

South Middle School
School Wide Plan
2018-2019

Mission

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

Vision

With an unwavering commitment, the Brentwood School District's vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.

Bergre Escorbores	Principal
Luis Velazquez	Asst Prin
Kathleen Barber	Asst Prin
Michael Gagliardi	School Improvement Team Chair
Steven Brennan	Brentwood Teacher Association Chief Delegate

South Middle School (SMS) is one of four middle schools within the Brentwood Union Free School District. SMS is located on the southern portion of the Brentwood Hamlet. Brentwood is located within the town of Islip. The town of Islip is located within Suffolk County, NY. SMS offers instruction to 1057 students in grades six (368), seven (367), and eight (311). SMS also has one class (11) of ungraded students that have been identified by the Committee of Special Education. The average class size is 28 students. Demographically, our students are comprised of 84.4% Latino, 11.6% African American, and 4% other. 74% qualify for free lunch and 7% qualify for reduced lunch. SMS has currently has 10 homeless children. 310 (29.3%) children are English Language Learners (ELLs). 162 (15.3%) children have been identified by the Committee on Special Education from level 1 to level 4 (6th grade 62, 7th grade 49, 8th grade 40, UG/UGS 11).

There are 74 teachers, 3 guidance counselors, 1 librarian, 1 psychologist, 1 speech therapist, 1 nurse, 11 teacher's assistants, 5 office assistants, 7 monitors, 6 custodians, 8 kitchen workers, and 3 administrators for a total of 121 employees.

The school is a shared decision making institution. The principal and the assistant principals obtain consensus for building wide decisions via the School Improvement Committee (SIT). SIT is comprised of a teacher Co-chair and chairs of subcommittees, student representatives, and parent representative. The current SIT subcommittees are: Instruction and Data, Literacy, Community Outreach, Beautification, Safety, Family, Student Government and National Junior Honor Society, Parents and Teachers Association, Brentwood Teachers Association. Each committee meets the needs of different stakeholders at SMS. This SWP is developed by the SIT and shared out amongst all staff and personnel.

The Instruction and Data subcommittee is responsible for analyzing all data available in order to inform the instructional process. This subcommittee analyzes district quarterly exams, tri-annual Reading Inventory, Response to Intervention data, instructional implementation from the results of Instructional Rounds, NYSESLAT data, and ELA/Math/Science NYS assessment data. Instructional initiatives such as reciprocal reading, Collins writing, and formative assessments are monitored via the Instruction and Data committee. New teachers participate in the mentoring program and are required to observe senior teacher for at least 20 hours. Teacher Assistants are NYSED certified and are also offered professional development such as restorative justice practices. The student data is desegregated according to subgroups. Students are placed in regular education courses, ENL and/or Bilingual courses, SWD courses, academic intervention courses (AIS, READ 180, etc), or advanced courses based on the data analyzed. All instructors are highly qualified and vetted by the human resources department. Professional development is offered to teachers based on the data analyzed. Most of this professional development is designed and implemented by teachers in the building based on current needs. The data team also analyzes the attendance data from the school in an effort to improve student performance.

The Literacy subcommittee ensures that students have an opportunity to engage in various literary competitions throughout long island and New York state. It also facilitates a building wide spelling bee. The Community Outreach subcommittee serves as a liaison for community based organizations (CBOs) to service the needs of our students while also giving the opportunity for students to serve the needs of the community. PRONTO is a CBO that provides food and clothing to students in need. The Community Outreach subcommittee identifies our homeless population and other students to ensure that they are provided food via the PRONTO Club; currently 28 families are being serviced every Friday. Via the Community Outreach subcommittee, students volunteer at a local church's (St. Anne's) food kitchen. Students also recently raised \$282 for Memorial Sloan Kettering Cancer Center via the Community Outreach subcommittee.

The Beautification subcommittee ensures that the school is an aesthetically pleasing environment that is conducive to academic success.

The Safety subcommittee ensures that all federal, state, local, and district safety requirements are met. It is also responsible for the maintenance of the school building and grounds. New video surveillance and guest entrance procedures are vetted through this subcommittee.

The Family subcommittee creates opportunities for families to come to the building after hours to engage with staff and students. Two of the events include Zumba night and Paint night. This committee, in collaboration with the parent-teacher association, distributes and reviews the school-parent compact in order to try to increase parental involvement in the school. During our annual Back to School night, the family committee presents our Title I meeting (translation is provided).

Student government and Honor Society are part of the decision making process. Students often voice their opinions and suggestions via their student representatives.

The master schedule was designed to meet the needs of our sub-groups. Our ELLs are taught by highly qualified teachers. Instruction occurs within the Bilingual program and/or the English as a New Language (ENL) program. Bilingual teachers are specialized by the major competencies: ELA, Math, Science, and Social Studies. ENL teachers teach as co-teachers or in a standalone model dependent on their certification (ELA/ENL). While a fair amount of students have progressed from the entering ENL level to the expanding ENL level, we still have a significant amount of students that are considered long term ELLs. Title I funds have been utilized to bring in a bilingual guidance counselor 3 days a week to address the social-emotional needs of these students. Title I funds have also been utilized for an afterschool enrichment program to prepare the students to successfully pass the NYSESLAT.

The SWDs are also taught by highly qualified teachers using a similar team based approach. Teachers are also specialized by the major competencies. Students identified by the district as homeless are given special attention. The guidance counselor is informed and ensures that the child has everything he/she needs to be successful in school i.e. school supplies, food from the pantry, even membership in the multiple clubs available. Transportation is provided for the students to attend extracurricular activities. Title I funds are utilized to pay for field trips for homeless children that otherwise would not be able to attend.

The SIT Data and Instructional team has modified how students are assessed for the Reading Inventory. A previous concern was that the student scores were not reliable due to possible infidelity during the assessment. A supervising teacher has been assigned this year to create and monitor the RI assessments (diagnostic, formative, and summative) for all students, including a vehicle for testing absent students. Partnerships have been developed with CBOs such as Junior Achievement, YMCA, various community banks to offer financial literacy, leadership development, and other soft skills needed to be successful.

South Middle School is proud to provide restorative justice practices led by the administrative team. Examples of this are our Privilege Denied List procedures. Students are not merely “punished” for infractions of the code of conduct, instead privileges may be temporarily suspended until the student can demonstrate: a. the circumstances that placed them on the PDL b. why they deserve to be removed from the PDL and most importantly c. what they have learned and will implement to avoid recidivism. In order to start students off on the right road, a comprehensive orientation program is provided for current 5th grade students in our feeder schools that are our anticipated 6th graders for the new year. The first step is offering tutoring to those students during an afterschool program with our members of the National Junior Honor Society. The second step is having current 6th grade teachers visit the students while school is in session to allow them to ask pertinent questions from current practitioners. The third step is to hold a 2-hour orientation for students and parents at the school building where the program will be explained and tours of the building given. The final step is hosting a locker decoration day for all 6th grade students and parents.

Goal	Description	Action Plan
<p>Goal # 1: Culture</p>	<p>Sustain a culture that engages key stakeholders that represent varied roles and perspectives in the school building. Empower these stakeholders to develop and monitor school culture programs to the students' benefits.</p>	<p>Ensure that the School Improvement Team has the necessary resources to meet, initiate, and follow up with culture programs. Ensure the sub-committees meet regularly to do the same (parental involvement, community outreach, safety, events planning, literacy, beautification, school spirit, data)</p>
<p>Goal #2: Instructional Program</p>	<p>Engage in informing, designing, revising and/or participating in a learner centered curricular program that integrates basic and higher levels of thinking.</p>	<p>Employ Instructional Rounds to inform teachers and admin of the needs of the curricular program. Design professional development from the data obtained from IR. Identify students that need more resources via the IST and RTI process. Frequent classroom visits to ensure that instructional programs are being implemented with fidelity.</p>
<p>Goal #3: Student and Staff Safety</p>	<p>Continue to provide a safe learning environment.</p>	<p>Ensure that all visitors are identified and recorded upon entering the building. Use the surveillance system when necessary to investigate possible risk. Implement regular drills (bus, fire, intruder). Identify students at risk of joining or participating in gang activity and provide the appropriate resources.</p>