2026-2027 Schoolwide Plan for South Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

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

2026 – 2027 Staff List

2026-2027 SOUTH MIDDLE SCHOOL STAFF BY DEPARTMENT
Barry Mohammed Principal ~ Kathleen Barber Assistant Principal ~Tara Lallbachan Assistant Principal

6th Grade	Mathematics	AIS	Teacher Assistants/Teacher Aides
Kelly, Steven	Dietrich, Anika 8	Avila, Karen (DL)	Alarcon, Denise
Kolar, Kathryn	Gildersleeve, Catherine 7	Azzizzo, Jacqueline (DL)	Begum, Mst
Lorefice, John	Kassebaum, Dana 7/8	Buck, Jennifer (Math)	Castro, Jillian
Lynch, Gabriella	Meartz, Emma	Mishkin, Tracy (ELA)	Guevara, Cindy
McNicholas, Meghan	Nolan, Holly 7	**RTI**	Kadir, Agustina
Oven,Kevin	Tidridge,Jaclyn 8	Carpenter, Raquel (ELL Specialist)	Ortiz, Annette
Razza, Frank	Vighi, Garrett 8	Fensterer, Diane	**Monitors/1:1/Health Aide**
Richter, Daniel	**Music**	Gagliardi, Michael (Sp. Ed.)	Azcona, Ana Special ED Aide
Rotolo, Joseph	Berman, Shawn 6	Sonntag, Tracy	Castaneda, Rosaura
Weinstein, Alan	Devassy, Emmanuel 7/8	**Librarian**	Cordova, Andrea
Art	DiVito, Alexandra 7/8	McNaughton, Kayla	Daly, Collette
Ortiz, Brian 6/7/8	Hough, Jessica Lessons	**ICC Coach/ Restorative Practice**	Feliz, Teodora
Veitsman, Stephanie 7	McCullagh, Danielle 6/7/8	Walter, Gregory	Findel, Michele
Winter, Regina 6/7/8	Muckle, Kathleen	**Guidance**	Galucci, Brigida
Bilingual	Schmitt, Marybeth7/8/UG	Adame, Olga	Goins, Melissa
Melendez, Wendy 6	**Physical Education**	Ildefonso-Patino, Yanira	Guillaume, Myrna
Mohan, Melissa 6	Burchsted, Marisa 6/8	Legler, Lori	Hayes, Marie (Health Aide)
Paredes, Isis 6	Condon, Joseph 6/7/8	Morisi, Sophia	Jamison, Katrina
Rosario, Elvys 7/8	Fredrickson, Meghan 7/8/UG	**Pupil Personel Services PPS**	Ortiz, Luz
Tejera, Maria 7/8	Gutierrez, Elias 7	O'Rourke, Alexa - Psychologist	Pickett, Destiny
Vasquez, Janery 7/8	Kuhlemeier, James 6/7	Panora, Eliana - Social Worker	Shahid, Meena
Business	**Science**	Schrank-Krupa, Christie - Behavioral Specialist	**Nurse**
Tavantzis, Evangelia 8	Bruinsma, Shari 7	**Speech Therapist**	Gonzalez, Sandra
English	Kozub, Kevin 8	Kang, Emily T/TH	**Office Assistants**
Brennan, Steven 8	Reingold, Stuart 7	Kim, Francisca	Edwards, Elizabeth - Library
Goodman, Jason 7	Skadl, Russell 8	**OT/PT**	Espinal, Vanessa - SMO
Herrera, Melissa 7	Spence, Jeffrey 7	Byrte, Jillian T/Th/ F	Oliver, Tomika - Front Office
Murphy, Laura 7/8	**Social Studies**	Maganai, Debbie T/W	TBD - Attendance
Tom, Jayne 7	Desimone, Melissa 8	**Perm Subs**	Zayas, Janette - Guidance
Verstraten, Robert 8	Flocco, Thomas 7	Darby, Shannon	**IT department**
ENL	Miller, Jennifer 7	DiBlandia, Joshua	Orellana, Henry - Com. Aide
McGee, Suzanne 7	Nuara, Brianna 8	Doolin, David	Polis, Jennifer - Com. Network Tech
McKeever, Colleen 6/8	**Special Education**	Mendez, Brayan	**Custodial**
Orlando, Angela 6/8	Cernuto, Desiree	Trisciuzzi, Jason	Bell, Gregory PM
Rizzuto, Amanda 7	Corrao, Christopher 7/8	Walsh, Alisa	Boine, Rich AM
Rubino, Paula 7/8	Eady, Felisha 7/8		Hodge, Brandon PM
Family Consumer Science	Gallagher, Michelle 7/8		Jean Pierre, Christopher - Senior
Bento, Victoria	Gomez, Erica 6		McMillan, Damien
Lent, Noel	Gonzalez, Juan 7/8		Medina, Maryann
Foreign Language	Koehler, Kathleen 7		Morrow, Rasheed
Camarco, Michelle 7	Porter, Rhonda 6		TBD
Citrin, Lloyd 7	Scioscia, Nicole		**Kitchen**
Edouard, Erica 7/8	Thomas, Diamond 7/8		Avila, Martha
Guzman, Bethzayda 7/8	Trimboli, Jillian UNG		Chavez Alvarenga, Erika (Head Cook)
Mejia, Daniel 8	**Technology**		Gonzalez, Suhail
Zolezzi, Daniella 8	Carpluk, William 8		Maldonado, Claudia
Health	Smith, Brian 7		Martinez, Yuly
Adamkiewicz, Felix 7			Vallecillo, Ana
Reisig, Nicholas 7			West, Sonia
Zapolski, Laurie 7			Zelaya, Alba
			Security
			Bright, Edward
			Davis, Nikita

Student demographic information:

udent 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	945	326	2	316	298	3
Female	450	134	2	156	156	2
Male	495	192	0	160	142	1
*American Indian/Alaska Native	5	2	0	2	1	0
*Black	58	14	2	22	20	0
*Hispanic	838	294	0	276	265	3
*Asian/Pacific Islander	19	7	0	7	5	0
Asian	17	6	0	6	5	0
Native Hawaiian/Other Pacific Islander	2	1	0	1	0	0
*White	18	6	0	6	6	0
*Multiracial	7	3	0	3	1	0
General Education Students	791	265	0	267	259	0
*Students with Disabilities	154	61	2	49	39	3
Former Students with Disabilities	9	3	0	4	2	0
Not English Language Learner	727	220	2	256	247	2
*English Language Learner	218	106	0	60	51	1
Formerly English Language Learner	264	97	0	92	75	0
*Economically Disadvantaged	839	301	2	279	254	3
Not Economically Disadvantaged	106	25	0	37	44	0
Not Migrant	945	326	2	316	298	3
Homeless	9	4	1	2	2	0
Not Homeless	936	322	1	314	296	3
In Foster Care	3	1	1	1	0	0
Not in Foster Care	942	325	1	315	298	3
Parent Not in Armed Forces	945	326	2	316	298	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)

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

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 **South Middle School**, the McKinney- Vento liaison is **Lori Legler**.

The McKinney-Vento Team will implement procedures to include the following:

- Prominently display posters, brochures and/or other materials explaining the rights of homeless and unaccompanied youth;
- Identify students that may be facing homelessness situations;
  - Provide students with a basic needs kit;

- Facilitate training at the building level;
  - In cases of domestic violence, know who is authorized to pick up students;
  - Confidentiality is protected in communications with other school districts to ensure that fleers of domestic violence cannot be tracked;
  - Programs named so as to avoid identifying the program as specifically for homeless individuals;
- Ensuring that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education;
  - Ensure that parents of homeless students are informed about opportunities to participate in the education of their children;
  - Ensure that students who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch for the entire duration in which they are homeless and/or until the end of the academic school year;
  - Provide homeless families and youth with information about educational and extracurricular programs, services and opportunities. Transportation (in progress) and other necessary components of participation are provided;
  - Offer tutorial services and other academic supports to meet the needs of homeless and unaccompanied youth;
- Establish a trusting relationship with students and parents;
  - Make sure parents feel welcome and set the tone for further parental involvement;
  - Connect with community agencies and volunteers to share resources and information and to evaluate impact of services;
- Monitoring school attendance;
- Information on the numbers and grade-level of McKinney-Vento (homeless), migrant students, and students in foster care at our building may be seen, below:

	# of Students
McKinney-Vento	9
Children in Foster Care	3
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)	
Members of the Community to be served	
Teachers-SWP Sub Committee	Gregory Walter, SMS SIT Co-Chair Kayla McNaughton, SMS SIT Co-Chair Jaclyn Tidridge, Math Teacher Maria Tejera, Bilingual Teacher Marybeth Schmitt, General Music Teacher Tracey Sonntag, MTSS Math Teacher
Principals	Barry Mohammed, Principal Kathleen Barber, Assistant Principal Tara Lallbachan, Assistant Principal
Other School Leaders	
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 *	Laurie Zapolski, Data/Binder Support
Other School Staff *	
Students (for a secondary school)	Katherine Andrade and Keyri Santacruz
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
South Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	126 41.86%	82 27.24%	71 23.59%	22 7.31%	301	30.90%
Female	49 38.28%	39 30.47%	29 22.66%	11 8.59%	128	31.25%
Male	77 44.51%	43 24.86%	42 24.28%	11 6.36%	173	30.64%
American Indian	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
Black	9 60.00%	1 6.67%	5 33.33%	0 0.00%	15	33.33%
Hispanic	115 41.97%	77 28.10%	61 22.26%	21 7.66%	274	29.93%
Asian/Pacific Islander	2 40.00%	1 20.00%	2 40.00%	0 0.00%	5	40.00%
White	0 0.00%	1 25.00%	2 50.00%	1 25.00%	4	75.00%
Multiracial	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	80 33.06%	72 29.75%	68 28.10%	22 9.09%	242	37.19%
SWD	45 80.36%	9 16.07%	2 3.57%	0 0.00%	56	3.57%
Former SWD	1 33.33%	1 33.33%	1 33.33%	0 0.00%	3	33.33%
LEP	79 78.22%	18 17.82%	3 2.97%	1 0.99%	101	3.96%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	116 41.73%	80 28.78%	62 22.30%	20 7.19%	278	29.50%

Frequency Distribution by Subgroup

Grade 7 English Language Arts April 2026

Brentwood UFSD
South Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	115 39.66%	81 27.93%	65 22.41%	29 10.00%	290	32.41%
Female	45 32.14%	41 29.29%	35 25.00%	19 13.57%	140	38.57%
Male	70 46.67%	40 26.67%	30 20.00%	10 6.67%	150	26.67%
American Indian	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
Black	4 21.05%	7 36.84%	4 21.05%	4 21.05%	19	42.11%
Hispanic	105 41.18%	72 28.24%	57 22.35%	21 8.24%	255	30.59%
	1	0	2	3		

Asian/Pacific Islander	16.67%	0.00%	33.33%	50.00%	6	83.33%
White	3 60.00%	1 20.00%	1 20.00%	0 0.00%	5	20.00%
Multiracial	1 50.00%	0 0.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	76 31.80%	73 30.54%	62 25.94%	28 11.72%	239	37.66%
SWD	39 82.98%	5 10.64%	3 6.38%	0 0.00%	47	6.38%
Former SWD	0 0.00%	3 75.00%	0 0.00%	1 25.00%	4	25.00%
LEP	54 94.74%	2 3.51%	1 1.75%	0 0.00%	57	1.75%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	102 40.00%	75 29.41%	55 21.57%	23 9.02%	255	30.59%

Frequency Distribution by Subgroup

Grade 8 English Language Arts April 2026

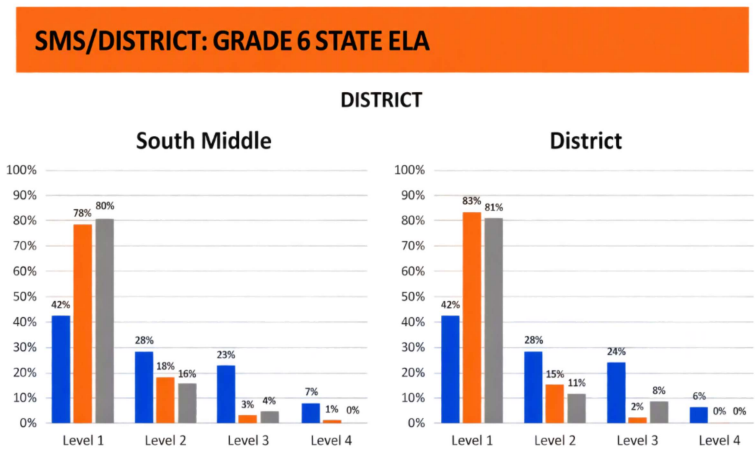
Brentwood UFSD

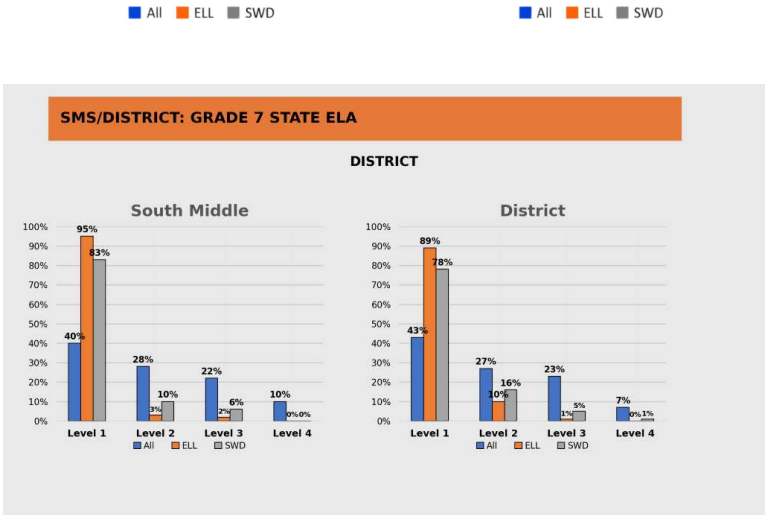
South Middle School

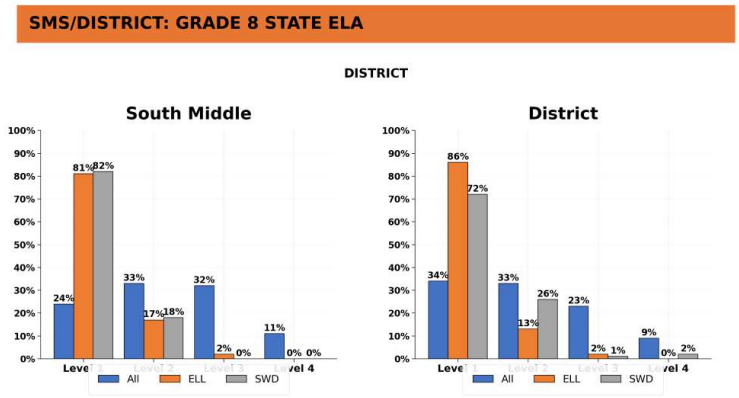
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	66 23.66%	92 32.97%	89 31.90%	32 11.47%	279	43.37%
Female	28 18.79%	47 31.54%	52 34.90%	22 14.77%	149	49.66%
Male	38 29.23%	45 34.62%	37 28.46%	10 7.69%	130	36.15%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
Black	4 21.05%	6 31.58%	7 36.84%	2 10.53%	19	47.37%
Hispanic	60 24.19%	81 32.66%	78 31.45%	29 11.69%	248	43.15%
Asian/Pacific Islander	1 20.00%	3 60.00%	1 20.00%	0 0.00%	5	20.00%
White	1 20.00%	2 40.00%	1 20.00%	1 20.00%	5	40.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	38 15.57%	86 35.25%	88 36.07%	32 13.11%	244	49.18%
SWD	28 82.35%	6 17.65%	0 0.00%	0 0.00%	34	0.00%
Former SWD	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
LEP	38 80.85%	8 17.02%	1 2.13%	0 0.00%	47	2.13%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	58 24.27%	75 31.38%	77 32.22%	29 12.13%	239	44.35%

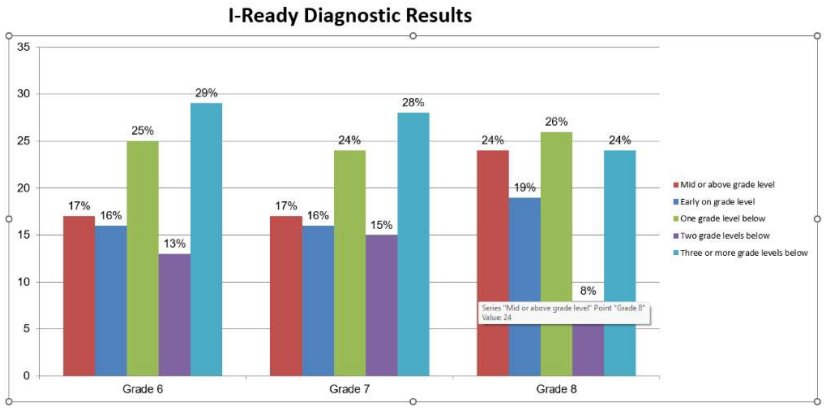
SMS/DISTRICT: GRADE 6 STATE ELA







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
South Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	94 31.76%	91 30.74%	98 33.11%	13 4.39%	296	37.50%
	40	44	36	4		

Female	32.26%	35.48%	29.03%	3.23%	124	32.26%
Male	54 31.40%	47 27.33%	62 36.05%	9 5.23%	172	41.28%
American Indian	0 0.00%	1 50.00%	0 0.00%	1 50.00%	2	50.00%
Black	7 50.00%	4 28.57%	3 21.43%	0 0.00%	14	21.43%
Hispanic	85 31.60%	83 30.86%	92 34.20%	9 3.35%	269	37.55%
Asian/Pacific Islander	2 33.33%	2 33.33%	1 16.67%	1 16.67%	6	33.33%
White	0 0.00%	1 25.00%	1 25.00%	2 50.00%	4	75.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	53 22.18%	83 34.73%	91 38.08%	12 5.02%	239	43.10%
SWD	40 74.07%	7 12.96%	7 12.96%	0 0.00%	54	12.96%
Former SWD	1 33.33%	1 33.33%	0 0.00%	1 33.33%	3	33.33%
LEP	63 61.17%	23 22.33%	17 16.50%	0 0.00%	103	16.50%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	89 32.60%	84 30.77%	89 32.60%	11 4.03%	273	36.63%

Frequency Distribution by Subgroup

Grade 7 Mathematics April 2026

Brentwood UFSD

South Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	49 17.50%	85 30.36%	84 30.00%	62 22.14%	280	52.14%
Female	21 15.79%	38 28.57%	39 29.32%	35 26.32%	133	55.64%
Male	28 19.05%	47 31.97%	45 30.61%	27 18.37%	147	48.98%
American Indian	1 33.33%	0 0.00%	1 33.33%	1 33.33%	3	66.67%
Black	2 13.33%	4 26.67%	3 20.00%	6 40.00%	15	60.00%
Hispanic	45 18.22%	78 31.58%	75 30.36%	49 19.84%	247	50.20%
Asian/Pacific Islander	0 0.00%	0 0.00%	2 33.33%	4 66.67%	6	100.00%
White	1 16.67%	2 33.33%	3 50.00%	0 0.00%	6	50.00%
Multiracial	0 0.00%	1 33.33%	0 0.00%	2 66.67%	3	66.67%
GenEd	21 9.17%	71 31.00%	76 33.19%	61 26.64%	229	59.83%
SWD	28 59.57%	13 27.66%	6 12.77%	0 0.00%	47	12.77%
Former SWD	0 0.00%	1 25.00%	2 50.00%	1 25.00%	4	75.00%
LEP	34 58.62%	19 32.76%	5 8.62%	0 0.00%	58	8.62%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	44 17.74%	77 31.05%	77 31.05%	50 20.16%	248	51.21%

Frequency Distribution by Subgroup

Grade 8 Mathematics April 2026

Brentwood UFSD

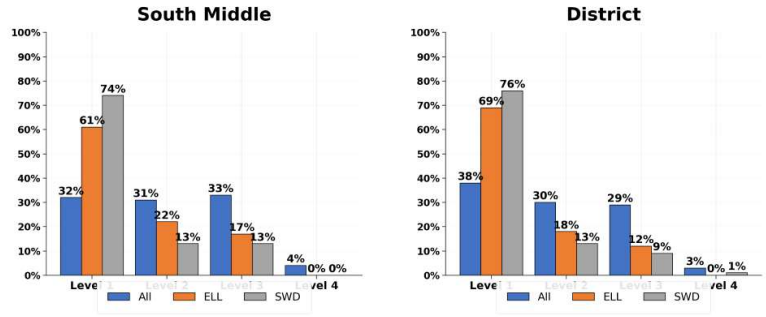
South Middle School

Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	89 47.59%	53 28.34%	45 24.06%	0 0.00%	187	24.06%
Female	41 43.16%	31 32.63%	23 24.21%	0 0.00%	95	24.21%
Male	48 52.17%	22 23.91%	22 23.91%	0 0.00%	92	23.91%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	8 53.33%	5 33.33%	2 13.33%	0 0.00%	15	13.33%
Hispanic	76 46.91%	46 28.40%	40 24.69%	0 0.00%	162	24.69%
Asian/Pacific Islander	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
White	2 40.00%	2 40.00%	1 20.00%	0 0.00%	5	20.00%
Multiracial	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%
GenEd	60 39.22%	50 32.68%	43 28.10%	0 0.00%	153	28.10%
SWD	28 84.85%	3 9.09%	2 6.06%	0 0.00%	33	6.06%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	36 73.47%	6 12.24%	7 14.29%	0 0.00%	49	14.29%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	76 47.50%	43 26.88%	41 25.63%	0 0.00%	160	25.63%

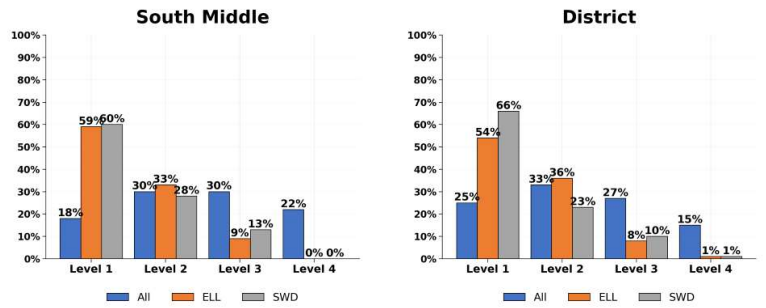
SMS/DISTRICT: GRADE 6 STATE Math

DISTRICT



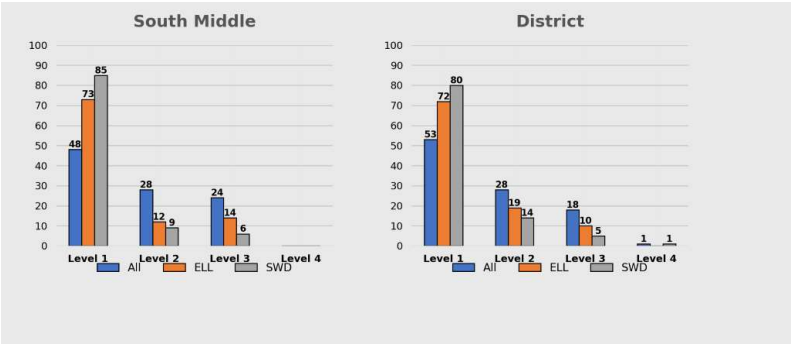
SMS/DISTRICT: GRADE 7 STATE Math

DISTRICT

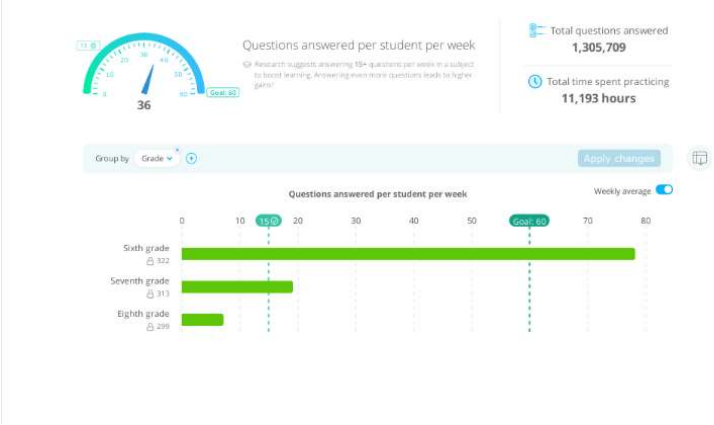


SMS/DISTRICT: GRADE 8 STATE Math

DISTRICT

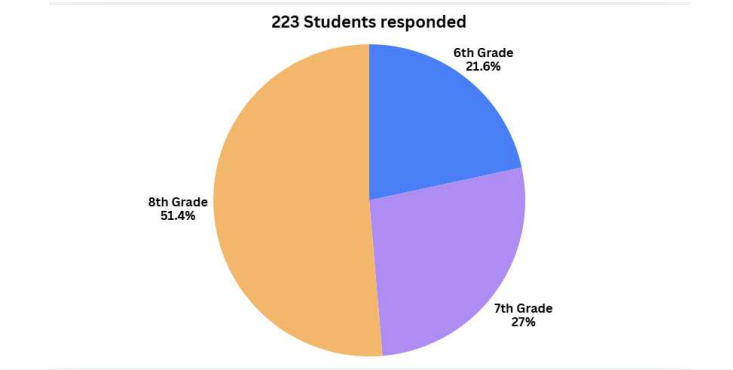


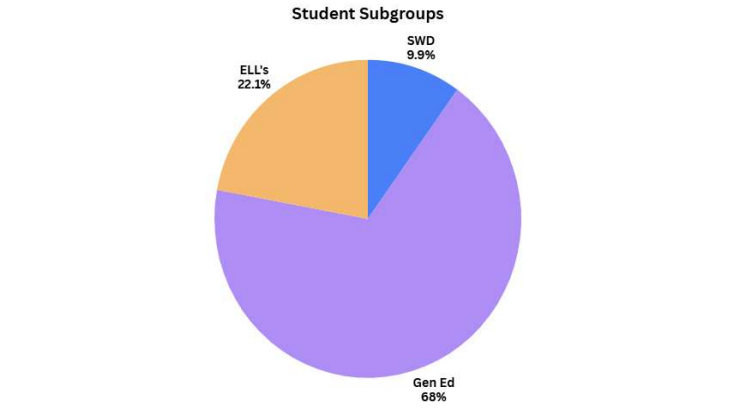
Local Assessment Math Data, disaggregated by subgroup; i.e. CAM

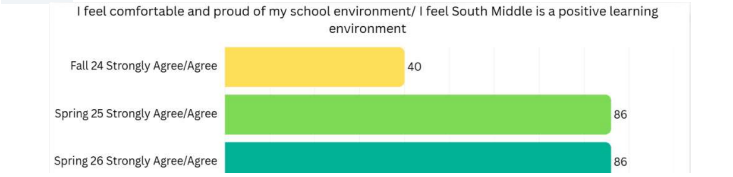


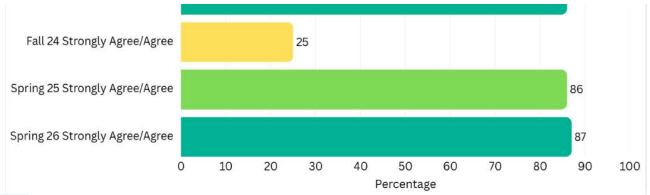
Surveys

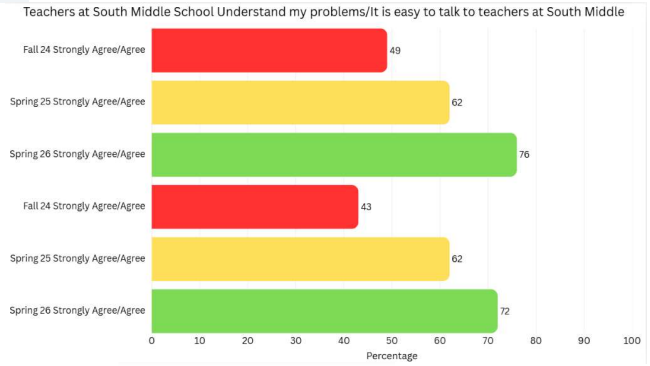
Survey Data

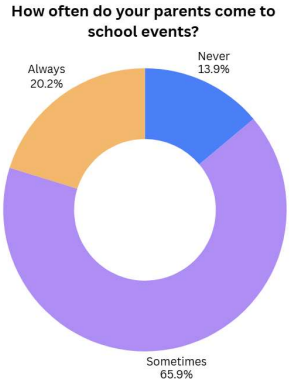


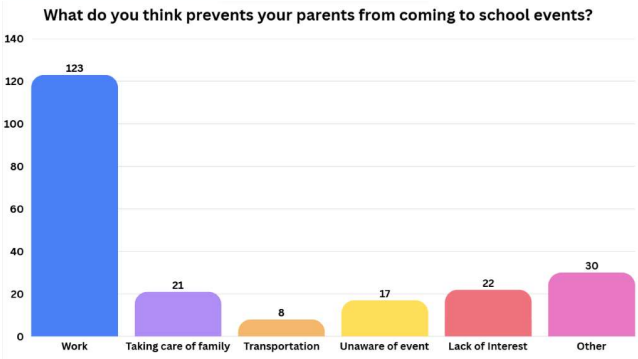












Conclusions Drawn from the Comprehensive Needs Assessment: ELA, Mathematics, and Surveys

- The comprehensive needs assessment conducted at South Middle School continues to highlight academic challenges in literacy achievement, particularly for English Language Learners (ELLs) and Students with Disabilities (SWDs). State ELA assessment and i-Ready diagnostic data indicate that many students remain below grade-level expectations, with ELLs and SWDs continuing to be overrepresented in the lowest performance levels.

  Despite these challenges, the assessment identified several strengths. Student survey data reflect a positive and supportive school climate, with high percentages of students reporting that they feel comfortable, safe, and proud of their school. Student perceptions of teacher support also improved, suggesting stronger relationships between students and staff.

  Family engagement remains an area for growth. While many families participate in school events periodically, work schedules continue to be the primary barrier to more consistent involvement.

  In alignment with the Every Student Succeeds Act (ESSA), South Middle School remains committed to supporting all student groups, with particular attention to economically disadvantaged students, students with disabilities, and English Language Learners. Moving forward, the school will continue to prioritize literacy achievement, targeted interventions, positive school culture, and meaningful family engagement to improve outcomes for all students.

An example is provided below. **Please customize for your school!**

Example: *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 the All Students and English Language Learner (ELL) subgroups in our school. This gap is reflective of a general language deficit that exists for ELLs, which compromises their ability to master the challenging State academic standards. Furthermore, after analyzing last year's surveys, it was evident that the majority of all students only somewhat agree with the statement, "My family helps at home with school work." This year's Schoolwide Plan will focus on closing achievement gaps in language acquisition and math concepts/skills for ELLs in our school, in addition to increasing the percentage of all students who strongly agree with the statement, "My family helps at home with school work."*

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

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

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

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

Schoolwide Plan Priorities

South Middle School recognizes that students achieve at higher levels when they are engaged in meaningful learning experiences, supported by strong relationships, and provided equitable access to rigorous instruction. In alignment with the Graduation Plus+ framework, the school will focus on strengthening literacy achievement, expanding critical thinking and problem-solving opportunities, increasing access and support for English Language Learners and Students with Disabilities, and fostering engaging learning environments that prepare students for future academic and career success. Through these efforts, South Middle School will continue to promote a culture of growth, achievement, and empowerment for all students.

	Subgroup:	Priority Area:
1.	ELLs	Strengthen literacy development and language acquisition through inclusive, culturally responsive instructional practices.
2.	SWD	Increase access to grade-level curriculum through targeted academic supports, intervention services, and student-centered learning opportunities.
3.	7-8 grade students	Develop critical thinking, problem-solving, and self-management skills through authentic learning experiences that prepare students for high school, college, and career and success pathways.
4.	All Students	Continue to cultivate an inclusive environment that values diversity, strengthens relationships, and supports student success.

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.):

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

- By June 2027, Students with Disabilities (SWD) will show an increase in proficiency from 20% performing at Levels 3 and 4 on the Grade 8 State ELA assessment in 2025-2026 to 22% performing at Levels 3 and 4 in 2026-2027, as measured by the Grade 8 State ELA assessment, administered annually.

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

By June 2027, students performing at or above grade level will increase from 43% to 45% in Grade 8, as measured by the i-Ready Diagnostic assessment, administered three times per year.

Mathematics Performance Goals

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

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

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

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

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

Survey Goal

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

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

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

Strategies for Identifying Students Experiencing Difficulty Mastering Standards (MTSS)

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

Schoolwide Improvement Strategies

Schoolwide strategies should provide an enriched and accelerated curriculum to support whole-child development for all students, particularly those failing, or, at-risk of failing to meet the state's challenging state

academic standards *[ESSA Section 1114(b)(7)(A)(i-iii)].* Improvement strategies/activities should be purposefully designed to address the findings of the comprehensive needs assessment in a way that will result in significant improvements in student learning. See additional guidance below:

- Strategies to be implemented during the regular, academic day
- Please do not include all instructional/improvement strategies in place at the school
- Only include high-leverage strategies that have been designed to ensure State-level and local goal attainment
- Include strategies to be employed by all staff (i.e., Principals, Teachers, Teaching Assistants, Social Workers, Guidance Counselors, Psychologists)
- **Secondary schools are encouraged to consider alignment between SIT goals/strategies, and drop-out prevention goals and strategies**
- **Please include in the table below those high-leverage strategies that have been designed to ensure State-level and local goal attainment and place them within the tenet(s) of Graduation PLUS + where they best apply (Please refer to the tab titled *Graduation PLUS +* for additional context with respect to each tenet)**

The Four Tenets of Graduation PLUS +

Success Pathways

- Naviance
  - Beginning in 6th grade, students use this program to align strengths and interests with future college and career goals.
  - Junior Achievement Inspire
    - Students attend a virtual career fair and are able to chat with companies and learn more about them.
  - Creation of a School Store
    - Real-world business experience through 8th grade business classes. (Anticipated opening January 2027)
  - Introduction of SMS Student Ambassadors
    - Students will take a leadership role in the school by welcoming new students, participating in school initiatives, and serving as role models for their peers
    - Junior Achievement High School Heroes 8th grade students are trained and go into the elementary schools to teach financial literacy concepts

Growth Culture

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

Meaningful and Relevant Instruction and Assessment

- Professional Development
  - Focused on supporting ELLs and leveraging linguistic strengths.
  - Culturally Responsive Curriculum Enhancements
    - Integrate texts, projects, and discussions that reflect students' backgrounds and community.
  - Peer Tutoring
    - Builds confidence and academic support in math.
  - High Dosage Tutoring/Math Academy
    - to help students struggling with academics with 1:1 or smaller group instruction to address a struggling skill.
  - Restorative Practices
    - Teachers attend trainings on how to successfully implement restorative circles into their classroom discussions and instruction.
  - S.K.I.L.L.S. Program
    - The Suffolk County Sherriff's department comes into South

Empowered Stakeholders

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

Middle to speak to the students on various topics that could impact their futures. ○ The Power of Words ▪ Students are exposed to historical events impact the language and the meaning behind word origins and how they are impacting the youth today ○ Peer Mentoring • Promotes positive relationships and a stronger sense of school community. • Provides students with a trusted peer for support, guidance, and encouragement. • Develops leadership skills, responsibility, and confidence in mentors.	• Cultural Inclusive Celebrations hosted by South Middle School ○ Open School Night ○ Hispanic Heritage Night ○ Touch a Truck ○ Pancake Breakfast ○ Winter Concerts (Chorus, Band, Orchestra) ○ Black History Night ○ Women's Day Event ○ Talent Show ○ Spring Concerts (Chorus, Band, Orchestra) ○ School Musical/Play ○ 5th Grade Orientation for students & families

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)]*:

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

Planned Math Professional Learning

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

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

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**
  - Future Healthcare Leaders
  - Language Friends Club
  - Newsroom
  - Rock Art and Literacy Studio
  - Stitch and Solve
  - Music and the Movies
  - Write It Out
  - Book Club
  - Homework Lounge

- Math Olympiads
- Friendship Club
- Yarn Creations Club
- Craft Creators
- South Middle Singers
- Community Changers Club
- Art Club
- Jazz Band
- My Brothers Keeper
- Girls Inc
- National Jr Honors Society
- Student Council
- Youth & Government
- High Dosage Tutoring
- Math Academy
- Math Olympiads
- Science Olympiads

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.

- **Create a bulleted list of intended parent/family engagement activities/events which, specifically, support goal attainment**

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

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 - South Middle School			
Code	**Specific Expenditure**	**Rate of Pay**	**Project Salary**
1500 - Salaries	Salary - AIS Teachers - Teacher's On Special Assignment to provide supplemental AIS services, based on the number/percent of Title I eligible students in the school.	Contractual, % FTE	**$98,639**
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	**$46,908**
Title I Sub-total:			**$33,125**
Title I Total w/ Salaries & Fringe:			**$178,672**

School-Parent-Student Compact

South Middle School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

South Middle School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;

12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Share the responsibility for improved student achievement;
2. Ensure they come to school fully prepared each day;
3. Monitor attendance;
4. Communicate with our child/children's teachers about their educational and/or emotional needs;
5. Make sure that homework including independent reading each night is completed;
6. Monitor the amount of television watched; (technology used);
7. Volunteer within classrooms;
8. Participate, as appropriate, in decisions relating to our children's education;
9. Promote positive use of our children's' extracurricular time;
10. Ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them to be more effective in assisting the children in the educational process or with parenting workshops;
11. Stay informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
12. Serve, to the extent possible, on policy advisory groups, such as becoming the parent representative on the school's School Improvement Team (SIT) and/or the PTA executive board.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State and District's high standards. Specifically, we will:

13. Do homework every day and ask for help when needed;
14. Read alone or with someone for at least 30 minutes every day outside of school time;
15. Give all notices and information received from school to parents or guardian every day;
16. Put forth our best effort so that assessments accurately measure our understanding and growth;
17. Contribute within the classroom setting to help reinforce a healthy social emotional, academic atmosphere;

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

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