

BelloWS Falls Middle School							
Required component	WNESU Goal	School-based data (Problem of Practice)	Theory of Action	Goal	Prioritized Strategies/Change ideas	Measures	Human, Materials etc.
Safe and Healthy Schools	By June, 2025, 58% of our students in grades 3-5 will respond favorably in the area of Engagement as measured by Panorama climate surveys.	In June, 2024, 36% of our students in grades 3-5 responded favorably in the area of Engagement on the Panorama climate surveys. In June, 2024, 17% of our students in grades 6-8 responded favorably in the area of Engagement on the Panorama climate surveys.	At BFMS, if we administer the survey in the Fall and then in the Spring and also survey the same group of students, then we will be able to see a positive shift in data. If we hold more school-wide and community-building activities, then we will see an increase in student desire to come to school. If we engage parents, then students will share more of their school experiences at home.	By June, 2025, 50% of our students in grades will respond favorably in the area of Engagement as measured by Panorama climate surveys.	Continue to hold more school community nights and functions. Also, broader weekly communication via Newsletters and social media. Send a survey to parents about what they would like to see out of BFMS. Create stakeholder buy-in. Offer the survey in the fall and spring.	Panorama Climate Survey	Staff, Administrators and families
	By June, 2025, 21% of our students in grades 6-12 will respond favorably in the area of Engagement as measured by Panorama climate surveys.						
	By June, 2025, 77% of our students in grades 3-5 will respond favorably in the area of Belonging as measured by Panorama climate surveys.	In June, 2024, 55% of our students in grades 3-5 responded favorably in the area of Belonging on the Panorama climate surveys. In June, 2024, 34% of our students in grades 6-8 responded favorably in the area of Belonging on the Panorama climate surveys.	At BFMS, if we continue to implement community circle work in advisories, then there will be more positive relationships. If we normalize a way for students to have a voice, then students will feel respected and supported.	By June, 2025, 50% of our students in grades 6-8 will respond favorably in the area of Belonging as measured by Panorama climate surveys.	Continue to work at building community in daily advisories. Continue to build positive relationships with students while also creating opportunities for students to create postive relationships with eachother.	Panorama Climate Survey	Staff, Administrators, and RP Coordinator
	By June, 2025, 36% of our students in grades 6-12 will respond favorably in the area of Belonging as measured by Panorama climate surveys.						
Academic Achievement	By June, 2025, 52% of students will demonstrate proficiency (above the 40th %tile) in ELA based on MAP achievement scores and 52% of elementary students will meet or exceed DIBELS benchmark scores. 62% will meet or exceed the average growth from Spring, 2024-2025 based on MAP ELA.	In June, 2024, 36%of students demonstrated proficiency above the 40%tile in ELA based on MAP achievement scores.	At BFMS, if all students practice reading and writing daily then all students will improve in reading comprehension on MAP and other statewide assessments.	By June, 2025, 45% of students will demonstrate achievement in ELA based on MAP achievement scores and 56% will meet their growth projection.	More curriculum development. Staff PD on curriculum tools and offerings. Emphasize the importance of staff buy-in to curriculum.	MAPs and DIBELS data	Staff, Administrators, Director and Coach
	By June, 2025, 54% of students in grades 3-11 will demonstrate proficiency (above the 40th %tile) in math based on MAP achievement scores and 60% will meet or exceed the average growth from Spring, 2024-2025.	In June, 2024, 33% of students demonstrated proficiency above the 40%tile in ELA based on MAP achievement scores.	At BFMS, if all students practice math and math computations daily then all students will improve in math MAP and other statewide assessments.	By June, 2025, 55% of students will demonstrate achievement in math based on MAP achievement scores and 63% will meet their growth projection.	More curriculum development. Staff PD on curriculum tools and offerings. Emphasize the importance of staff buy-in to curriculum.	MAPs and DIBELS data	Staff, Administrators and Math Programming materials

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Equity	Gaps across grade levels in ELA and Math proficiency persist between our marginalized students and their peers. Based on VT-CAP results from Spring, 2023: 26% of the students who were identified as economically disadvantaged demonstrated proficiency in ELA and 13% demonstrated proficiency in math. In contrast, 34% of students not identified as economically disadvantaged demonstrated proficiency in ELA and 32% demonstrateed proficiency in math.	Only 29% of BFMS students in 6th-8th grade who are economically disadvantaged demonstrated proficiency in ELA on NWEA MAP while 44% of advantaged students demonstrated proficiency. Similarly, 25% of students who are economically disadvantaged demonstrated proficiency in Math on NWEA-MAP while 45% of advantaged students demonstrated proficiency.	If we center the needs of our most minoritized students in all data-based discussions and actively work to disrupt stereotype threat, then gaps in ELA and Math proficiency between minoritized students and their peers will decrease by 20%.	By June, 2025 Gaps in ELA and Math between our marginalized students and their peers will decrease by 20% across all grade levels.	Develop systems to allow staff and administrators to readily view and discuss disaggregated data on a regular basis. Actively work to disrupt stereotype threat through professional development for our administrative team and staff.	MAP, DIBELS, Panorama,	Staff, Administrators, Directors of instruction and technology.