2026-2027 Schoolwide Plan for West Middle School

Friday, July 28, 2023 1:01 PM

Schoolwide Plan Preparation:

Name of School:	West Middle School
Principal:	Vincent Autera
Assistant Principal(s):	Christopher Moraitis and Tracy Kohl
SIT Co-Chairs:	S. Wood, T. Kohl
Grades Served:	6-8

Staff List

FACULTY AND STAFF

West Middle Staff 2026-2027

Administration
Vincent Autera
Tracy Kohl
Chris Moraitis
Art
Toniann Mannino
Claudia Genna
Clerical
Marie Cagnard
Pricilla Gutierrez (Senior)
Victoria Miranda
Elizabeth Piccirillo Baez (Senior)
Karen Riley
Business
Joan Craig
Communication Aide
Gerald Miranda
Custodial
Javier Aguirre – PM
Senior
Divine Daniel
Jonathan Day
Sean Hoey
Mark Oquendo
Luis Rodriguez- Chief
Minerva Tejada
English
Amy Beyer
Katie Gordon
Tracy Kolar
Amanda Muller
ENL
Lisa DiOrio-Anderson
Brice Harvey
Chantel Mastorakos
Priscilla Olberding
Dahiana Socko
Guidance
Milagros De La Concha
Emelin Taveras
Kevin Whitaker
Health
Thomas Arelt
Home &Careers
John Kaplan
Allison Spinelli

IT
Jeremy Lutsky
Jennifer Polis
Kitchen
Claudia Canales-Head
Sandra Alfaro
Sonia Atencia
Alba Benitez
Clementina Diaz
Maria Vega
Anelta Wilson
Library-Media Specialist
Marielena Jimenez
LOTE
Francia Cortes- NLA
Myriam Cruz Morante
Kathleen Edwards
Melanie Edwards
Martha Garcia - NLA
Jessica Heil
Erika Peralta
Susan Santana
Mathematics
Rosemary Alvarez-BIL
Alicia Coleman
Sylvia Dunne
Jennifer Kaplan
Michele Leschik
Shannon Zembrzycki
Monitors
Maureen Bauer
Odilia Cohen
Sabiha Farooq
Kevin Gomez
Adiana Ruiz
Stacy Santana
Music
Nicholas Baerenklau
Michael Eipper
Quincy Geismar
Maria Gracia
Ian McLaughlin
Nurse
Rebecca Arroyo-Aguirre
Joan Eberlin (reg nurse)
Nurse Assistant
Suzanne Krausch
Physical Education
Theresa Brown
Andrea Dimaria
Elias Gutierrez
Jason Woolley
Psychologists
Dangely Abreu
Emely Trinidad
Resource Room
Angela Diclemente
RTI / MTSS
Jacquline Babyak
Thomas Fallon
Debra Zappia
Social Workers
David Bracero
Yanira Ildefonso-Patino
Science
Jannine Corso
Hope Delemo
Hector Gamboa – BIL
Catherine Lewis
John O'Neill
Social Studies
Renee Bussa
Al Carvalheira
Dave Corporan- BIL
Amanda Kehoe
Robert Palminteri

Special Education
Erica Chesler (ICT)
Stacey DeGorter
Ashley Dunn (CWC)
Eliza Galchin
Michael Germer
Kim Johnson
Frances Negron
Casey-Ann Patton
Kayla Reese
Elana Spahn
Courtney Tronolone
Suzannah Wood

Speech
Rebecca Clark
Emely Kang
Teacher Aide
Elizabeth Arboleda
Rosaura Espinal Espinal
Silenia Haglund
Ana Montejo
Angela Tobar Cajas

Teaching Assistants
Estela Barahona
Maryanne Byrus
Suzanne Conway
Clara Gomez
Susan Mackenzie
Mary Pleva
Pedro Romero
Lizardo Soto
Faragine St. Paul
Patricia Valladares
Dawn Wellington
TOSA
Raquel Carpenter
Kevin Coyne
Karen Morgan
Technology
Devin Lafler
Kristofer Fetter
6th Grade
James D'Accordo
Charles Dale
Hayley Donnatin
Wendy Escobar Benites
Jill Frezza
Timothy Lettieri – Dig Lit.
Robert Melo – Dig Lit.
Lisa Moroney
Doug Nuttall
Jennifer Pelligrino
Armando Rodriguez – BIL
Mary Jo Sanzone
Laura Semmig
Melissa Strohm

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	801	226	5	254	305	11
Female	393	112	2	130	146	3
Male	408	114	3	124	159	8
*American Indian/Alaska Native	4	0	0	1	3	0
*Black	101	32	0	34	33	2
*Hispanic	617	172	5	190	242	8
*Asian/Pacific Islander	31	9	0	9	13	0
Asian	29	9	0	7	13	0
Native Hawaiian/Other Pacific Islander	2	0	0	2	0	0
*White	37	11	0	14	11	1
*Multiracial	11	2	0	6	3	0
General Education Students	632	181	0	208	243	0
*Students with Disabilities	169	45	5	46	62	11
Former Students with Disabilities	11	1	0	8	2	0
Not English Language Learner	617	173	3	202	232	7
*English Language Learner	184	53	2	52	73	4
Formerly English Language Learner	162	58	0	45	59	0
*Economically Disadvantaged	675	190	5	218	251	11
Not Economically Disadvantaged	126	36	0	36	54	0
Not Migrant	801	226	5	254	305	11
Homeless	8	0	0	1	6	1
Not Homeless	793	226	5	253	299	10
In Foster Care	5	1	0	3	1	0
Not in Foster Care	796	225	5	251	304	11
Parent Not in Armed Forces	801	226	5	254	305	11

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)

WMS Vision Statement:

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

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

WMS Mission Statement

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

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 West Middle School, the McKinney- Vento liaison is **Tracy Kohl**.

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	8
Children in Foster Care	5
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)	Mr. Matthew Berge
Members of the Community to be served	
Teachers-SWP Sub Committee	S.Wood, T. Kohl, co-chairs
Principals	Vincent Autera, Christopher Moraitis, Tracy Kohl
Other School Leaders	
Teaching Assistants	Patricia Valladares, TA
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 *	
Students (for a secondary school)	Bella Byrd, Brian Rhoden, Soraya Tabibzada
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.

English Language Arts (ELA) Performance

State Assessment ELA Data, disaggregated by subgroup

ela state data 2026

Frequency Distribution by Subgroup

Grade 6 English Language Arts April 2026

Brentwood UFSD
West Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	85 40.48%	57 27.14%	57 27.14%	11 5.24%	210	32.38%
Female	36 35.64%	31 30.69%	27 26.73%	7 6.93%	101	33.66%
Male	49 44.95%	26 23.85%	30 27.52%	4 3.67%	109	31.19%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	7 24.14%	9 31.03%	9 31.03%	4 13.79%	29	44.83%
Hispanic	70 43.48%	45 27.95%	40 24.84%	6 3.73%	161	28.57%
Asian/Pacific Islander	4 44.44%	0 0.00%	4 44.44%	1 11.11%	9	55.56%
White	4 44.44%	1 11.11%	4 44.44%	0 0.00%	9	44.44%
Multiracial	0 0.00%	2 100.00%	0 0.00%	0 0.00%	2	0.00%
GenEd	47 28.14%	55 32.93%	54 32.34%	11 6.59%	167	38.92%
SWD	37 88.10%	2 4.76%	3 7.14%	0 0.00%	42	7.14%
Former SWD	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
LEP	45 81.82%	9 16.36%	1 1.82%	0 0.00%	55	1.82%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	78 45.35%	45 26.16%	44 25.58%	5 2.91%	172	28.49%

Level 1 371-430, Level 2 431-449, Level 3 450-469, Level 4 470-498

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Frequency Distribution by Subgroup

Grade 7 English Language Arts April 2026

Brentwood UFSD
West Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4

All Students	71 36.79%	53 27.46%	57 29.53%	12 6.22%	193	35.75%
Female	29 30.53%	28 29.47%	31 32.63%	7 7.37%	95	40.00%
Male	42 42.86%	25 25.51%	26 26.53%	5 5.10%	98	31.63%
American Indian	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
Black	7 28.00%	7 28.00%	11 44.00%	0 0.00%	25	44.00%
Hispanic	55 37.93%	41 28.28%	40 27.59%	9 6.21%	145	33.79%
Asian/Pacific Islander	3 42.86%	2 28.57%	2 28.57%	0 0.00%	7	28.57%
White	3 30.00%	2 20.00%	3 30.00%	2 20.00%	10	50.00%
Multiracial	2 40.00%	1 20.00%	1 20.00%	1 20.00%	5	40.00%
GenEd	50 31.45%	41 25.79%	56 35.22%	12 7.55%	159	42.77%
SWD	19 67.86%	8 28.57%	1 3.57%	0 0.00%	28	3.57%
Former SWD	2 33.33%	4 66.67%	0 0.00%	0 0.00%	6	0.00%
LEP	38 88.37%	5 11.63%	0 0.00%	0 0.00%	43	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	61 37.20%	47 28.66%	49 29.88%	7 4.27%	164	34.15%

Level 1 371-432, Level 2 433-449, Level 3 450-471, Level 4 472-504

Frequency Distribution by Subgroup

Grade 8 English Language Arts April 2026

Brentwood UFSD
West Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	113 50.00%	64 28.32%	36 15.93%	13 5.75%	226	21.68%
Female	43 42.57%	30 29.70%	20 19.80%	8 7.92%	101	27.72%
Male	70 56.00%	34 27.20%	16 12.80%	5 4.00%	125	16.80%
American Indian	2 66.67%	0 0.00%	1 33.33%	0 0.00%	3	33.33%
Black	14 56.00%	6 24.00%	4 16.00%	1 4.00%	25	20.00%
Hispanic	94 51.09%	55 29.89%	26 14.13%	9 4.89%	184	19.02%
Asian/Pacific Islander	0 0.00%	2 28.57%	3 42.86%	2 28.57%	7	71.43%
White	2 40.00%	1 20.00%	2 40.00%	0 0.00%	5	40.00%
Multiracial	1 50.00%	0 0.00%	0 0.00%	1 50.00%	2	50.00%

GenEd	73 41.71%	53 30.29%	36 20.57%	13 7.43%	175	28.00%
SWD	40 78.43%	11 21.57%	0 0.00%	0 0.00%	51	0.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	64 91.43%	6 8.57%	0 0.00%	0 0.00%	70	0.00%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	100 51.55%	57 29.38%	28 14.43%	9 4.64%	194	19.07%

Level 1 366-429, Level 2 430-449, Level 3 450-471, Level 4 472-502

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

i-ready-inform-

i-Ready Inform Results

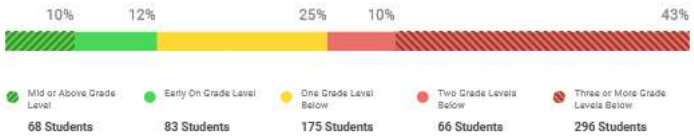
i-Ready

School	WEST MIDDLE
Subject	Reading (English)
Academic Year	2026 - 2027
i-Ready Inform Assessment	Fall 2026 - K
Prior i-Ready Inform Assessment	None

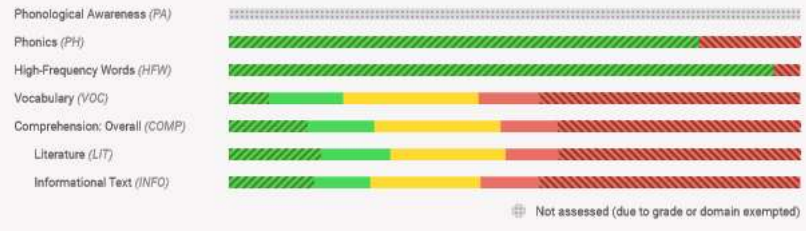
Criterion Referenced

Overall Placement

Students Assessed/Total: **688/736**



Placement by Domain



Switch Table View | Choose to Show Results By

Placement Summary

Grade

Showing 3 of 4

Multi	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		9%	10%	29%	11%	42%	253/262
Grade 7		8%	15%	23%	11%	44%	212/235

Grade 8		13%	12%	24%	7%	44%	222/235

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Mathematics Performance

State Assessment Math Data, disaggregated by subgroup

crv1 (54)

Frequency Distribution by Subgroup

Grade 6 Mathematics April 2026

Brentwood UFSD
West Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	70 34.48%	57 28.08%	69 33.99%	7 3.45%	203	37.44%
Female	33 34.38%	28 29.17%	33 34.38%	2 2.08%	96	36.46%
Male	37 34.58%	29 27.10%	36 33.64%	5 4.67%	107	38.32%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	9 30.00%	10 33.33%	9 30.00%	2 6.67%	30	36.67%
Hispanic	57 37.01%	41 26.62%	53 34.42%	3 1.95%	154	36.36%
Asian/Pacific Islander	2 28.57%	2 28.57%	3 42.86%	0 0.00%	7	42.86%
White	2 20.00%	3 30.00%	3 30.00%	2 20.00%	10	50.00%
Multiracial	0 0.00%	1 50.00%	1 50.00%	0 0.00%	2	50.00%
GenEd	36 22.09%	53 32.52%	67 41.10%	7 4.29%	163	45.40%
SWD	34 87.18%	3 7.69%	2 5.13%	0 0.00%	39	5.13%
Former SWD	0 0.00%	1 100.00%	0 0.00%	0 0.00%	1	0.00%
LEP	39 70.91%	9 16.36%	7 12.73%	0 0.00%	55	12.73%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	65 38.92%	50 29.94%	47 28.14%	5 2.99%	167	31.14%

Level 1 383-430, Level 2 431-449, Level 3 450-484, Level 4 485-509

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Frequency Distribution by Subgroup

Grade 7 Mathematics April 2026

Brentwood UFSD
West Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	40 23.26%	56 32.56%	58 33.72%	18 10.47%	172	44.19%
Female	15 18.29%	33 40.24%	26 31.71%	8 9.76%	82	41.46%
Male	25 27.78%	23 25.56%	32 35.56%	10 11.11%	90	46.67%
American Indian	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Black	6 26.09%	9 39.13%	7 30.43%	1 4.35%	23	34.78%
Hispanic	31 23.31%	41 30.83%	48 36.09%	13 9.77%	133	45.86%
Asian/Pacific Islander	2 33.33%	1 16.67%	3 50.00%	0 0.00%	6	50.00%
White	1 20.00%	2 40.00%	0 0.00%	2 40.00%	5	40.00%
Multiracial	0 0.00%	3 60.00%	0 0.00%	2 40.00%	5	40.00%
GenEd	29 20.42%	43 30.28%	53 37.32%	17 11.97%	142	49.30%
SWD	11 44.00%	11 44.00%	3 12.00%	0 0.00%	25	12.00%
Former SWD	0 0.00%	2 40.00%	2 40.00%	1 20.00%	5	60.00%
LEP	24 52.17%	19 41.30%	3 6.52%	0 0.00%	46	6.52%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	34 23.29%	51 34.93%	47 32.19%	14 9.59%	146	41.78%

Level 1 380-429, Level 2 430-449, Level 3 450-476, Level 4 477-515

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Frequency Distribution by Subgroup

Grade 8 Mathematics April 2026

Brentwood UFSD
West Middle School
Sorted by: School

Group	Level 1	Level 2	Level 3	Level 4	Total Valid Scores	Percent At Level 3 & 4
All Students	79 55.24%	38 26.57%	26 18.18%	0 0.00%	143	18.18%
Female	29 50.00%	22 37.93%	7 12.07%	0 0.00%	58	12.07%
Male	50 58.82%	16 18.82%	19 22.35%	0 0.00%	85	22.35%
American Indian	0 0.00%	0 0.00%	1 100.00%	0 0.00%	1	100.00%

Black	13 68.42%	3 15.79%	3 15.79%	0 0.00%	19	15.79%
Hispanic	61 52.59%	35 30.17%	20 17.24%	0 0.00%	116	17.24%
Asian/Pacific Islander	2 100.00%	0 0.00%	0 0.00%	0 0.00%	2	0.00%
White	2 50.00%	0 0.00%	2 50.00%	0 0.00%	4	50.00%
Multiracial	1 100.00%	0 0.00%	0 0.00%	0 0.00%	1	0.00%
GenEd	40 43.01%	31 33.33%	22 23.66%	0 0.00%	93	23.66%
SWD	39 78.00%	7 14.00%	4 8.00%	0 0.00%	50	8.00%
Former SWD	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
LEP	40 58.82%	16 23.53%	12 17.65%	0 0.00%	68	17.65%
Former LEP	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0	0.00%
Economically Disadvantaged	68 54.40%	34 27.20%	23 18.40%	0 0.00%	125	18.40%

Level 1 379-435, Level 2 436-449, Level 3 450-481, Level 4 482-512

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

IXL-LevelUp-Diagnostic-



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Surveys

Survey Data

Parent/Famil

The school has an effective program for dealing with bullying.	
Strongly agree	29%
Agree	29%
Neutral	38%
Disagree	5%
Strongly disagree	0%

My child's school helps students explore college, career, and life opportunities after graduation.	
Strongly agree	26%
Agree	45%
Somewhat agree	17%
Disagree	12%
Strongly disagree	0%

I feel welcomed as a partner in my child's education.	
Strongly agree	36%
Agree	43%
Somewhat agree	17%
Disagree	2%
Strongly disagree	2%

Teachers contact me not just when there is a problem.		
Strongly agree	29%	
Agree	26%	
Somewhat agree	26%	
Disagree	17%	
Strongly disagree	2%	

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

The comprehensive needs assessment revealed that academic achievement in both English Language Arts (ELA) and Mathematics remains a significant area of focus for West Middle School. Analysis of state and local assessment data indicates that many students are performing below grade-level expectations, particularly in the areas of reading comprehension, academic literacy, mathematical reasoning, and problem solving.

In mathematics, only 34.4% of students in grades 6-8 achieved proficiency (Levels 3 and 4) on the 2026 New York State Mathematics Assessment, with performance ranging from 18.2% proficiency in Grade 8 to 44.2% proficiency in Grade 7. Additionally, local i-Ready Diagnostic data show that approximately 63% of students are currently performing in the Far Below Grade Level category, indicating substantial unfinished learning and foundational skill gaps that require targeted intervention and acceleration.

Similarly, ELA assessment results indicate that only 29.5% of students in grades 6-8 achieved proficiency (Levels 3 and 4) on the 2026 New York State ELA Assessment. Grade-level proficiency rates declined from 32.4% in Grade 6 to 35.8% in Grade 7 and 21.7% in Grade 8, suggesting increasing challenges as students are expected to engage with more complex texts and literacy demands. Large percentages of students scored at Levels 1 and 2, indicating continued needs in reading comprehension, academic vocabulary, written expression, and evidence-based analysis.

The needs assessment also identified strengths within the school community. Staff members demonstrate a commitment to data-driven decision-making and have implemented MTSS structures that provide intervention and support for struggling learners. The school maintains a strong focus on student growth, utilizes multiple data sources to inform instruction, and benefits from dedicated educators who collaborate to address student needs.

Based on these findings, West Middle School identified several priority areas for improvement:

- Increase student proficiency in both ELA and Mathematics.
- Reduce the number of students performing significantly below grade-level expectations.
- Strengthen Tier 1 instruction through standards-aligned, evidence-based practices.
- Improve literacy skills across all content areas, with an emphasis on vocabulary development and reading comprehension.
- Address foundational mathematics skill gaps.
- Enhance the use of data-driven instructional planning to ensure growth for all learners.

Overall, the comprehensive needs assessment concluded that while West Middle School has established strong systems of support and a committed instructional staff, opportunities exist to improve student achievement and close performance gaps through targeted interventions, high-quality core instruction, and a continued focus on equitable outcomes for all students.

Analysis of stakeholder survey data indicates that while many families report receiving information about their child's academic progress, opportunities exist to strengthen families' sense of connection to West Middle School through more frequent, positive, and proactive communication. Survey results show that 55% of families either agreed or strongly agreed that they receive information about their child's academic progress; however, only 29% strongly agreed, suggesting that a significant number of families may benefit from more personalized and consistent communication regarding student growth and achievement.

These findings indicate that West Middle School should prioritize strengthening positive family-school partnerships by increasing opportunities for two-way communication, celebrating student achievements, and sharing regular good news with families. Doing so will help families feel more connected to the school community, better informed about their child's progress, and more aware of the meaningful learning experiences occurring throughout the school year.

School Strengths Identified:

- Staff members demonstrate a commitment to data-driven decision-making
- Staff have implemented MTSS structures that provide intervention and support for struggling learners
- The school maintains a strong focus on student growth
- Teachers utilize multiple data sources to inform instruction
- West Middle School has dedicated educators who collaborate to address student needs

School Needs Identified, aligned to priority areas below:

- Increase student proficiency in English Language Arts and Mathematics.
- Address unfinished learning and foundational skill gaps.
- Reduce the number of students performing well below grade-level expectations.
- Strengthen Tier 1 core instruction.
- Enhance the effectiveness of Tier 2 and Tier 3 intervention systems.
- Improve literacy skills across all content areas.
- Increase mathematical problem-solving and reasoning skills.

- Strengthen the use of assessment data to inform instruction.

Schoolwide Plan Priorities

	Subgroup:	Priority Area:
1.	Students assessed at Levels 1 and 2 in ELA	• Strengthen Tier 1 core instruction. • Enhance the effectiveness of Tier 2 and Tier 3 intervention systems. • Improve literacy skills across all content areas.
2.	Students measuring below or far below grade level in Math	• Address unfinished learning and foundational skill gaps • Increase mathematical problem-solving and reasoning skills.
3.	All Students	• Ensure families feel connected to West Middle School in a positive way, receiving feedback for good news and student successes.

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:

Through the implementation of evidence-based literacy practices, standards-aligned instruction, targeted intervention, and data-driven instructional decision-making, West Middle School will increase the percentage of students achieving Levels 3 and 4 on the New York State English Language Arts Assessment from 29.6% (186 students) in Spring 2026 to at least 37.5% (236 students) by Spring 2027, resulting in approximately 50 additional students demonstrating proficiency in ELA.

Local ELA Goal:

Through the implementation of standards-aligned literacy instruction, targeted intervention, and ongoing progress monitoring, West Middle School will increase the percentage of students performing at or above grade level on the i-Ready Reading Diagnostic from 21.9% (151 students) in Fall 2026 to at least 30.0% (206 students) by Spring 2027, resulting in approximately 55 additional students demonstrating grade-level proficiency in reading, an 8.1 percentage-point increase.

Mathematics Performance Goals

State-Level Math Goal:

Through the implementation of standards-aligned instruction, targeted intervention, and ongoing progress monitoring, West Middle School will increase the percentage of students achieving Levels 3 and 4 on the New York State Mathematics Assessment from 34.4% (178 students) in Spring 2026 to at least 40.0% (207 students) by Spring 2027, resulting in approximately 29 additional students demonstrating proficiency in mathematics., a 5.6 percentage-point increase.

Local Math Goal:

Using targeted Tier 2 and Tier 3 interventions, progress monitoring, and standards-based mathematics instruction, West Middle School will reduce the number of students performing Far Below Grade Level in mathematics from 453 students (63%) in October 2026 to no more than 408 students (57%) by June 2027, with at least 45 students demonstrating sufficient growth to move into the Below Grade Level category or higher as measured by i-Ready Diagnostic assessments. This 10% target is conservative, measurable, and realistic while still representing meaningful movement for students who are currently the furthest from grade-level expectations.

Survey Goal:

By June 2027, West Middle School will strengthen positive family-school connections by increasing the percentage of families who report feeling informed about their child's academic progress and the value of their learning experiences. Through consistent two-way communication, recognition of student success, and proactive sharing of positive news, the percentage of families who respond positively ("Strongly Agree" or "Agree") will increase from 55% to 65%.

Schoolwide Strategies

Schoolwide Strategies to Ensure Goal Attainment

West Middle School will implement a Multi-Tiered System of Supports (MTSS) to identify, monitor, and support students who are not meeting grade-level expectations in English Language Arts and Mathematics. Multiple data sources, including New York State Assessment results, i-Ready and IXL Diagnostic data, common formative assessments, classroom performance data, and progress-monitoring measures will be used to identify students requiring additional support and to evaluate the effectiveness of instructional practices.

The school's improvement efforts will focus on strengthening Tier 1 instruction while providing targeted intervention for students requiring additional academic support. Particular attention will be given to students performing below grade-level expectations.

Strategy 1: Strengthen Tier 1 Standards-Based Instruction

All teachers will implement rigorous, standards-aligned instruction with clear learning targets, success criteria, and frequent checks for understanding. Instruction will emphasize:

- Close reading and text-based analysis in ELA.
- Academic vocabulary development across all content areas.
- Mathematical reasoning, problem solving, and conceptual understanding.
- Student discourse and collaborative learning opportunities.
- Differentiation to address varying levels of student readiness.

Strategy 2: Implement Data-Driven Instructional Practices

Teachers and administrators will regularly analyze student performance data to:

- Identify standards requiring reteaching.
- Adjust instructional pacing and grouping practices.
- Monitor student growth toward proficiency targets.
- Develop responsive instructional plans based on demonstrated student needs.

Strategy 3: Expand Targeted Tier 2 and Tier 3 Academic Interventions

Students identified through screening and assessment data will receive targeted intervention focused on specific skill deficits in literacy and mathematics. Interventions will include:

- Small-group instruction during intervention periods.
- Targeted skill practice based on diagnostic data.
- Explicit instruction in foundational literacy and numeracy skills.
- Frequent progress monitoring to evaluate effectiveness.

The Four Tenets of Graduation PLUS +

Success Pathways • Utilize i-Ready Diagnostic data, New York State Assessment results, and classroom performance data to identify students requiring Tier 2 and Tier 3 supports and develop individualized intervention plans. • Rely on our Multi-Tiered System of Supports (MTSS) to provide targeted academic interventions in English Language Arts and Mathematics for students performing below grade-level expectations. • Monitor student progress through regular data reviews and intervention meetings to ensure students are demonstrating growth toward proficiency benchmarks. • Increase opportunities for academic acceleration and support for students performing significantly below grade level through small-group instruction and targeted skill development.	**Growth Culture** • Establish schoolwide goals focused on increasing ELA and Mathematics proficiency and reducing the number of students performing below grade-level expectations. • Promote a growth mindset by helping students set academic goals, monitor their progress, and reflect on their learning throughout the school year. • Celebrate academic growth, attendance improvements, and achievement through student recognition programs and schoolwide acknowledgments. • Provide ongoing professional learning opportunities that strengthen staff capacity to analyze student data, implement interventions, and improve instructional practices.
Meaningful and Relevant Instruction and Assessment • Strengthen Tier 1 instruction through the implementation of rigorous, standards-aligned lessons in ELA and Mathematics. • Utilize formative and summative assessment data to guide instructional planning, differentiation, and intervention decisions. • Incorporate evidence-based literacy strategies across content areas to improve reading comprehension, academic vocabulary, and written communication.	**Empowered Stakeholders** • Strengthen communication with families regarding student progress, academic expectations, intervention services, and support strategies that can be reinforced at home. • Utilize parent conferences, family engagement events, and digital communication platforms to increase family involvement in student learning. • Foster collaboration among teachers, counselors, psychologists, ENL staff, special education staff, and administrators to ensure a coordinated approach to supporting students.

• Increase opportunities for mathematical reasoning, problem-solving, and conceptual understanding through engaging, student-centered learning experiences. • Implement regular checks for understanding and progress-monitoring practices to ensure instruction responds to student needs in real time.	• Engage students as active participants in their learning by involving them in goal-setting, progress monitoring, and reflection on academic growth. • Partner with district and community resources to provide additional academic, social-emotional, and enrichment opportunities that support student success.

Planned ELA Professional Learning

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

- IReady Inform training (9/24/26)
- READ180 training (10/6/26)
- Data-driven instruction after data collection and analysis (monthly)
- MTSS training (10/26/26)

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)]*:

- Building Thinking Classrooms (10/20/26)
- Exemplars (9/25/26)
- Data-driven instruction after data collection and analysis (monthly)
- MTSS 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**
    - Teacher extra help
    - Girls Inc.
    - Homework/Mentor Club
    - Newsletter Podcast Club
    - Library Leaders Club
    - My Brothers Keeper
    - NYSESLAT ELA Prep
    - Ancient Civilizations
    - One World Club
    - Sewing Club
    - Mock Trial Team
    - WMS Musical
    - AWE Animal Welfare Education
    - Latin American Caribbean Dance Connection
    - Craft Club
    - Board Game Club
    - Mindful Mondays
    - Algebra Enrichment
    - Bracelet Club
    - Math Olympiads
    - Math Academy (multiple sessions)
    - CEO Club
    - Art Club
    - Garden Club
    - Student Council
    - Jazz Band
    - NJHS
    - Yearbook Club
    - High Dosage Tutoring (multiple sessions)
    - Achievement Academy

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**
  - Title I information session
  - Horror Night Skills and Strategies
  - Multi-Cultural Night
  - WMS Talks
  - SIT Meetings
  - Good News from West Notes to Home
  - ParentSquare and eSchool Help Stations at all school events

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 - West 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	**$68,128**
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	**$42,494**
Title I Sub-total:			**$33,125**
Title I Total w/ Salaries & Fringe:			**$143,747**

School-Parent-Student Compact

West Middle School, the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire

school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2025-2026 school year.

School Responsibilities

West Middle School will:

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

1. Follow NYS standards and provide appropriate instructional programs for each student through the differentiation of instruction;
2. Hold parent teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held the second Tuesday of November and any additional meetings that are required or requested based on student progress. (Dec. and/or Mar.);
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: trimester reports for classroom performance, Academic Intervention Services, ENL, special education, speech, and bilingual services. Weekly and daily student reports are available and will be used as necessary determined by teachers and parents;
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: before and after school by appointment, via e-mail, technological platforms, websites, preparation periods by appointment, grades 3, 4 and 5 agenda books and home visits;
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: open door policy, guest readers, classroom helpers, field trip chaperones and PTA events;
6. Involve parents in the planning, review, and improvement of the school's parental engagement policy, in an organized, ongoing, and timely way (Annual review meetings);
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way (Spring);
8. To assure that parents have access to participate in professional development activities if the school determines that it is appropriate;
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
11. Provide to parents of participating children information in a timely manner about Title I, forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
13. Provide to each parent an individual student report about the performance of their child on the various State assessment in at least math, language arts and reading, and/or Language Proficiency Assessments; and
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

Parent Responsibilities

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

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

Student Responsibilities

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

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

To Ensure Effective Transitions for Incoming Sixth-Grade Students

- Each year, incoming sixth-grade students and their families are invited to participate in a Grade 6 Orientation program prior to the start of the school year. This event provides students with an opportunity to become familiar with the building, learn about middle school expectations, receive important information and materials, and meet school administrators, counselors, and staff members in a welcoming environment. Families receive information regarding schedules, student supports, extracurricular opportunities, and procedures designed to ensure a successful transition to middle school.
- West Middle School collaborates with our elementary feeder schools throughout the spring to support students transitioning into Grade 6. Building administrators, school counselors, teachers, and support staff review academic, attendance, behavioral, and

intervention data to identify student strengths and areas of need. This process helps ensure that appropriate academic and social-emotional supports are in place prior to students entering middle school.

- During the summer and opening weeks of school, sixth-grade students participate in transition activities designed to build familiarity with middle school routines, expectations, and organizational skills. Students are introduced to key staff members, school procedures, available academic supports, and opportunities for involvement in extracurricular activities. These activities help students build confidence, establish connections, and successfully adjust to the increased independence and responsibilities associated with middle school.
- Students new to the district who enroll during the school year are welcomed through a structured intake process. Families receive necessary registration materials, school information, and access to support services. Administrators, counselors, nurses, and support staff work collaboratively to ensure students and families become familiar with school expectations and available resources. Translation and interpretation services are provided as needed to ensure effective communication with families whose primary language is not English.
- Throughout the school year, school counselors, teachers, psychologists, social workers, and administrators monitor the adjustment and progress of incoming sixth-grade students. Additional academic, behavioral, and social-emotional supports are provided through the school's Multi-Tiered System of Supports (MTSS) to ensure all students successfully transition and thrive in the middle school environment.