

Broughal MS

CSI School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Broughal Middle School		120481002
Address 1		
114 West Morton St.		
Address 2		
City	State	Zip Code
Bethlehem	PA	18015
Chief School Administrator		Chief School Administrator Email
Dr. Jack Silva		jsilva@basdschools.org
Principal Name		
Brandon Horlick		
Principal Email		
bhorlick@basdschools.org		
Principal Phone Number		Principal Extension
610-866-5041		40900
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Joseph Roy	Superintendent	BASD	jroy@basdschools.org
Dr. Jack Silva	Assistant Superintendent for Education/Chief Academic Officer	BASD	jsilva@basdschools.org
Benita Draper	District Level Leaders	BASD	bdraper@basdschools.org
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Kimberly Harper	Supervisor of Curriculum, Instruction and Assessment, ELA, Humanities and Business Education, K-12	BASD	kharper@basdschools.org
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Brandon Horlick	Principal	BASD	bhorlick@basdschools.org
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Vision for Learning

Vision for Learning

Broughal Vision Broughal Middle School is a vibrant community school where every student is nurtured and empowered to grow and develop well-rounded, compassionate minds. Together, we foster opportunities for all students to become reflective, resilient, and creative leaders who will shape a bright future for themselves and positively impact the world around them.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator State Assessment Measures: Proficient or Advanced: ELA ESSA Student Subgroups Hispanic, Economically Disadvantaged</p>	<p>Comments/Notable Observations Hispanic and Economically Disadvantaged subgroups increased their achievement from 31% and 30.1% to 31.1% and 30.8% respectively.</p>
<p>Indicator State Assessment Measures: Proficient or Advanced: ELA ESSA Student Subgroups White, Students with Disabilities</p>	<p>Comments/Notable Observations White and Students with disabilities subgroups significantly increased their achievement from 38.7% and 8.7% to 49% and 12.4% respectively.</p>
<p>Indicator State Assessment Measures: Proficient or Advanced: Math ESSA Student Subgroups African-American/Black, English Learners</p>	<p>Comments/Notable Observations Black and English Learners subgroups slightly increased their achievement from 0.0% and 0.0% to 5.4% and 3.0% respectively.</p>
<p>Indicator State Assessment Measures: Proficient or Advanced: Science ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Black subgroup increased their achievement from IT to 21.1%.</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations English Learner subgroup has a blue arrow pointing up at 91%. Last year, there was insufficient data on this subgroup.</p>

<p>Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations Students with Disabilities subgroup is listed as blue.</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups Hispanic, Students with Disabilities</p>	<p>Comments/Notable Observations Hispanic and Students with Disabilities subgroups have increased from 70% and 78%pre pandemic to post pandemic 72.5% and 80% respectively.</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations English Learner subgroup has significantly increased from 78% pre-pandemic to post-pandemic 91%.</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Science ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations English Learner subgroup had an insufficient sample last year and this year is 75% with a green arrow pointing up.</p>
<p>Indicator Career Standards Benchmark ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Black, Hispanic, White, Economically Disadvantaged, English Learner, and Students with Disabilities subgroups significantly increased from 66.7%, 73.2%, 61.9%, 68.8%, 63.3%, and 65.5% to 95.7%, 95.4%, 95.7%, 94.8%, 100%, and 91.9%. Every subgroup surpassed the statewide average of 87.9%.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
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<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

Indicator ESSA Student Subgroups	Comments/Notable Observations
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Challenges

Indicator Proficient or Advanced: ELA ESSA Student Subgroups African-American/Black, English Learners	Comments/Notable Observations Black and English Learner subgroups decreased their achievement from 33.3% and 20% to 30.4% and 16.8% respectively.
Indicator Proficient or Advanced: Math ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations White and Economically Disadvantaged subgroups slightly increased their achievement from 13.3% and 3.4% to 13.7% and 3.5% respectively.
Indicator Proficient or Advanced: Math ESSA Student Subgroups Hispanic, Students with Disabilities	Comments/Notable Observations Hispanic and Students with disabilities subgroups decreased their achievement from 7.6% and 3.2% to 4.2% and 1.7% respectively.
Indicator Proficient or Advanced: Science ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Hispanic, white, Economically Disadvantaged, English Learners and Students with Disabilities subgroups decreased their achievement from 28.1%, 53.8%, 29.5%, 29.4% to 25.5%, 31.8%, 12.1%, and 18.9%.
Indicator Meeting Annual Academics Growth Expectations: ELA ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Hispanic, Economically Disadvantaged, and Students with Disabilities has decreased from 100%, 100% and 91% to 50%, 71%, and 50%.
Indicator Meeting Annual Academics Growth Expectations: ELA ESSA Student Subgroups English Learners	Comments/Notable Observations English Learner subgroup had insufficient data last year to a green arrow pointing down indicating 71%.
Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups have decreased from 97%, 96.3%, 100% to 72.5%, 68.5%, and 80% respectively.
Indicator	Comments/Notable Observations

Meeting Annual Academics Growth Expectations: Science ESSA Student Subgroups Hispanic, Economically Disadvantaged	Hispanic and Economically Disadvantaged subgroups has decreased from 78% and 83% to 66% and 63% respectively.
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Black, Hispanic, White, Economically Disadvantaged, English Learner, and Student with Disabilities subgroups decreased attendance from 92.5%, 77.7%, 84.4%, 79.5%, 81.9%, and 78.5% to 43.1%, 51.3%, 61.2%, 46%, 48.8%, and 53.7%.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

State Assessment Measures: Proficient or Advanced: ELA - All student group increased their achievement from 32.4% to 34.4%.
Grade 7 Mathematics - All student group increased from 4.8% to 7.1%.
English Language Growth and Attainment - All student group increased their percent English Language Growth and Attainment from 9.5% to 11.1%

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Proficient or Advanced: Math - All student group decreased their achievement from 7.1% to 5.7%.
Proficient or Advanced: Science - All student group decreased their achievement from 30.4% to 27.4%.
Regular Attendance - All student group decreased attendance from 80.9% to 51.5%
Proficient or Advanced: ELA - Black and English Learner subgroups decreased their achievement from 33.3% and 20% to 30.4% and 16.8% respectively.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade 6 Audience Reading (Maze/ORF)	In sixth grade: BOY, MOY 44% scored well below and below benchmark, 56% scored at benchmark or above benchmark. MOY 59% of students are at or above benchmark. 85% maintained core. From BOY to MOY we decreased the well below benchmark by 3%. Due to covid-19, 77% of the student population attend school 2 days a week under our hybrid model. 23% of the student population attended school virtually resulting in their data not being included. During the course of the school year, over 200/523 (38%) students were on the quarantine list.
Grade 7 Acadience Reading (Maze/Silent Reading Passage)	In seventh grade: BOY, MOY 25% scored at benchmark, 34% scored below benchmark, and 40% scored well below benchmark. MOY 27% scored at benchmark, 24% scored below benchmark, and 49% scored well below benchmark. From BOY to MOY we increased well below the benchmark by 9%.
Grade 8 Acadeince Reading (Maze/Silent Reading Passage)	In eighth grade: BOY, MOY 29% scored at benchmark, 18% scored below benchmark, and 53% scored well below benchmark. MOY 32% scored at benchmark, 22% scored below benchmark, and 47% scored well below benchmark. From BOY to MOY we increased at benchmark by 3%, and decreased well below benchmark by 6%

English Language Arts Summary

Strengths

Using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.
Built-in data meetings (1 day per the 6-day cycle) allowed time for teachers to analyze the data, improve student performance, and focus on literacy skills.
Currently running 22 (7 per grade level) literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.

Challenges

The 7th and 8th-grade progress monitoring assessments are significantly more time-consuming compared to the 6th-grade computer-based ALO system.
Transiency of the population (20% of our population did not start the year at Broughal)
Substitute teacher shortage created an issue for teacher professional deveopment and training.

Mathematics

Data	Comments/Notable Observations
Pie Chart Comparison for school-wide IXL Diagnostic Data from Quarter 1 to Quarter 2.	The percentage of students in the Met Growth Goal (an increase of 50 points in IXL Diagnostic) increased schoolwide from 63% to 70%. School-wide we saw a significant increase in the number of students who met the 50-point growth expectation for this quarter. The green portion grew by 6% from first quarter to second quarter. Furthermore, the pink (regression) and red (no growth) areas of the graph have shrunk significantly from the first quarter. Many of those

	students made growth towards the goal and/or met the growth goal. 31% have already met or exceeded the 100 point growth goal for the year. 39 students have growth of 200pts or more.
School-wide IXL Diagnostic Data	At the end of MP2, the schoolwide average was 525 pts up from 438 pts the previous year at this point.

Mathematics Summary

Strengths

The collaboration of math teachers during math content and data meetings allowed the math team to determine the most effective avenues in order to increase the scores in the Diagnostic Arena of IXL.
Currently running 12 (4 per grade level, 5 in 6th grade) math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark and progress monitoring data.
All 6 core math teachers continue to work weekly with math coaches on personal growth goals. Each teacher uploaded lessons for reflection and feedback based on personal growth goals.
Staff is on year 4 of job-embedded coaching math.

Challenges

Students in reading intervention are not receiving additional IXL time.
There is no scripted intervention program for math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
8th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	8th Grade-- Average Science Questions Correct BOY---5.2/10 EOY--- 5.6/10
7th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	7th Grade-- Average Science Questions correct BOY --- 5.7/10 EOY-- 5.6/10
7th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	7th Grade--- % of students Passing Science Test BOY-- 38% EOY--39%
8th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	8th Grade--- % of students passing Science Test BOY-- 34% EOY-- 37%

Science, Technology, and Engineering Education Summary

Strengths

Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.
Staff are building a capacity for scaffolding to support special ed and ESL student learners across core classes.

Challenges

The Science PSSA in Grade 8 reflects several years of material, making it difficult for 8th-grade teachers to cover all assessment topics when the focus is 8th-grade content.
It's still a challenge to duplicate the success of discovery intervention group students in Science and Social Studies classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
76% of 6th grade have established a Naviance smart goal.	Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.
35% of 7th grade have established a Naviance smart goal.	Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.
56% of 8th grade have established a naviance smart goal.	Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.
20 8th grade students have met all 8 components of their smart goal.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
37 7th graders have completed the career cluster finder.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
90 8th graders have completed their career cluster finder.	Counselors collaborate well with grade-level teams in completing career readiness tasks.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.
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Strong counseling support with the additional for career readiness and the addition of a critical caseload counselor - Community in Schools.
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance

High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.
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Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Acadience Benchmark data BOY to MOY	ESL - 13% (9 students) grew from Red to Yellow or Yellow to Green (jumped bands)
WIDA assessment 2022	Out of 43 students tested, 27 students made positive growth from the previous year (2021)
WIDA assessment 2022	Out of 43 students tested, 16 students made negative growth from the previous year (2021)

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Acadience Benchmark data BOY to MOY	Special Ed-- of students tested from BOY to MOY-- 12% or 14 students grew from RED to Yellow or Yellow to Green (jumped bands)

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
IXL Growth BOY to end of the 3rd Marking period	61% of students at Broughal have already met or exceeded the 100-point growth goal. This is up from 31%.
IXL Growth BOY to end of the 3rd Marking period	The average score for students at Broughal Middle School right now is 550. On average, a student at Broughal has already grown 122 points.
6th-grade BOY to MOY Acadience Benchmark Testing	96 Students or 64% -Positive Pathways of Progress

7th-grade BOY to MOY Acadience Benchmark Testing	20 Students jumped bands - Jumped Red to Yellow/Green or Yellow to Green
8th-grade BOY to MOY Acadience Benchmark Testing	22 students jumped bands - Jumped Red to Yellow /Green or Yellow to Green

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Currently running 22 (7 per grade level) literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.
All 6 core math teachers continue to work weekly with math coaches on personal growth goals. Each teacher uploaded lessons for reflection and feedback based on personal growth goals.
Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Although we have made significant gains in growth for all subgroups, this will continue to be an area of focus in order to have proficiency scores increase for all subgroups.
Transiency of the population (25% of our population did not start the year at Broughal).

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports
Continuously monitor implementation of the school improvement plan and adjust as needed
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Foster a culture of high expectations for success for all students, educators, families, and community members
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement evidence-based strategies to engage families to support learning *
Provide frequent, timely, and systematic feedback and support on instructional practices *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
English Language Growth and Attainment - All student group increased their percent English Language Growth and Attainment from 9.5% to 11.1%	False
	False
Using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.	True
Built-in data meetings (1 day per the 6-day cycle) allowed time for teachers to analyze the data, improve student performance, and focus on literacy skills.	True
Currently running 12 (4 per grade level, 5 in 6th grade) math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	True
Currently running 22 (7 per grade level) literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	True
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	True
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	False
State Assessment Measures: Proficient or Advanced: ELA - All student group increased their achievement from 32.4% to 34.4%.	False
Grade 7 Mathematics - All student group increased from 4.8% to 7.1%.	False
The collaboration of math teachers during math content and data meetings allowed the math team to determine the most effective avenues in order to increase the scores in the Diagnostic Arena of IXL.	False
Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.	False
Strong counseling support with the additional for career readiness and the addition of a critical caseload counselor - Community in Schools.	False
All 6 core math teachers continue to work weekly with math coaches on personal growth goals. Each teacher uploaded lessons for reflection and feedback based on personal growth goals.	False
Currently running 22 (7 per grade level) literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	False

Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	True
All 6 core math teachers continue to work weekly with math coaches on personal growth goals. Each teacher uploaded lessons for reflection and feedback based on personal growth goals.	False
Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Staff is on year 4 of job-embedded coaching math.	False
Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.	False
Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.	False
Staff are building a capacity for scaffolding to support special ed and ESL student learners across core classes.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Proficient or Advanced: Math - All student group decreased their achievement from 7.1% to 5.7%.	True
Proficient or Advanced: Science - All student group decreased their achievement from 30.4% to 27.4%.	True
The 7th and 8th-grade progress monitoring assessments are significantly more time-consuming compared to the 6th-grade computer-based ALO system.	False
Regular Attendance - All student group decreased attendance from 80.9% to 51.5%	False
The Science PSSA in Grade 8 reflects several years of material, making it difficult for 8th-grade teachers to cover all assessment topics when the focus is 8th-grade content.	False
It's still a challenge to duplicate the success of discovery intervention group students in Science and Social Studies classes.	False
Transiency of the population (20% of our population did not start the year at Broughal)	True
Students in reading intervention are not receiving additional IXL time.	False
Substitute teacher shortage created an issue for teacher professional development and training.	False
There is no scripted intervention program for math.	False
Proficient or Advanced: ELA - Black and English Learner subgroups decreased their achievement from 33.3% and 20% to 30.4% and 16.8% respectively.	False
Proficient or Advanced: ELA - Black and English Learner subgroups decreased their achievement from 33.3% and 20% to 30.4% and 16.8% respectively.	True

High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance	False
High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.	False
Although we have made significant gains in growth for all subgroups, this will continue to be an area of focus in order to have proficiency scores increase for all subgroups.	False
Implement evidence-based strategies to engage families to support learning *	True
Transiency of the population (25% of our population did not start the year at Broughal).	False
Provide frequent, timely, and systematic feedback and support on instructional practices *	False
	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Broughal Middle School improved in year 3 of CSI implementation in the area of 4: Fostering Quality Professional Learning due to this being the first year of executing the tier intervention system and rigorous progress monitoring. We maintained and will continue to build on increasing the capacity of the faculty through 2. Empowering Leadership. The team feels strongly that we will see great improvement in year 4 of CSI implementation with an increased effort to build on 1. Focus on Continuous Improvement of Instruction and 3. Provide Student-Centered Support Systems.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced: Math - All student group decreased their achievement from 7.1% to 5.7%.	Last year was our first year taking the online version of the PSSA. Students and teachers communicated challenges using the online PSSA tools. Math teacher turnover in grades 6 and 7.	True
Proficient or Advanced: Science - All student group decreased their achievement from 30.4% to 27.4%.	Last year was our first year taking the online version of the PSSA. Students and teachers communicated challenges using the online PSSA tools.	True
Implement evidence-based strategies to engage families to support learning *	Advocate and support families and the community for housing stability. Added a Family Development Specialist to focus on connecting families with basic needs including housing support.	False
Transiency of the population (20% of our population did not start the year at Broughal)	Advocate and support families and the community for housing stability. Added a Family Development Specialist to focus on connecting families with basic needs including housing support.	False
Proficient or Advanced: ELA - Black and English Learner subgroups decreased their achievement from 33.3% and 20% to 30.4% and 16.8% respectively.	Last year was our first year taking the online version of the PSSA. Students and teachers communicated challenges using the online PSSA tools. Math teacher turnover in grades 6 and 7.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.	Allows frequent assessment to evaluate student needs and provides hard data
Built-in data meetings (1 day per the 6-day cycle) allowed time for teachers to analyze the data, improve student performance, and focus on literacy skills.	
Currently running 22 (7 per grade level) literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	Allows individually targeted intervention support
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	Staff have gained experience through the pandemic and now one full year of full implementation
Staff is on year 4 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	Staff have gained experience through the pandemic and now one full year of full implementation

Currently running 12 (4 per grade level, 5 in 6th grade) math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	Allows individually targeted intervention support
Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports	PBIS established a culture of positivity and intrinsic motivation
Continuously monitor implementation of the school improvement plan and adjust as needed	Helps to identify our needs and adjust as necessary
Foster a culture of high expectations for success for all students, educators, families, and community members	A growth mindset that all students can achieve

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.
	If instructional leadership is a collaborative approach to the growth and improvement of instructional practices, then teachers will deliver engaging high-level instruction with program fidelity.
	If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.

Goal Setting

Priority: If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2023-2024 school year, 95% of students at Broughal will increase their IXL diagnostic score by 100 points or one grade level of growth.			
Measurable Goal Nickname (35 Character Max)			
Math Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
95% of students will grow 25pts per quarter on the IXL diagnostic from their BOY benchmark for each marking period they are enrolled at Broughal.	95% of students will grow 50pts on the IXL diagnostic from their BOY benchmark.	95% of students will grow 75pts on the IXL diagnostic from their BOY benchmark.	95% of students will grow 100pts on the IXL diagnostic from their BOY benchmark.

Priority: If instructional leadership is a collaborative approach to the growth and improvement of instructional practices, then teachers will deliver engaging high-level instruction with program fidelity.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2023-2024 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by Acadience benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Intensive & Strategic Reading Goal #1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, students will be benchmark tested, placed in literacy intervention with progress monitoring established.	By MOY, the number of students needing intensive and strategic literacy support will decrease by 5%.	By the end of MP3, students will regrouped based on MOY benchmark and continue progress monitoring based on needs.	By EOY, the number of students needing intensive and strategic literacy support will decrease by 10%.

Priority: If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2023-2024 school year, 95% of students receiving core support (green and/or blue) at BOY, will maintain or increase BOY level as measured by Acadience benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Core Literacy Goal #1			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, BOY Core students will be benchmark tested with progress monitoring established.	At MOY, 95% of BOY Core students will maintain core status	By the end of MP3, BOY Core students will continue to be progress monitored.	At EOY, 95% of students will maintain core status

Action Plan

Measurable Goals

Math Focus	Intensive & Strategic Reading Goal #1
Core Literacy Goal #1	

Action Plan For: Implement Content-Focused Professional Learning - Reading

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2023-2024 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by Acadience benchmark assessment. By the end of the 2023-2024 school year, 95% of students receiving core support (green and/or blue) at BOY, will maintain or increase BOY level as measured by Acadience benchmark assessment.

Action Step		Anticipated Start/Completion Date	
Provide continued professional learning on Keys to Literacy (KTL) Comprehension and Vocabulary Routines and School-Related Goals.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administration and Teacher Leaders	KTL Books, Google Slides, Grade/ Subject Content Text	Yes	
Action Step		Anticipated Start/Completion Date	
Provide Keys to Literacy Job Embedded Coaching for Instructional Teacher Coaches in Comprehension and Vocabulary		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District and Building Administration, Broughal literacy leadership team	KTL Materials	No	
Action Step		Anticipated Start/Completion Date	

Provide Team Modeling/ Coaching on the implementation of Literacy Intervention programs during Discovery		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional Coaches, Broughal literacy leadership team	MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
An instructional literacy coach will provide job-embedded coaching to support literacy strategies across core content classrooms in grades 6-8		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Reading Coaches/ Specialists, Broughal literacy leadership team	MTSS manual	No	
Action Step		Anticipated Start/Completion Date	
Continue to implement Weekly Data meetings to discuss progress towards literacy goals, KTL lesson implementation, formative assessment data, Discovery data, assessment scoring, and PD topics.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Coaches and Building Level Administration, Broughal literacy leadership team	Acadience Data Reports, Data Meeting Agendas, Teacher Selected Content and Assessments	No	
Action Step		Anticipated Start/Completion Date	
Conduct BOY Acadience Benchmark Testing Completed for Grades 6-8		2023-08-28	2023-09-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, instructional coaches, Core Teachers, MTSS teacher leadership	MTSS Manual	No	

team, Broughal literacy leadership team			
Action Step		Anticipated Start/Completion Date	
Conduct Fall Acadience MTSS Grade 6/7/8 Data Analysis		2023-08-28	2023-09-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership team, Broughal literacy leadership team	MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Utilize evidence-based instructional resources (LANGUAGE! curriculum and instructional strategies) to implement English as a Second Language Learner intervention groups.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership team, ESL Teachers	LANGUAGE! 4th Edition Student Set A & B, LANGUAGE! 4th Edition Teacher Set A & B paid by CSI funds (\$18,143)	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize evidence-based instructional resources (REWARDS curriculum and instructional strategies) to implement intervention groups.		2023-08-28	2024-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership team, Broughal literacy leadership team	Rewards Materials for grades 7 & 8. paid by CSI funds (\$2,660). Evidence-based short-term reading and intervention materials for struggling learners (REWARDS intervention program from Voyager Sopris Learning, meets ESSA Tier 1/Strong Evidence Tier https://www.voyagersopris.com/docs/default-source/literacy/rewards/essa_flyer_rewards_web.pdf?sfvrsn=ab8fdca4_4)	No	

Action Step		Anticipated Start/Completion Date	
Implement WIN Intervention Groups for students reading at and below the third-grade level. Instruction targets reading foundational skills. Teachers are creating lessons with WONDERS grades 2-3 and 4-6 skills kits.		2023-09-25	2024-01-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Coaches and Building Level Administration	Study Sync Foundational Skills, MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Conduct MOY Acadience Benchmark Testing Completed for Grades 6-8		2024-01-08	2024-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, instructional coaches, MTSS teacher leadership team	MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Implement 2 Round of REWARDS Intermediate and REWARDS Secondary Intervention Groups		2024-01-15	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership team, Core Teachers	Using materials purchased at the beginning of the school year. Evidence-based short-term reading and intervention materials for struggling learners (REWARDS intervention program from Voyager Sopris Learning, meets ESSA Tier 1/Strong Evidence Tier https://www.voyagersopris.com/docs/default-source/literacy/rewards/essa_flyer_rewards_web.pdf?sfvrsn=ab8fdca4_4)	No	
Action Step		Anticipated Start/Completion Date	
Implement 2 Round WIN Intervention Groups for students reading at and below the third-grade level. Instruction targets reading foundational skills. Teachers are creating lessons with WONDERS grades 2-3 and 4-6 skills kits.		2024-01-15	2024-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership team, Core Teachers	MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Implement 2 Round of Rewards Plus (SS and Science) Intervention Groups		2024-01-15	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership	Using materials purchased at the beginning of the school year. Evidence-based short-term reading and intervention materials for struggling learners (REWARDS intervention program from Voyager Sopris Learning, meets ESSA Tier 1/Strong Evidence Tier https://www.voyagersopris.com/docs/default-source/literacy/rewards/essa_flyer_rewards_web.pdf?sfvrsn=ab8fdca4_4)	No	
Action Step		Anticipated Start/Completion Date	
Continue to implement Acadience Progress Monitoring - 6th, 7th & 8 Grade		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Core Teachers and Reading Specialist, Broughal literacy leadership team	MTSS manual, Using materials purchased at the beginning of the school year.	No	
Action Step		Anticipated Start/Completion Date	
Conduct EOY Acadience Benchmark Testings Completed for Grades 6- 8		2024-05-19	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, instructional coaches, Core	MTSS manual, using materials purchased at the beginning of the school year.	No	

Teachers, MTSS teacher leadership team			
Action Step		Anticipated Start/Completion Date	
Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Contracted Service: Math Coach paid by CSI Funds (\$17,500)	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support to ESL students in the core classes.		2023-08-29	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESL Teacher	Hire additional ESOL instructional assistant with CSI funds for the 23-24 school year (Benefits \$29,279.18, Salary \$29,743.56, total \$59,022.74)	No	
Action Step		Anticipated Start/Completion Date	
Implement a Restorative Response Coach to support students as an alternative to suspension. Hired an LTS Math Teacher to take his place.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Hire LTS Math Teacher and transition Michael Weiss (current math teacher) to Restorative Response Coach role with CSI funds for the 23-24 school year - (Salary \$56,333 Benefits \$41,656 Total \$97,989)	No	
Action Step		Anticipated Start/Completion Date	
Provide additional counseling/SEL support to 7th-grade students.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

BMS Building Level Admin	Hire additional guidance counselor with CSI funds for the 23-24 school year - (Salary \$31,470, Benefits \$21,667.40, total \$53,137.40)	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support during class/class transitions to support student engagement in academics.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Hire transition coordinator/hall monitor with CSI funds for the 23-24 school year - (Salary \$27,229, Benefits \$11,528 total \$38,757)	No	
Action Step		Anticipated Start/Completion Date	
Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator, Cohesion facilitators	Cohesion Network, Inc.	Yes	
Action Step		Anticipated Start/Completion Date	
Provide students with Character Education Program that promotes student leadership development.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator, Cohesion facilitators	Cohesion Network, Inc paid by CSI Funds (\$3,500)	No	
Action Step		Anticipated Start/Completion Date	
Provide literacy lead learner training to the principal to help support building initiatives/support.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Colonial IU20 Coach	Colonial IU20 admin literacy coach	Yes	

Action Step		Anticipated Start/Completion Date	
Shanthi Project to provide in-class trauma 101/ACEs lessons		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Shanthi Project contracted services with other funding.	No	
Action Step		Anticipated Start/Completion Date	
Utilize a family development specialist to work with students/families to improve attendance.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Hire Family Development Specialist with CSI funds for the 23-24 school year (Salary \$39,600, Benefits \$33,452.64, total \$73,052.64)	No	
Action Step		Anticipated Start/Completion Date	
Distribute diagnostic survey tool		2023-08-14	2023-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Administration	Survey provided by the state	No	
Action Step		Anticipated Start/Completion Date	
Implement extracurricular SEL program for student mental health and wellness - Broughal Mind & Body Club - two days per week for all students		2023-05-22	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Administration/Community School Coordinator/LVHN Program Manager	Program Manager Bobby McClarin - Director of Sports Medicine Partnerships • One (1) male and one (1) female LVHN Certified Sports Performance / Fitness Coach • One (1) LVHN Certified Yoga Instructor • LVHN Specialty Trained Professional Weller Center Health Program Educators Paid for by CSI Funds - (\$43,967)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessments and using the data to build our 3-Tier Literacy support systems.	August 1, 2023, through July 31, 2024. The teams will also convene monthly and quarterly during the 2023-2024 school year to discuss benchmarking data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once out of a 6-day cycle to discuss assessment and content data.

Action Plan For: Implement Content-Focused Professional Learning - Math

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2023-2024 school year, 95% of students at Broughal will increase their IXL diagnostic score by 100 points or one grade level of growth.

Action Step		Anticipated Start/Completion Date	
Utilize benchmark assessments in the areas of Mathematics to obtain data on student performance and inform instructional planning and implementation.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional staff; BMS Instructional math coach	Math Coach/Data Team	No	
Action Step		Anticipated Start/Completion Date	
The instructional coach will provide modeling and instructional feedback in math classrooms grades 6-8		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach	Math Coach	No	
Action Step		Anticipated Start/Completion Date	
Provide structured time in teacher schedules for IXL maintenance		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional staff; BMS Instructional math coach	MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Continue to utilize a tracking tool for teacher-student data conferences		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach and Core staff	Math Coach/Data Team	No	

Action Step		Anticipated Start/Completion Date	
Continue Weekly Data Meeting to discuss: progress towards IXL Diagnostic goals, formative assessment data, Discovery data, and PD topics		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Coaches and Building Level Administration	Data Meeting Agendas, Teacher Selected Content and Assessments	No	
Action Step		Anticipated Start/Completion Date	
Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Data Meeting Agendas, Teacher Selected Content and Assessments	Yes	
Action Step		Anticipated Start/Completion Date	
Hold quarterly data conferences with students		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach and Core Staff	Math Coach/Data Team/MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Continue to utilize a tracking tool for teacher-student data conferences		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach and Core Staff	Math Coach/Data Team/MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Continue to utilize a spreadsheet tracking system to show students meeting on track growth measures		2023-08-28	2024-07-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach and Core Staff	Math Coach/Data Team	No	
Action Step		Anticipated Start/Completion Date	
Continue monthly math coaching and lesson study review		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach and Core Staff	Math Coach/Data Team	No	

Action Step		Anticipated Start/Completion Date	
Provide support/coaching to math teachers		2023-08-28	2024-08-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Hire math coach with CSI funds for the 23-24 school year - (salary \$57,176.80, benefits \$37,557.46, total \$94,734.26)	No	
Action Step		Anticipated Start/Completion Date	
Provide additional counseling/SEL support to 7th-grade students.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Guidance Counselor	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support during class/class transitions to support student engagement in academics.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Transition Coordinator	No	
Action Step		Anticipated Start/Completion Date	
Implement a Restorative Response Coach to support students as an alternative to suspension.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	LTS Math Teacher	No	
Action Step		Anticipated Start/Completion Date	
Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator, Cohesion facilitators	Cohesion Network, Inc	Yes	
Action Step		Anticipated Start/Completion Date	
Provide students with Character Education Program that promotes student leadership development.		2023-08-28	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator, Cohesion facilitators	Cohesion Network, Inc	No	
Action Step		Anticipated Start/Completion Date	
Activities/events aimed at increasing parent & family engagement.		2023-08-28	2024-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator; Community School Coordinator	Materials/resources paid for by the funds identified as reserved for Parent and Family Engagement to be distributed across Title I schools.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from math coaching sessions.	August 1, 2023, through August 31, 2024. The teams will also convene monthly and quarterly during the 2023-2024 school year to discuss benchmarking data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once out of a 6-day cycle to discuss assessment and content data.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	E-grant Budget Category (Set Aside grant)	ESSA Tier	Amount
MD- LTS Math for MW move to Restorative Response Coach	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary	2	56333
MD- LTS Math for MW move to Restorative Response Coach	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	2	41656
ML - Guidance Counselor	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary	2	31470

ML - Guidance Counselor	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	2	21667.4
FH - Hall Monitor	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary	3	27228.96
FH - Hall Monitor	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading 	Benefits	3	11528

	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 			
JS - Family Development Specialist	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Salary	1	39600
JS - Family Development Specialist	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Benefits	1	33452.64
CD - Math Coach	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Salary	1	57176.80

CD - Math Coach	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Benefits	1	37557.46
Jason Adair - Contracted PD for BMS Coaches	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Services	1	17500
Cohesion Network, Inc	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Services	2	3500

	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 			
Rewards Curriculum Materials	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Supplies & Property	1	2660
Language! ESL intervention program	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Supplies & Property	1	18143

LVHN Broughal Mind & Body SEL Club	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	2	43967
SO - ESOL Teacher Assistant	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary	1	29743.56
SO - ESOL Teacher Assistant	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	1	29279.18

Total Expenditures				502463

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	JT - Salary and Benefits	115232
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	JZ - Salary and Benefits	151227
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	GK - Salary and Benefits	152269
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	ML - Guidance Counselor Salary and Benefits	53137
Total Expenditures			471865

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement Content-Focused Professional Learning - Reading	Provide continued professional learning on Keys to Literacy (KTL) Comprehension and Vocabulary Routines and School-Related Goals.
Implement Content-Focused Professional Learning - Reading	Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care
Implement Content-Focused Professional Learning - Reading	Provide literacy lead learner training to the principal to help support building initiatives/support.
Implement Content-Focused Professional Learning - Reading	Utilize evidence-based instructional resources (LANGUAGE! curriculum and instructional strategies) to implement English as a Second Language Learner intervention groups.
Implement Content-Focused Professional Learning - Math	Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff
Implement Content-Focused Professional Learning - Math	Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care

Principal Lead Learner Training

Action Step		
<ul style="list-style-type: none"> Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff Provide literacy lead learner training to the principal to help support building initiatives/support. 		
Audience		
Administration		
Topics to be Included		
Keys to Literacy, data analysis, leadership coaching		
Evidence of Learning		
Develop strong leadership skills for facilitating Broughal Middle MTSS meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
Heather Heimer/Keri Ramsey Colonial IU 20	2023-08-28	2024-06-07

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Positive Discipline Professional Development

Action Step		
<ul style="list-style-type: none"> Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care 		
Audience		
All Broughal Staff		
Topics to be Included		
Restorative practices, relationship building, trauma-informed teaching		
Evidence of Learning		
Decrease in behavior referrals and suspensions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Cohesion Network Inc - Darian Colbert	2023-08-28	2024-06-07

Learning Format

Type of Activities	Frequency
Workshop(s)	Once per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Coaching for our MTSS data team (Math Coach and Reading Specialist).

Action Step		
<ul style="list-style-type: none"> Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff Provide literacy lead learner training to the principal to help support building initiatives/support. 		
Audience		
Broughal MTSS data team		
Topics to be Included		
Creating a culture of thinking, Leadership		
Evidence of Learning		
Building a capacity to lead our building during data meetings, benchmark testing, and progress monitoring.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jason Adair - Contracted service - Program Director - Southern Regional Education Board	2023-08-28	2024-06-07

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 4d: Participating in a Professional Community• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Broughal Middle School_Board Affirmation Statement_Signed.pdf

Chief School Administrator	Date
Jack Silva	2023-11-10
Building Principal Signature	Date
Brandon Horlick	2023-10-23
School Improvement Facilitator Signature	Date
Heather Heimer	2023-10-25