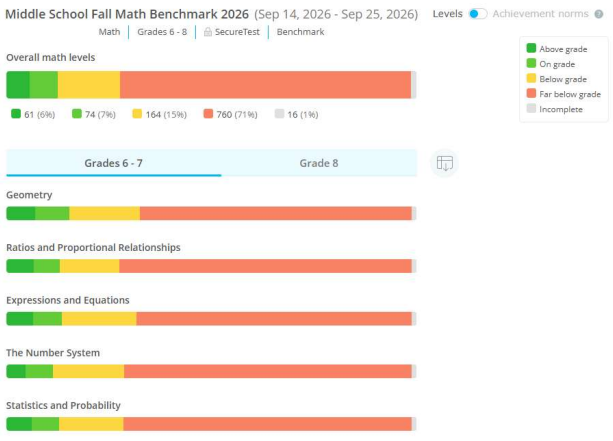
Brentwood UFSD

North Middle School

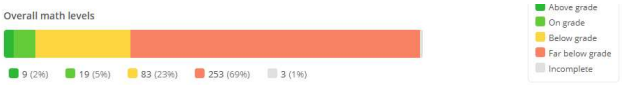
Sorted by: School

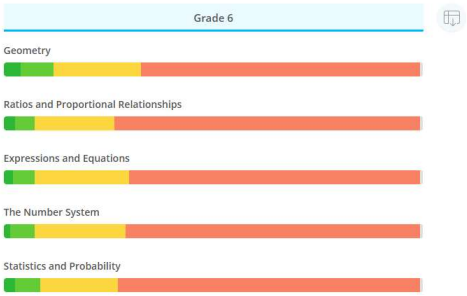
Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	90 51.14%	55 31.25%	29 16.48%	2 1.14%	176	17.61%
Female	37 45.68%	29 35.80%	13 16.05%	2 2.47%	81	18.52%
Male	53 55.79%	26 27.37%	16 16.84%	0 0.00%	95	16.84%
American Indian	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
Black	3 23.08%	5 38.46%	5 38.46%	0 0.00%	13	38.46%
Hispanic	86 54.43%	48 30.38%	22 13.92%	2 1.27%	158	15.19%
Asian/Pacific Islander	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
White	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	64 46.38%	46 33.33%	27 19.57%	1 0.72%	138	20.29%
SWD	23 71.88%	6 18.75%	2 6.25%	1 3.13%	32	9.38%
Former SWD	3 50.00%	3 50.00%	0 0.00%	0 0.00%	6	0.00%
LEP	43 75.44%	12 21.05%	2 3.51%	0 0.00%	57	3.51%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	80 51.61%	47 30.32%	26 16.77%	2 1.29%	155	18.06%

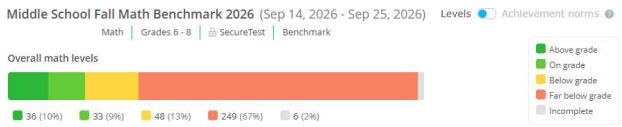
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

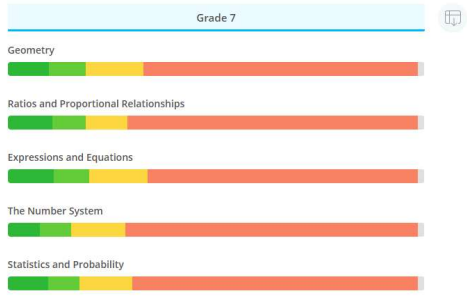


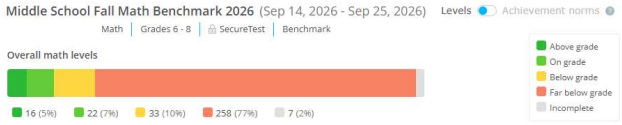


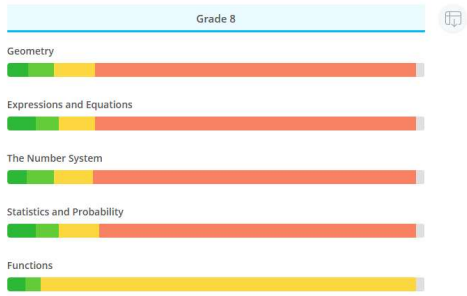












Surveys

Survey Data

Most students in my school follow the school rules.	
Strongly agree	5%
Agree	17%
Somewhat agree	47%
Disagree	20%
Strongly disagree	10%

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

After disaggregating and analyzing last year's 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 all students and the 7th grade subgroup in our school for ELA as well as a gap between all students and the 6th grade for

math. This gap is reflective of a lack of foundational skills along with a weakness with general test taking strategies which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing last year's surveys, it was evident that the majority of all students only somewhat agree with the statement, "Most students in my school follow the school rules". This year's Schoolwide Plan will focus on closing achievement gaps in language acquisition and math concepts/skills for all populations in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "Most students in my school follow the school rules".

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

- 6th Grade- Classes have moved to departmentalization which will strengthen each teachers ability to focus on specific content while still allowing for interdisciplinary instruction.
- 7th Grade – The master schedule has been adjusted to create the opportunity for math and ELA teachers to have their own students in their lab classes.
- 8th Grade - The master schedule has been adjusted to create the opportunity for math and ELA teachers to have their own students in their lab classes.
- North Middle School has dedicated MTSS and Restorative Coaches whose roles serve to: support data analysis, identify and support individualized students' academic and Social Emotional needs, and support teachers in their implementation of MTSS and Restorative practices in their classrooms.
- North Middle School will implement SIT sub-committees for Math, Literacy and Data Analysis this year to support building-wide initiatives in these areas.
- Students in North Middle School have been provided with support and encouragement from their teachers as well as opportunities to explore future careers and pathways beyond the classroom in our support of Graduation Plus+.

School Needs Identified, aligned to priority areas below (Please provide a bulleted list below of your school's greatest needs this year):

- Ensure that students are appropriately placed in classes based upon the protocol designated within district designed flowchart utilizing local measures of data along with teacher recommendation.
- Support teachers and students with RTI and MTSS personnel who will continue their small group and individual instruction.
- Ensure that 6th grade content area teachers are supported since departmentalizing (provide them with PD opportunities as well as a subject area specialist mentor).
- Ensure that students are aware of the code of conduct for the building.
- Have standard disciplinary practices to address students who are not adhering to the code of conduct for the building.

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	7th Grade	ELA: Build test taking strategies and skills with small group instruction through high dosage tutoring, MTSS support, and AIS classes.
2.	6th Grade	Math : Build test taking strategies and skills with small group instruction through high dosage tutoring, MTSS support, and AIS classes .
3.	All Students	Survey: Have consistent consequences for students who are not following the code of conduct for the building and ensure that all students are aware of expectations throughout the building by displaying code of conduct and consequences for not following code of conduct.
4.		

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 7th grade students who are proficient on the NYS ELA assessment will show an increase of 3% from the prior year's students proficiency level as measured/indicated by the NYS 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 2027, the percentage of all students who are testing on or above grade level will increase by 10% on their IReady benchmark score from their fall iReady benchmark score to their end of year iReady benchmark as measured/indicated by the iReady diagnostic, administered 3x 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 6th grade students who are proficient on the NYS math assessment will show an increase of 3% from the prior years students proficiency level as measured/indicated by the NYS 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 2027, the percentage of 8th grade students performing on or above grade level will increase 5% from their initial benchmark performance on the IXL benchmark as measured/indicated by the IXL diagnostic, administered 3x per year.

Survey Goal

By June 2027 all students will show an increase in their belief that "Most students in our school follow the school rules" from 22% agreeing or strongly agreeing to 30% agreeing or strongly agreeing as measured/indicated by the school survey data, administered annually.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

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

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

Schoolwide Improvement Strategies

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

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**

The Four Tenets of Graduation PLUS +

Success Pathways	Growth Culture

• BARS Analysis along with local assessment data
  ○ This strategy aligns with our belief that each child's plus will be reflective of their strengths and that we are providing support in areas that need improvement
	• Monthly SEL activity developed by the advisory committee led by the building ISC
	  ○ This strategy aligns with our belief that cultivating intellectual openness will allow students to improve their school, community, and the world.

Meaningful and Relevant Instruction and Assessment
• Implementing district designed assessments
  ○ This strategy aligns with our belief that each child deserves a well-rounded education which includes the foundations of literary and numeracy.
	Empowered Stakeholders
	• Family Engagement Nights
	  • This strategy will help provide all stakeholders with the knowledge to ensure that each student is achieving to the best of their ability.

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)]*:

- **Paul Forbes**
- **Read 180**
- **Department Meetings**
- **Faculty Meetings**

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)]*:

- **Exemplar Training**
- **Building Thinking Classrooms**
- **Department Meetings**
- **Faculty Meetings**

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.

- **Create a bulleted list of intended before-/after-school activities that are designed, specifically, to support goal attainment**

  - **High Dosage Tutoring**
  - **Makerspace Club**
  - **Poetry Club**
  - **Thomson Book Club**
  - **ELA Club**
  - **Math Olympiads**
  - **Ready to the Plot Twist**
  - **Weather Club**
  - **Film Appreciation Club**

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.

- **Club Fair**
- **Trick or Read**
- **Turkey Trot**
- **Math Madness**
- **PS I Love You**
- **Multicultural Night**
- **Turning Pages**
- **Math Fun Night**
- **Mental Health Color Run**

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 - North 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	**$117,873**
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	**$51,100**
Title I Sub-total:			**$33,125**
Title I Total w/ Salaries & Fringe:			**$202,098**

School-Parent-Student Compact

Noth 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

North 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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