

Broughal MS

CSI School Plan | 2024 - 2025

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. Jack Silva	Chief School Administrator	BASD Superintendent	jsilva@basdschools.org
Jennifer Cierech	Assistant Principal	Broughal Middle School/BASD	nzoudeh@basdschool.org
Nicole Bouhana	Assistant Principal	Broughal Middle School/BASD	nbouhana@basdschools.org
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Mark James	Supervisor of Professional Development, Math, and Technology Integration	BASD	mjames@basdschools.org
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Heather Heimer	Other	Colonial IU 20	hheimer@ciu20.org
Brandon Horlick	Principal	BASD	bhorlick@basdschools.org
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Maureen Leeson	District Level Leaders	BASD Assistant Superintendent	mleeson@basdschools.org
Eric Fontanez	District Level Leaders	BASD Office of Equity	efontanez@basdschools.org
Mary Kovalchick	District Level Leaders	BASD Grants	mkovalchick@basdschools.org

Vision for Learning

Vision for Learning

Broughal Vision & Mission 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

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	Increased from 95.6% to 99.4%. Surpassed both the statewide average and statewide 2023 goal.
ELA Meeting Annual Growth Expectations	Growth expectations went from. 50% to 55%.
Math Proficient or Advanced	Increased proficient/advanced from 5.7% to 6.5%.
Math Meeting Annual Growth Expectations	Growth expectations increased from 70.8% to 73%.
Science Proficient or Advanced	Increased proficient/advanced from 27.4% to 31.4%.
Science Proficient or Advanced	Increased advanced from 2.5% to 9.2%.
Science Meeting Annual Growth Expectations	All student growth expectations increased from 71% to 73%.
Regular Attendance	All student groups Increased from 51.5% to 58.5%.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced: ELA	All student groups decreased their achievement from 34.4% to 24.1%.
Annual Growth: ELA	Annual Growth: Growth score of 55 is short of the statewide growth standard of 70.
Proficient or Advanced: Math	6.5% is short of the statewide 2033 goal of 71.8%.
Proficient or Advanced: Science	31.4% is short of the statewide 2033 goal of 83%.
Proficient of Advanced: ELA	Proficient or Advanced: ELA - Black and English Learner subgroups decreased their achievement from 30.4% and 26% to 31.1% and 20.6% respectively.

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

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures: Proficient or Advanced: ELA	Hispanic and Economically Disadvantaged subgroups increased their achievement from 50% to 58% and 50% to 59%.

ESSA Student Subgroups Hispanic, Economically Disadvantaged	
Indicator Meeting Annual Academics Growth Expectations: ELA ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations English language learners and students with disabilities subgroup significantly increased their growth score from 71% to 82% and 50% to 72%.
Indicator State Assessment Measures: Proficient or Advanced: Math ESSA Student Subgroups Hispanic, White, Economically Disadvantaged	Comments/Notable Observations Hispanic, white, and economically disadvantaged subgroups increased their proficient/advanced from 4.2% to 4.8%, 13.7% to 19.2%, and 3.5% to 4.2%.
Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, English Learners	Comments/Notable Observations Hispanic, white, economically disadvantaged, and English language learners increased their growth scores from 72.5% to 78.3%, 74% to 75%, 68.5% to 75%, and 91% to 100%.
Indicator State Assessment Measures: Proficient or Advanced: Science ESSA Student Subgroups White, Economically Disadvantaged, English Learners	Comments/Notable Observations White, Economically Disadvantaged, and English Learner subgroups increased in Proficient/Advanced (25.5% to 73.7%; 23% to 27.8%; 12.1% to 13.6%)
Indicator Meeting Annual Academics Growth Expectations: Science ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Hispanic, economically disadvantaged, English learners, and students with disabilities increased their growth score (66% to 70%; 63% to 73%; 75% to 78%; 76% to 79%)
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners	Comments/Notable Observations Black, Hispanic, White, Economically Disadvantaged, and English Learners increased their regular attendance (43.1% to 59.5%; 51.3% to 56.9%; 61.2% to 62.3%; 46% to 54%; 48.8% to 57.1%)

Challenges

Indicator	Comments/Notable Observations
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<p>Proficient or Advanced: Math</p> <p>ESSA Student Subgroups</p> <p>African-American/Black, English Learners, Students with Disabilities</p>	<p>The black, English language learners, and students with disabilities subgroup decreased their achievement from 5.4% to 4%, 3% to 0.9%, and 1.7% to 0%.</p>
<p>Indicator</p> <p>Regular Attendance</p> <p>ESSA Student Subgroups</p> <p>Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>The students with disabilities subgroup decreased their regular attendance from 53.7% to 51.6%</p>
<p>Indicator</p> <p>Proficient or Advanced: Math</p> <p>ESSA Student Subgroups</p> <p>Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>The students with disabilities subgroup decreased from 1.7% to 0%.</p>
<p>Indicator</p> <p>Proficient/Advanced: ELA</p> <p>ESSA Student Subgroups</p> <p>African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>Black, Hispanic, White, Economically Disadvantaged, English Learner and Students with Disabilities subgroups all decreased in Proficient/Advanced (30.4% to 26%; 31.1% to 20.6%; 49% to 40.4%; 30.8% to 21.6%; 16.8% to 11.8%; 12.4% to 2.5%)</p>
<p>Indicator</p> <p>Meeting Annual Academics Growth Expectations:: ELA</p> <p>ESSA Student Subgroups</p> <p>White</p>	<p>Comments/Notable Observations</p> <p>The white subgroup is 65% with a red pointing down arrow indicating a lack of growth.</p>
<p>Indicator</p> <p>Meeting Annual Academics Growth Expectations: Science</p> <p>ESSA Student Subgroups</p> <p>Hispanic, Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>Hispanic and Students with Disabilities subgroups decreased in Proficient/Advanced. (25.5% to 23.9%; 18.9% to 11.9%)</p>
<p>Indicator</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

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.

<p>Proficient or Advanced: Science - All students increased proficient/advanced from 27.4% to 31.4%.</p>
<p>All Grades Mathematics - Growth expectations increased from 70.8% to 73%.</p>

Student Proficient/Advanced Achievement (ELA) - Hispanic and Economically Disadvantaged subgroups increased their achievement from 50% to 58% and 50% to 59%.

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: ELA - All student groups decreased their achievement from 34.4% to 24.1%.

Annual Growth ELA - All student groups had a growth score of 55 is short of the statewide growth standard of 70.

Regular Attendance - The students with disabilities subgroup decreased their regular attendance from 53.7% to 51.6%

Proficient or Advanced: ELA - Black, Hispanic, White, Economically Disadvantaged, English Learner and Students with Disabilities subgroups all decreased in Proficient/Advanced (30.4% to 26%; 31.1% to 20.6%; 49% to 40.4%; 30.8% to 21.6%; 16.8% to 11.8%; 12.4% to 2.5%)

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 37% scored well below and below benchmark, 63% scored at benchmark or above benchmark. MOY 68% of students are at or above the benchmark. 93% maintained core. From BOY to MOY we decreased the well below benchmark by 2%.
Grade 7 Audience Reading (Maze/Silent Reading Passage)	In seventh grade: BOY 31% scored at benchmark. 69% below or well below grade level. MOY 31% scored at benchmark (up from 25% from last year). 69% below or well below grade level. From BOY to MOY, 83% of students maintained the core (grade level) and we decreased well below the benchmark by 1%.
Grade 8 Audience Reading (Maze/Silent Reading Passage)	In eighth grade: BOY 32% scored at benchmark, 68% scored below or well below benchmark. MOY 38% scored at or above benchmark. From BOY to MOY, 100% of 8th grade students maintained the CORE and decreased well below benchmark by 7%.

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 23 (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 5 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 rigorous and time-consuming (duration) compared to the 6th-grade computer-based ALO system.
Transiency of the population (25% of our population did not start the year at Broughal)
Substitute teacher shortage created an issue for teacher professional development and training.

Mathematics

Data	Comments/Notable Observations
Pie Chart Comparison for school-wide IXL Diagnostic Data from Quarter 1 to Quarter 3.	55% percentage of students met their growth goal (an increase of 80 points in IXL Diagnostic) from BOY to end of the 3rd quarter. 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. 44% have already met or exceeded the 100-point growth goal for the year. 10% (49 students) have grown 200 pts or more equating to two grade levels of growth.

School-wide IXL Diagnostic Data Score	At the end of M3, the schoolwide average was 520 pts up from 431 pts the previous year at this point.
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Mathematics Summary

Strengths

Staff is on year 5 of job-embedded coaching math.
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.
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.
Continued 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.

Challenges

Students in reading intervention are not receiving additional IXL time.
There is no scripted intervention program for math.
Year 1 of implementation of Desmos math curriculum

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
8th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The number of students scoring above 70% went from 23 at BOY to 33 at EOY. EOY--- 5.6/10
7th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The number of students scoring above 70% went from 18 at BOY to 28 at EOY.
7th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The percentage of students scoring above 70% went from 13.8% at BOY to 23.1 % at EOY.
8th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The percentage of students scoring above 70% went from 21.5% at BOY to 30.5% at EOY.

Science, Technology, and Engineering Education Summary

Strengths

Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.
Staff are building a capacity for scaffolding to support special ed and ESL student learners across core classes.
Staff is on year 5 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 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
78% 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.
36% of 8th graders have established a naviance smart goal.	Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.
18 - 8th-grade students have met all 5 components of their smart goal.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
120 7th graders have completed the career key.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
39 - 8th graders have completed their career cluster finder.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
51% 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.

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 - 18% of students at/above grade level at BOY to 21% of students at/above grade level at MOY
Acadience Benchmark data BOY to MOY	ESL - 68% below grade level at BOY to 60% below grade level at MOY
Math IXL growth	56.7% of ESL students met their growth goal of 50pts from BOY to MOY this year.

Students with Disabilities

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

Data	Comments/Notable Observations
Math IXL growth	48% of student with disabilities met their growth goal of 50pts from BOY to MOY this year.
Acadience Benchmark data BOY to MOY	18.2% of students with disabilities at/above grade level at BOY to 19.7% of students at/above grade level at MOY
Acadience Benchmark data BOY to MOY	66.7% students with disabilities were below grade level at BOY to 59.8% below grade level at MOY

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	55% of economically disadvantaged students have already met or exceeded the 100-point growth goal after 3 quarters. This is up from 53% from MOY.
IXL Growth BOY to end of the 3rd Marking period	The average score for economically disadvantaged students is 520. On average, a student at Broughal has already grown 89 points.
6th-grade BOY to MOY Acadience Benchmark Testing	68% or 102 economically disadvantaged students are at or above benchmark, 93% maintained CORE or grade level status.
7th-grade BOY to MOY Acadience	31% or 49 economically disadvantaged students at or above benchmark, 83% maintained CORE or grade level

Benchmark Testing	status.
8th-grade BOY to MOY Acadience Benchmark Testing	38% or 55 economically disadvantaged students at or above benchmark, 100% maintained CORE or grade level status.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Increased regular attendance 43.1% to 59.5%.
Hispanic	Black -- of students tested from BOY to MOY-- 12% or 12 students grew from RED to Yellow or Yellow to Green (jumped bands)
White	Math - White increased in Proficient/Advanced 13.7% to 19.2%.

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 5 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.
Year 1 implementation of Desmos Math curriculum.

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	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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	Exemplary
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
Student Proficient/Advanced Achievement (ELA) - Hispanic and Economically Disadvantaged subgroups increased their achievement from 50% to 58% and 50% to 59%.	True
Proficient or Advanced: Science - All students increased proficient/advanced from 27.4% to 31.4%.	False
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
All Grades Mathematics - Growth expectations increased from 70.8% to 73%.	False
Using a common benchmarking system allowed for the development of a 3 Tier Literacy support system.	False
Currently running 23 (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
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
Staff is on year 5 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 5 of job-embedded coaching math.	False
Continued 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
Staff are building a capacity for scaffolding to support special ed and ESL student learners across core classes.	False
Heavy emphasis on discovery tiered literacy intervention support for special education students across all subject areas.	False
Staff is on year 5 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
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.	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 5 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
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	True
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
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Strong counseling support with the additional for career readiness and the addition of a critical caseload counselor - Community in Schools.	True
Year 1 implementation of Desmos Math curriculum.	False
Continue to implement an evidence-based system of schoolwide positive behavior interventions and supports	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: ELA - All student groups decreased their achievement from 34.4% to 24.1%.	True
Annual Growth ELA - All student groups had a growth score of 55 is short of the statewide growth standard of 70.	False
Proficient or Advanced: ELA - Black, Hispanic, White, Economically Disadvantaged, English Learner and Students with Disabilities subgroups all decreased in Proficient/Advanced (30.4% to 26%; 31.1% to 20.6%; 49% to 40.4%; 30.8% to 21.6%; 16.8% to 11.8%; 12.4% to 2.5%)	True
The 7th and 8th-grade progress monitoring assessments are significantly more rigorous and time-consuming (duration) compared to the 6th-grade computer-based ALO system.	False
Regular Attendance - The students with disabilities subgroup decreased their regular attendance from 53.7% to 51.6%	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
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 (25% 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

High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance	False
Year 1 of implementation of Desmos math curriculum	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	True
High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.	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 5 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 6 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: ELA - All student groups decreased their achievement from 34.4% to 24.1%.	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: ELA - Black, Hispanic, White, Economically Disadvantaged, English Learner and Students with Disabilities subgroups all decreased in Proficient/Advanced (30.4% to 26%; 31.1% to 20.6%; 49% to 40.4%; 30.8% to 21.6%; 16.8% to 11.8%; 12.4% to 2.5%)	With ELA decreasing from 34.4% in 2022 to 24.1% in 2023, many of the subgroups saw a sizable decrease.	False
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
Provide frequent, timely, and systematic feedback and support on instructional practices	Continue to improve our teacher coaching and mentorship model	False
Transiency of the population (25% 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
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.	Continue to have consistent and calculated support for teacher instruction to create a data culture surrounded by supporting student growth through instructional practices.
Staff is on year 5 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	Through 5 years of implementation, staff have gained experience and we have a number of KTL teacher-leaders that support, model, and coach other newer Broughal teachers.
Staff is on year 5 of job-embedded coaching for literacy. All core teachers	Through 5 years of implementation, staff have gained experience and we

received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	have a number of KTL teacher-leaders that support, model, and coach other newer Broughal teachers.
Student Proficient/Advanced Achievement (ELA) - Hispanic and Economically Disadvantaged subgroups increased their achievement from 50% to 58% and 50% to 59%.	Continuing support students from diverse backgrounds by providing high level instruction with a high level of support.
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
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Shared leadership through LEAD (leader in me) and will empower teacher to become more engaged and invested in school-wide efforts.
Strong counseling support with the additional for career readiness and the addition of a critical caseload counselor - Community in Schools.	Offering intensive tier 2 and 3 support for student growth development SEL and career readiness helps to promote well rounded approach for future success
Staff is on year 5 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	Professional learning and staff development is a critical components to continuing to build an environment with high academic expectations.

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 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 2024-2025 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 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 2024-2025 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, 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%.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			

By the end of the 2024-2025 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, 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	Core Literacy Goal #1
Intensive & Strategic Reading Goal #1	

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

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 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 2024-2025 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.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administration and Teacher Leaders	KTL Books, Google Slides, Grade/subject Content Text (1x per the 6 day cycle)	Yes	
Action Step		Anticipated Start/Completion Date	
Provide Keys to Literacy Job Embedded Coaching for Instructional Teacher Coaches in Comprehension and Vocabulary		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District and building KTL Materials Administration, Broughal literacy leadership team	KTL Materials (1x per the 6 day cycle)	Yes	
Action Step		Anticipated Start/Completion Date	
Provide Team Modeling/ Coaching on the implementation of Literacy Intervention programs during intervention/enrichment (discovery).		2024-08-	2025-

		26	06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional Coaches, Broughal literacy leadership team	MTSS Manual (as needed with a minimum of 1x per semester)	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		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Reading Coaches/ ?pecialists, ?roughal literac? leadership team	MTSS manual (1x per the 6 day cycle)	Yes	
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.		2024-08-26	2025-06-06
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 (1x per the 6 day cycle)	No	
Action Step		Anticipated Start/Completion Date	
Conduct BOY Acadience Benchmark Testing Completed for Grades 6-8		2024-08-26	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, instructional coaches, Core Teachers, MTSS teacher leadership team, Broughal literacy leadership	MTSS Manual	No	

team			
Action Step		Anticipated Start/Completion Date	
Conduct Fall Acadience MTSS Grade 6/7/8 Data Analysis		2024-08-26	2024-09-27
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.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher leadership team, Core teachers, ESL teachers	LANGUAGE! 4th Edition, Students get A & B, LANGUAGE! 4th Edition Teacher	No	
Action Step		Anticipated Start/Completion Date	
Utilize evidence-based instructional resources (REWARDS curriculum and instructional strategies) to implement intervention groups.		2024-08-26	2025-01-17
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. 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.		2024-09-30	2025-01-17
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 - Grades 6-8		2025-01-06	2025-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, instructional coaches, MTSS teacher leadership team	MTSS Manual	No	
Action Step		Anticipated Start/Completion Date	
Implement 1 Round of REWARDS Intermediate and REWARDS secondary Intervention Groups		2024-09-30	2025-01-17
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 of REWARDS Intermediate and REWARDS Secondary Intervention Groups		2025-01-17	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, Instructional coaches, MTSS teacher	Using materials purchased at the beginning of the school year. Evidence-based short-term reading and intervention materials for struggling learners (REWARDS intervention materials for struggling	No	

leadership team, Core Teachers	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)		
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.		2025-01-17	2025-06-06
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 1 Round of Rewards Plus (MA and Science) Intervention Groups		2024-09-30	2025-01-10
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	
Implement 2 Round of Rewards Plus (MA and Science) Intervention Groups		2025-01-17	2025-06-06
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		2024-08-26	2025-06-06
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		2025-05-12	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration, MTSS manual, instructional coaches, Core Teachers, MTSS teacher leadership team	MTSS manual, using materials purchased at the Beginning of the school year.	No	
Action Step		Anticipated Start/Completion Date	
Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Contracted Service: Math Coach paid by CSI Funds	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support for ESL students in core classes		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Admin, ESL Teacher	Hire additional ESL language guide with CSI funds for the 24-25 school year	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.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Hire LTS Math Teacher with CSI funds for the 24-25 school year	No	
Action Step		Anticipated Start/Completion Date	
Provide additional counseling/SEL support to 6th grade students		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Building Level Admin	Hire additional guidance counselor with CSI funds for the 24-25 school year	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support during class/class transitions to support student engagement in academics.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Hire transition coordinator/hall monitor with CSI funds for the 24-25 school year	No	
Action Step		Anticipated Start/Completion Date	
Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator, Cohesion facilitators	Cohesion Network, Inc paid by CSI Funds	Yes	
Action Step		Anticipated Start/Completion Date	
Provide students with Character Education Program that promotes student leadership development.		2024-08-	2025-

		26	06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administrator, Cohesion facilitators	Cohesion Network, Inc paid by CSI Funds	No	
Action Step		Anticipated Start/Completion Date	
Provide literacy lead learner training/support to help principal with building initiatives.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Colonial IU20 Coach	Colonial IU20 admin literacy coach	Yes	
Action Step		Anticipated Start/Completion Date	
Provide additional support to special education students in the core classes.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Hire additional special education instructional assistants with CSI funds for the 24-25 School Year	No	
Action Step		Anticipated Start/Completion Date	
Shanthy Project to provide in-class trauma 101/ACEs lessons		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Shanthy Project paid by CSI Funds	No	
Action Step		Anticipated Start/Completion Date	
Utilize a family development specialist to work with students/families to improve attendance.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Hire Family Development specialist with CSI funds for the 24-25 school year	No	

Action Step		Anticipated Start/Completion Date	
Distribute diagnostic survey tool		2024-08-26	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	The survey provided by Acadience	No	
Action Step		Anticipated Start/Completion Date	
Implement extracurricular L program for student mental health and wellness -Broughal Mind & Body Club - two days per week for all students		2025-01-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Administration/Community School Coordinator/LVHN Program Manager	Program Manager 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 Educator Paid for by CSI Funds	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, 2024, through July 31, 2025. The teams will also convene monthly and quarterly during the 2024-25 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 2024-2025 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.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional staff; Instructional math coach	Math Coach/Data Team (1x per the 6 day cycle)	No	
Action Step		Anticipated Start/Completion Date	
The instructional coach will provide modeling and instructional feedback in math classrooms grades 6-8		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional Math Coach	Math Coach (1x per the 6 day cycle)	No	
Action Step		Anticipated Start/Completion Date	
Provide structured time in teacher schedules for IXL maintenance		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional staff; Instructional math coach	MTSS Manual (Weekly on Fridays)	No	
Action Step		Anticipated Start/Completion Date	
Continue to utilize a tracking tool for teacher-student data conferences		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Instructional math coach	Math Coach/Data Team (weekly)	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		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Coaches and Building Level Administration	Data Meeting Agendas, Teacher selected Content and Assessments (1x per the 6 day cycle)	No	
Action Step		Anticipated Start/Completion Date	
Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building level admin	Data Meeting Agendas, Teacher selected content and assessments (1x per the 6 day cycle)	No	
Action Step		Anticipated Start/Completion Date	
Hold quarterly data conferences with students, Continue to utilize a tracking tool for teacher-student data conferences, Continue to utilize a spreadsheet tracking system to show students meeting on-track growth measures		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional math coach and Core staff	Math Coach/Data Team/MTSS Manual (minimum 3x per marking period)	No	
Action Step		Anticipated Start/Completion Date	

Provide support/coaching to math teachers, Monthly math coaching and lesson study review		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach/Building Admin	Math Coach Salary	No	
Action Step		Anticipated Start/Completion Date	
Provide additional counseling/SEL support to 6th-grade		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Guidance Counselor	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support during class/class transitions to support student engagement in academics.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Transition Coordinator	No	
Action Step		Anticipated Start/Completion Date	
Implement a Restorative Response Coach to support students as an alternative to suspension.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building 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		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrator, Cohesion facilitators	Cohesion Network, Inc	No	
Action Step		Anticipated Start/Completion Date	
Provide students with Character Education Program that promotes student leadership development.		2024-08-26	2025-06-06
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		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, Community School Coordinator	Materials/resources paid for by Title I Funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from math coaching sessions.	August 1, 2024, through August 31, 2025. The teams will also convene monthly and quarterly during the 2024-205 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.
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Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Jason Adair - SREB Development/Coaching of BMS Teacher coaches to apply teacher coaching practices with the core staff.	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Services	1	17500
ESL Language Guide	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Salary	1	17000
ESL Language Guide	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Benefits	1	4299

LTS Math Teacher - Hire Math Teacher and transition Michael Weiss (current math teacher) to Restorative Response Coach role	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Salary	2	73371
LTS Math Teacher - Hire Math Teacher and transition Michael Weiss (current math teacher) to Restorative Response Coach role	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Benefits	2	36619
Transition Coordinator - Provide additional support during class/class transitions to support student engagement in academics.	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Salary	3	32694

Transition Coordinator - Provide additional support during class/class transitions to support student engagement in academics.	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	3	8290
Provide instructional staff with professional development: Topics include Positive Discipline, Connect Character Education Program, Trauma Informed Care	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	2	1750
Character Education Program that promotes student leadership development. Fall	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused 	Services	2	1750

	Professional Learning - Math			
Provide students with Character Education Program that promotes student leadership development. Spring	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	2	1750
Shanthi Project to provide in-class to provide in-class trauma 101/Aces Lessons	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	2	15600
Family Development Specialists - Attendance	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading 	Salary	1	54080

	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 			
Family Development Specialists - Attendance	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Benefits	1	31626
Broughal Mind and Body Program - 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	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Services	2	0
SREB Coaching for Change Conference in Atlanta, GA	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - 	Services	1	4273

	<ul style="list-style-type: none"> Reading Implement Content-Focused Professional Learning - Math 			
Math Coach - C. Deirnbach (80%)	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Salary	1	60547
Math Coach -CD (80%)	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Benefits	1	29769
Guidance Counselor 50% - M.	<ul style="list-style-type: none"> Implement Content-Focused 	Salary	1	33434

Lillie	<ul style="list-style-type: none"> Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 			
Guidance Counselor 50% - M. Lillie	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	1	17475
Rewards/Intervention Materials	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Supplies & Property	1	2683

<p>LTS Building Substitute Teachers (1)</p>	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	<p>Salary</p>	<p>1</p>	<p>59135</p>
<p>LTS Building Substitute Teachers (1)</p>	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	<p>Benefits</p>	<p>1</p>	<p>32929</p>
<p>LTS Building Substitute Teachers (2) 53% of salary</p>	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	<p>Salary</p>	<p>1</p>	<p>31342</p>

LTS Building Substitute Teachers (2) 53% of benefits	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Benefits	1	17320
Total Expenditures				585236

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Salary: Reading Specialist - J. Zelena	96421
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Salary: Guidance Counselor 50% - M. Lillie	33434
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Salary: Math Teacher - J. Truchan	73371
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Salary: Reading Specialist - G. Kutz	93030
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Benefits: Reading Specialist - J. Zelena	42530

Instruction	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading 	Benefits: Reading Specialist - G. Kutz	41660
Instruction	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits: Guidance Counselor 50% - M. Lillie	17475
Instruction	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits: Math Teacher - J. Truchan	36619
Instruction	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary: LTS Building Sub (47%) for coaching, PD, content collaboration	27793
Instruction	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits: LTS Building Sub (47%) for coaching, PD, content collaboration	15363
Other Expenditures	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Instructional Supplies	416
Total Expenditures			478112

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 Keys to Literacy Job Embedded Coaching for Instructional Teacher Coaches in Comprehension and Vocabulary
Implement Content-Focused Professional Learning - Reading	An instructional literacy coach will provide job-embedded coaching to support literacy strategies across core content classrooms in grades 6-8
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/support to help principal with building initiatives.

Keys to Literacy BASD Training - Keys to Comprehension

Action Step		
<ul style="list-style-type: none"> Provide continued professional learning on Keys to Literacy (KTL) Comprehension and Vocabulary Routines and School-Related Goals. 		
Audience		
Core Teachers		
Topics to be Included		
KTL Comprehension Strategies		
Evidence of Learning		
Student proficiency and growth data on state and local assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kim Harper - Supervisor of Humanities/ELA	2024-08-26	2024-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	2x times per school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2c: Managing Classroom Procedures 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Language and Literacy Acquisition for All Students
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Keys to Literacy - Keys to Vocabulary

Action Step		
<ul style="list-style-type: none"> Provide continued professional learning on Keys to Literacy (KTL) Comprehension and Vocabulary Routines and School-Related Goals. 		
Audience		
Core Teachers		
Topics to be Included		
Keys to Literacy Vocabulary strategies		
Evidence of Learning		
Student proficiency and growth data on state and local assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kim Harper - Supervisor of Humanities/ELA	2025-01-01	2025-06-06

Learning Format

Type of Activities	Frequency
Workshop(s)	2x per yearr
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 2c: Managing Classroom Procedures 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

KTL Comprehension and Vocabulary Coaching

Action Step		
<ul style="list-style-type: none"> Provide Keys to Literacy Job Embedded Coaching for Instructional Teacher Coaches in Comprehension and Vocabulary 		
Audience		
CORE Teachers		
Topics to be Included		
Support/feedback for KTL comp and vocab by Step by Step learning		
Evidence of Learning		
Student proficiency and growth data on state and local assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kim Harper - Supervisor of Humanities/ELA	2024-08-26	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2 x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 1d: Demonstrating Knowledge of Resources• 3d: Using Assessment in Instruction• 2b: Establishing a Culture for Learning• 3b: Using Questioning and Discussion Techniques	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Brandon Horlick	2024-06-04
School Improvement Facilitator Signature	Date