



the Change!

SCHOOL IMPROVEMENT PLAN

North Middle School

NOVEMBER 1, 2018
BRENTWOOD UNION FREE SCHOOL DISTRICT

Brentwood Union Free School District

Mission Statement

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 Statement

The mission of North Middle School is to create an atmosphere conducive to learning and individual growth. We will foster a climate of harmony, cooperation, trust, mutual respect, and academic enrichment. Each student, with the assistance of staff and parents, will be able to develop to his or her fullest potential as a responsible, socially well-adjusted citizen.

The goals stated in the plan were developed based on the goals set forth by the Superintendent of Schools and the Board of Education, in addition, they support the mission and vision statement of the district.

The North Middle School Improvement Team consists of the following members representing various areas within the school community:

Matthew Gengler, Principal

Diana Mikochik, Special Education, (Co-Chair)

Amanda Rofrano (Co-Chair)

Carrie Schor, 7th Grade Science

John Sanzone, Technology

Alicia Diez-McNicholas, Bilingual Science

Rebecca Shields, ENG/RTI Specialist

Kaitlyn Aleman, Student Representative

Marcela Rojas, PTA President

Staff and community input is crucial to the team's success. It is the responsibility of the S.I.T. members to share relevant information with others and to get feedback from the grade level/teams they represent.

The goal for the 2018-2019 school year will be to:

Increase Independent reading by students through Literacy Team and building initiatives.

Comprehensive Needs Assessment	<p>Based on the School Improvement Teams review of pre/post assessments data for IREADY and the Reading Inventory.</p> <p><i>Goal: Supporting and improving literacy through building initiatives.</i></p> <p>Tactic: Booktober Details: Students will increase and track their independent reading.</p> <p><i>Actions Required or Completed</i></p> <ol style="list-style-type: none">1. Students will complete “Text Talk” forms. Team Captains and staff representatives will track each student’s progress.2. Teachers should encourage students to read independently in the classroom and in study halls.3. Teachers will volunteer to turn their rooms into “Reading Rooms” during their off periods. <p>Tactic: Continuing the climb up Mt. Readmore, Marching towards literacy Details: Students will continue to increase and track their independent reading.</p> <p><i>Actions Required or Completed</i></p> <ol style="list-style-type: none">4. Students will complete an updated “Text Talk” form that is more detailed. We want to ensure students are “quality” reading, not “quantity” reading. Team Captains and staff representatives will track each student’s progress.5. Teachers should continue to encourage students to read independently in the classroom and in study halls.6. Teachers will continue volunteer to turn their rooms into “Reading Rooms” during their off periods. <p>*Data will be collected from the library to compare the amount of books taken out of the library this year and compare it to past months/school years to track progress.</p>
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	<p><u>English Language Arts Strategies /Activities</u></p> <ol style="list-style-type: none"> 7. Before/Afterschool Enrichment 8. Analyze Revised Standards 9. Leveled classroom libraries 10. Access to teacher Resource Center for professional resources. 11. Technology integration -Ready, i-Read, and Think Central, Rosetta Stone, Read 180, System 44 12. NEWSELA 13. Integrate new position of RTI Specialist to enhance and support Instructional Rounds – Literacy Team – Professional Development 14. Encourage greater implementation of instructional strategies in ELA and math such as reciprocal and Close reading, Collins Writing to Learn, using text dependent questions, using state and local data to match students to text, differentiate instruction 15. Increase Guided Reading Resources 16. Elevate Science grade 6 17. Title III NYSESLAT after school program
<p>School Reform Strategies Title I, Part A Title II Part A Title III Part A</p>	<ul style="list-style-type: none"> • Our <i>after school</i> enrichment/ remediation program/activities is offered to students in grades 6-8. Student selection is based on a combination of teacher recommendation, multiple assessment data points, and student interest/participation. • There is a continuation of strategies used in the classroom explicitly based on instructional strategies in ELA and math such as reciprocal and Close reading, Collins Writing to Learn, using text dependent questions, using state and local data to match students to text, differentiate instruction and for monitoring growth. • Technology integration has continued as a viable support of curriculum and instruction through the use of computer based application such as NEWSELA and Vocabulary.com. Providing computer based learning experiences has shown to be an effective motivator for 21st Century learners. • Co-Teacher and Collaboration strategies for English Learners as developed by researchers (Honigsfeld and Dove), is the instructional model for English as a New Language (ENL) classrooms. These strategies provided a framework for integrated ESL practices to accommodate the academic, sociocultural and linguistic needs of diverse English language learners (Honigsfeld & Dove, 2010).
<p>Strategies to Attract High Quality Highly Qualified Teacher in High Needs Schools</p>	<p><u>Substitute Teachers</u> – Substitute teacher assigned to long-terms leaves (example; maternity leave) are often evaluated based on the teaching standards embedded in the 2014 NYSUT Teacher Rubric. Human Resources requires that building administration make a recommendation</p>

	<p>on such personnel regarding potential employment status for the upcoming school year. Substitute teachers are further evaluated based on walk-throughs, submitted lesson plans, and participation in the school community as a whole. Substitute teacher are required to attend professional development and faculty meetings.</p> <p>Student Teachers - Student Teachers are typically evaluated by their cooperating teacher and their supervising teacher. Both cooperating teachers and supervising teachers with building administration as to the progress of the student teacher. Upon request, student teachers have been observed by building administration based on the standards set forth in the Teacher Standards. Student teachers often provided courtesy learning interviews.</p>																																																												
High-quality and ongoing professional development	<p>Professional development opportunities are made available to our teachers and staff that help improve instruction. Among the professional development offered includes but is not limited to;</p> <table><tr><th>Professional Development</th><th>Attended by</th><th>Provided by</th></tr><tr><td>Naviance Training</td><td>Special Education Teachers</td><td>District</td></tr><tr><td>Transition Planning/IEP Training</td><td>Special Education Teachers</td><td>District</td></tr><tr><td>Map to Greatness</td><td>All Staff</td><td>Administration</td></tr><tr><td>Naviance Training</td><td>Guidance/Home Ec</td><td>District</td></tr><tr><td>Teaching Complex Texts</td><td>RTI Specialist</td><td>Dr. Doug Fisher</td></tr><tr><td>Language Difficulties vs. Learning Disabilities</td><td>RTI Specialist</td><td>Audrey Cohen Workshop</td></tr><tr><td>Algebra Planning Workshop</td><td>Algebra Teachers</td><td>District</td></tr><tr><td>DBQ Online Workshop</td><td>6th Grade Social Studies Teachers</td><td>District</td></tr><tr><td>SIOP Collins Training</td><td>Ms. Callahan</td><td>Erick Herrmann</td></tr><tr><td>Overcoming Obstacles to Make Math Work for Students</td><td>Ms. Keane and Ms. Kavanaugh</td><td>Matt Larson</td></tr><tr><td>Legal Workshop</td><td>Administration</td><td>District</td></tr><tr><td>RTI Training</td><td>Mr. Gengler, Ms. Kavanaugh, Ms. Ring, RTI Specialist</td><td>District</td></tr><tr><td>Literacy Strategies for Social Studies Teachers</td><td>Ms. Kavanaugh</td><td>District</td></tr><tr><td>Rosetta Stone Training</td><td>ENL Teachers</td><td>District</td></tr><tr><td>Planning and Attaining Goals</td><td>Ms. Kavanaugh</td><td>Learner-Centered Initiatives</td></tr><tr><td>Instructional Rounds</td><td>Staff Volunteers with Administration</td><td>District</td></tr><tr><td>Utilizing District Initiatives</td><td>All Departments</td><td>Administration</td></tr><tr><td>NYSED Webinar</td><td>Mr. Gengler</td><td>NYSED</td></tr><tr><td>Leadership Meetings</td><td>Mr. Gengler</td><td>District</td></tr></table>	Professional Development	Attended by	Provided by	Naviance Training	Special Education Teachers	District	Transition Planning/IEP Training	Special Education Teachers	District	Map to Greatness	All Staff	Administration	Naviance Training	Guidance/Home Ec	District	Teaching Complex Texts	RTI Specialist	Dr. Doug Fisher	Language Difficulties vs. Learning Disabilities	RTI Specialist	Audrey Cohen Workshop	Algebra Planning Workshop	Algebra Teachers	District	DBQ Online Workshop	6 th Grade Social Studies Teachers	District	SIOP Collins Training	Ms. Callahan	Erick Herrmann	Overcoming Obstacles to Make Math Work for Students	Ms. Keane and Ms. Kavanaugh	Matt Larson	Legal Workshop	Administration	District	RTI Training	Mr. Gengler, Ms. Kavanaugh, Ms. Ring, RTI Specialist	District	Literacy Strategies for Social Studies Teachers	Ms. Kavanaugh	District	Rosetta Stone Training	ENL Teachers	District	Planning and Attaining Goals	Ms. Kavanaugh	Learner-Centered Initiatives	Instructional Rounds	Staff Volunteers with Administration	District	Utilizing District Initiatives	All Departments	Administration	NYSED Webinar	Mr. Gengler	NYSED	Leadership Meetings	Mr. Gengler	District
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Strategies to increase parental involvement	<p>A Parent Involvement Plan will be developed with the input of parent community members. The Parent Involvement Plan will serve as a guide to continually including the parent community in activities that support and reinforce the learning process for themselves and for their children.</p> <p><i>**Below is a list of Parent Involvement opportunities scheduled for the 2018-2019 school where parents are encouraged to establish and active voice and be part of the information/education process:</i></p> <ul style="list-style-type: none"> • 5th – 6th Grade Orientation • NYS Assessment Information Night Title I Information Night • NYSESLAT Information Night-Community Plaza • Title III Community Plaza co-sponsored events • Parent Teacher Association Meetings (Sep, Oct, Nov, March, Apr, June) <p><i>**Below is a list of Parent Involvement opportunities scheduled for the 2018-2019 school year for parents and students to build the home-school connection in a structured, culturally appropriate, family oriented setting:</i></p> <ul style="list-style-type: none"> • Cookie Night • Hollyball Volleyball • March Mathness • Egg Drop Night • Craft night • Garage Sale/Car Show • Pros vs. Joes • Battle of the Classes
Measures to include teachers in decisions regarding the use of academic assessments	<p>Teachers use data from academic assessments to drive instruction in their classroom. Summative assessments are used by teachers to gauge student performance. Data is used from math quarterly exams and ELA interim assessments. The following forms of formative assessments are being used in North Middle including; observing, questioning, exit tickets, post its, Type 1 Collins writing. All assessments ensure teachers have the tools necessary to plan, group students and teach.</p>
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance Title I, Part A	<p>Students in need of Academic Intervention Services (AIS) were initially identified based of cut scores associated the NYS Assessment data. When the most recent NYS Assessment data is not available, the previous year's data is considered, as well as Math quarterlies and interim assessments. Students receive AIS in the classroom setting under "progress monitoring" status. These students are supported academically through small group instruction and teacher assistant support whenever possible.</p>
Coordination and integration of Federal, State and Local Services and Programs	<p>Coordination of funding for school improvement is done at the district-level, with input from a variety of stakeholders (administrators, teachers, parents, etc.).</p> <p>Federal, State and local funds pay for school improvement activities, such as supplementary instruction for high-need students (i.e., AIS), professional development and parent involvement activities.</p>

