

Profile and Plan Essentials

School		AUN/Branch
Beaver Falls Middle School		0648
Address 1		
1601 8th Avenue		
Address 2		
City	State	Zip Code
Beaver Falls	PA	15010
Chief School Administrator		Chief School Administrator Email
Dr Donna M Nugent		nugentd@tigerweb.org
Principal Name		
Mr. Thomas House		
Principal Email		
houset@tigerweb.org		
Principal Phone Number		Principal Extension
724-846-5470		1218
School Improvement Facilitator Name		School Improvement Facilitator Email
Michelle McKinley		michelle.mckinley@bviu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Thomas House	Principal-Lead	BFMS	houset@tigerweb.org
Dr. Donna Nugent	Superintendent	District Administration	nugentd@tigerweb.org
Joyce Depenhart	District Level Leaders	District Administration	depenhartj@tigerweb.org
David Borroni	7th Grade Math teacher	BFMS	borronid@tigerweb.org
Ryan Brown	6th Grade Math teacher	BFMS	brownr@tigerweb.org
Jack D' Addio	6th Grade Math teacher	BFMS	daddioj@tigerweb.org
John Zernick	8th Grade math teacher	BFMS	zernickj@tigerweb.org
Kathy Austin	Parent	Parent	
Marlene Landrum	Community Member	Beaver County Community Development	mlandrum@beavercountypa.gov
Dwight Collins	Community Member	Coach	
Stephanie Forbes	Teacher	BFMS	forbess@tigerweb.org
Susan Emmett	Education Specialist	BVIU	susan.emmett@bviu.org
Maria Stevenson	Parent	Parent	
Charles Henderson	Teacher	BFMS	hendersonc@tigerweb.org
Tristan Adams	Parent	Parent	
Cynthia Cook	Board Member	BBFASD	
Susan Smith	Board Member	BBFASD	
Tom Karczewski	Board Member	BBFASD	
Mary Beth Leeman	District Level Leaders	BBFASD	
Michelle Manno	Board Member	BBFASD	

Vision for Learning

Vision for Learning

Beaver Falls Middle School ensures every student has access to grade level math instruction that is aligned to the PA core standards and provided by highly qualified BFMS math teachers. In addition and aligned with the BBFASD's Vision for Learning, the BFMS is committed to providing a strong educational experience that is built on trust, embraces diversity, and fosters a strong foundation through rigorous and well-rounded educational programs that will prepare students for post-secondary opportunities.

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
Exceeds Annual Academic Growth Expectations (PVAAS) English Language Arts/Literature	Based on the Future Ready PA Index 22-23 ELA PVAAS data, the "All Student Group" 100% meets the Standard of Demonstrating Growth.
Meeting Annual Academic Growth Expectations (PVAAS) Mathematics/Algebra	Based on the Future Ready PA Index 22-23 Math PVAAS data, the "All Student Group" 79.0% meets the Standard of Demonstrating Growth.
Meeting the Career Standards Benchmark for the All Student Group	Based on the Future Ready PA Index 22-23 Career Standards Benchmark data, the "All Student Group" 96.5% meets the Standard the interim target.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts/Literature	Based on the Future Ready PA Index 22-23 ELA State Assessment data, the "All Student Group" scored significantly less than the statewide average (44.5% versus 54.5%).
Proficient or Advanced on Pennsylvania State Assessments -Mathematics/Algebra	Based on the Future Ready PA Index 22-23 Math State Assessment data, the "All Student Group" scored significantly less than the statewide average (18.2% versus 38.3%).
Proficient or Advanced on Pennsylvania State Assessments - Science/Biology	Based on the Future Ready PA Index 22-23 Science State Assessment data, the "All Student Group" scored significantly less than the statewide average (34.9% versus 58.9%).
Attendance	Based on the Future Ready PA Index 22-23 On Track Measures - Attendance data, the "All Student Group" was below performance standard at 71.5%.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Proficient or Advanced on Pennsylvania State Assessments - Mathematics/Algebra ESSA Student Subgroups	Comments/Notable Observations Based on the 22-23 FRPI Math data, the following subgroups (Black - 10%, 2 or More Races - 12%, Economically Disadvantaged - 14.1%) increased performance from the previous year.
Indicator Proficient or Advanced on Pennsylvania State Assessments - English Language Arts/Literature ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged	Comments/Notable Observations Based on the 22-23 FRPI ELA data, the following subgroups (Black - 35%, 2 or More Races - 42.2%, Economically Disadvantaged - 40.1%) increased performance from the previous year.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Science/Biology ESSA Student Subgroups Multi-Racial (not Hispanic), Students with Disabilities	Comments/Notable Observations Based on the 22-23 FRPI Science data, the following subgroups (2 or More Races 38.2%; Students with Disabilities 8.3%, and Combined Ethnicity 28.1%) increased performance from the previous year.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - ELA ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Based on the 22-23 FRPI PVAAS ELA data, all subgroups increase performance from the previous year. (Black - 100%, White - 92%, 2 or More Races 92%, Economically Disadvantaged - 100%, Students with Disabilities - 75%)

Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups Multi-Racial (not Hispanic), Economically Disadvantaged	Comments/Notable Observations Based on the 22-23 FRPI PVAAS Math data, the following subgroups increase performance from the previous year (2 or More Races 83%) and the subgroup economically disadvantaged's performance remained stable at 83%.
Indicator On track measures - Regular Attendance ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Based on the 22-23 FRPI On Track Measures, all subgroups increase performance from the previous year. (Black - 67.1%, White - 74.4%, 2 or More Races 69%, Economically Disadvantaged - 69.3%, Students with Disabilities - 65.1%)

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
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Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Proficient or Advanced on Pennsylvania State Assessments - English Language Arts/Literature ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Based on the 22-23 FRPI ELA data, all subgroups increased their performance from the previous year but not one of the subgroups met the statewide goal. (Black - 35%, White - 50.6%, 2 or More Races - 42.2%, Economically Disadvantaged - 40.1%, Student with Disabilities - 10.2%)
Indicator Proficient or Advanced on Pennsylvania State Assessments - Math	Comments/Notable Observations Based on the 22-23 FRPI Math data, most subgroups, except for the Students with Disabilities, increased their performance from the previous year but not one of the subgroups met the statewide goal. (Black - 10%, White -

ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	24.6%, 2 or More Races - 12.0%, Economically Disadvantaged - 14.1%, Student with Disabilities - 1%
Indicator Proficient or Advanced on Pennsylvania State Assessments - Science ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Based on the 22-23 FRPI Science data, all but one subgroup, 2 or More Races, did not meet the statewide goal in performance from the previous year. (Black - 19.2%, White - 41.7%, Economically Disadvantaged - 34.3%, Student with Disabilities - 8.3%)
Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Math ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White	Comments/Notable Observations Based on the 22-23 FRPI PVAAS Math data, the following subgroups decrease in performance from the previous year Black - 72%, White - 76%, Combined Ethnicity - 79%.
Indicator On track measures - Regular Attendance ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Based on the 22-23 FRPI On Track Measures, although all subgroups increase performance from the previous year but not one of the subgroups met the statewide goal. (Black - 67.1%, White - 74.4%, 2 or More Races 69%, Economically Disadvantaged - 69.3%, Students with Disabilities - 65.1%)

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.

Based on the Future Ready PA Index 22-23 ELA PVAAS data, the "All Student Group" 100% meets the Standard of Demonstrating Growth.
Based on the Future Ready PA Index 22-23 Math PVAAS data, the "All Student Group" 79.0% meets the Standard of Demonstrating Growth.
Based on the Future Ready PA Index 22-23 Career Standards Benchmark data, the "All Student Group" 96.5% meets the Standard the interim target.

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.

Based on the Future Ready PA Index 22-23 ELA State Assessment data, the "All Student Group" scored significantly less than the statewide average (44.5% versus 54.5%).
Based on the Future Ready PA Index 22-23 Math State Assessment data, the "All Student Group" scored significantly less than the statewide average (18.2% versus 38.3%).

Based on the Future Ready PA Index 22-23 Science State Assessment data, the "All Student Group" scored significantly less than the statewide average (34.9% versus 58.9%).

Based on the Future Ready PA Index 22-23 On Track Measures - Attendance data, the "All Student Group" was below performance standard at 71.5%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading 2023-2024 6th Grade	84% of 6th grade student increased their scale score on the STAR Reading assessment from September to May.
STAR Reading 2023-2024 7th Grade	70% of 7th grade student increased their scale score on the STAR Reading assessment from September to May.
STAR Reading 2023-2024 8th Grade	79% of 8th grade student increased their scale score on the STAR Reading assessment from September to May.

English Language Arts Summary

Strengths

84% of 6th grade student increased their scale score on the STAR Reading assessment from September to May.
All students, including all subgroups, continue to show growth on ELA local assessments.

Challenges

Student who have truancy issues do not show growth on the ELA local assessments.
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Mathematics

Data	Comments/Notable Observations
CDT Algebraic Concepts, Geometry, and Measurement, Data, and Probability	68% of measurable 6th grade students improved their score in the Algebraic Concepts Category from October 25th to December 13th 59% of measurable 6th grade students improved their score in the category of Geometry from February 2nd - February 23rd 51% of measurable 6th grade students increased their CDT score in the category of Measurement, Data, and Probability from March 1st to March 18th
CDT Algebraic Concepts, Geometry, and Measurement, Data, and Probability	58% of measurable 7th grade students increased their CDT Algebraic Concept score from Oct 1st to Jan 17th From January 17 to February 27, 75% of the measurable students in 7th grade increased their score in the category of Geometry On March 8th, 8% of the 7th grade measurable students were proficient in Measurement, Data, and Probability. On March 27th, 24% of the measurable students were proficient or advanced in the same category.
CDT Algebraic Concepts	75% of 8th grade students increased their score on the Algebraic Concepts CDT from November 3rd - January 30th

Mathematics Summary

Strengths

By targeting one reporting category at a time on the CDT test, the students are able to successfully complete each section in one class period and get results almost immediately.
All students, including all subgroups, continue to show growth on math local assessments.

Challenges

All students including all subgroups show growth on the math local assessment but continue to be below grade level benchmarks.
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Student who have truancy issues do not show growth on the math local assessments.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEM Related Arts 9 Week Rotation Roster	Utilizes materials from former Project Lead the Way Grant
Tiger Innovators Class Roster	8th grade students are selected to take this course. Hands-on, project based learning STEM Elective Course.

Science, Technology, and Engineering Education Summary

Strengths

Select 8th Grade students participate in a Tiger Innovators Elective Course.
All students, including all subgroups, continue to show growth on local assessments.

Challenges

Tiger Innovators Class - limited to 8th grade students only due to staffing and time in the master schedule.
Student who have truancy issues do not show growth on the local assessments.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	BFMS students who attend the digital program do not complete the Career Readiness program at the same rate the as the in-person student population.
Smart Futures	100% of the students produce artifacts for the state expectations

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.

Staff work to help students acquire all artifacts through the Smart Futures system for their portfolios.
Students have increased yearly with completing their Career Standards Benchmark documentation/portfolios.

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.

BFMS students who attend the digital program do not complete the Career Standards Benchmark program at the same rate the as the in-person student population.

BFMS students with truancy issues have difficulty completing school work and Career Standards Benchmark documentation/portfolios.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Mathematics/Algebra CDT data	Based on the pre- to post- CDT local assessment data, this subgroup of students do not show the same rate of proficiency as do the other subgroups.
Regular Attendance	Although there was an improvement from the 2021-2022 school year to 2022-2023 school year, this subgroup did not meet the statewide interim target.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT diagnostic math assessment	Student data continues to provide teachers with information on how to plan for instruction and differentiate for learner needs.
STAR ELA assessment	This data is used to monitor all subgroups to obtain quarterly data and see how students are progressing. Teachers review to make instructional decisions and adjustments for each student.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	This subgroup continues to be monitored through our local assessment within the classroom as well as through CDT data to assist with instructional decisions and planning for student progress.

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.

Local assessment ELA and math data indicates student growth for the economically disadvantaged subgroup.
The "black" student group showed an increase in performance on Science/Biology from the previous year.

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.

BFMS economically disadvantaged students did not meet the Statewide Goal/Interim Targets for ELA, Math, and Science.
Math achievement on the state assessments continues to be a challenge in all student sub groups.
Although there was an improvement from the 2021-2022 school year to 2022-2023 school year, the students with disabilities subgroup did not meet the statewide interim target.

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	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging

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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Continuously monitor implementation of the school improvement plan and adjust as needed.
Identify and address individual student learning needs.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

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?

Growth mindset with professional staff in effective math instruction continues to be a challenge.
Preparing staff to differentiate instruction continues to be a challenge.
Maintaining high expectations for learning and achievement for all learners.

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
Based on the Future Ready PA Index 22-23 ELA PVAAS data, the "All Student Group" 100% meets the Standard of Demonstrating Growth.	False
Based on the Future Ready PA Index 22-23 Math PVAAS data, the "All Student Group" 79.0% meets the Standard of Demonstrating Growth.	False
Based on the Future Ready PA Index 22-23 Career Standards Benchmark data, the "All Student Group" 96.5% meets the Standard the interim target.	False
84% of 6th grade student increased their scale score on the STAR Reading assessment from September to May.	False
All students, including all subgroups, continue to show growth on ELA local assessments.	False
The "black" student group showed an increase in performance on Science/Biology from the previous year.	False
Select 8th Grade students participate in a Tiger Innovators Elective Course.	False
All students, including all subgroups, continue to show growth on local assessments.	False
Identify and address individual student learning needs.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
By targeting one reporting category at a time on the CDT test, the students are able to successfully complete each section in one class period and get results almost immediately.	True
Staff work to help students acquire all artifacts through the Smart Futures system for their portfolios.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Students have increased yearly with completing their Career Standards Benchmark documentation/portfolios.	False
Local assessment ELA and math data indicates student growth for the economically disadvantaged subgroup.	False
All students, including all subgroups, continue to show growth on math local assessments.	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
Based on the Future Ready PA Index 22-23 ELA State Assessment data, the "All Student Group" scored significantly less than the	False

statewide average (44.5% versus 54.5%).	
Based on the Future Ready PA Index 22-23 Math State Assessment data, the "All Student Group" scored significantly less than the statewide average (18.2% versus 38.3%).	True
Based on the Future Ready PA Index 22-23 Science State Assessment data, the "All Student Group" scored significantly less than the statewide average (34.9% versus 58.9%).	False
Based on the Future Ready PA Index 22-23 On Track Measures - Attendance data, the "All Student Group" was below performance standard at 71.5%.	True
BFMS students who attend the digital program do not complete the Career Standards Benchmark program at the same rate the as the in-person student population.	False
BFMS students with truancy issues have difficulty completing school work and Career Standards Benchmark documentation/portfolios.	False
All students including all subgroups show growth on the math local assessment but continue to be below grade level benchmarks.	True
Student who have truancy issues do not show growth on the math local assessments.	True
Tiger Innovators Class - limited to 8th grade students only due to staffing and time in the master schedule.	False
Math achievement on the state assessments continues to be a challenge in all student sub groups.	False
Growth mindset with professional staff in effective math instruction continues to be a challenge.	False
Preparing staff to differentiate instruction continues to be a challenge.	False
Maintaining high expectations for learning and achievement for all learners.	False
Student who have truancy issues do not show growth on the ELA local assessments.	False
Student who have truancy issues do not show growth on the local assessments.	False
Although there was an improvement from the 2021-2022 school year to 2022-2023 school year, the students with disabilities subgroup did not meet the statewide interim target.	False
BFMS economically disadvantaged students did not meet the Statewide Goal/Interim Targets for ELA, Math, and Science.	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.

It is evident that the COVID pandemic has created learning gaps for students, which plays a major factor in students learning, especially in mathematics. Additionally, although the BFMS On-Track Measures - Regular Attendance has increased by 10% from the previous year, at 71.5% the BFMS is far below the Statewide Performance Standard of 94.1%.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Based on the Future Ready PA Index 22-23 Math State Assessment data, the "All Student Group" scored significantly less than the statewide average (18.2% versus 38.3%).	Although the BFMS students met the Annual Academic Growth Expectation (PVAAS) in math at 79.0%, the students do not met the Proficient/Advanced on the State Assessments Interim Goal scoring only 18.2%. Based on local CDT data results, students are demonstrating learning gaps far below grade level.	True
All students including all subgroups show growth on the math local assessment but continue to be below grade level benchmarks.	Although the BFMS students met the Annual Academic Growth Expectation (PVAAS) in math at 79.0%, the students do not met the Proficient/Advanced on the State Assessments Interim Goal scoring only 18.2%. Based on local CDT data results, students are demonstrating learning gaps far below grade level.	True
Student who have truancy issues do not show growth on the math local assessments.	Although the BFMS increased the On Track Measure - Regular Attendance by 10% from the previous year, the BFMS Regular Attendance did not meet the Performance Standard with 71.5%.	True
Based on the Future Ready PA Index 22-23 On Track Measures - Attendance data, the "All Student Group" was below performance standard at 71.5%.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Staff work to help students acquire all artifacts through the Smart Futures system for their portfolios.	As staff work with students on Smart Futures and acquiring all requirements, there should be a focus on how this works connects to their core classes and the state standards.
By targeting one reporting category at a time on the CDT test, the students are able to successfully complete each section in one class period and get results almost immediately.	With securing local assessment data almost immediately, teachers should use this data to drive their instruction and provide remediation/enrichment, as necessary. It is also critical to inform student's how they scored and the growth that they are making.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Enhance math instruction and support for all students by integrating data-driven interventions, providing ongoing professional development for educators, and increasing access to supplementary learning resources and technology.
	Implement targeted support systems and instructional practices to improve subgroup's performance in math, ensuring they meet the statewide goal/interim targets by enhancing teacher training, providing additional resources, and fostering an inclusive learning environment.
	Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family

	engagement, and establishing a supportive and motivating school culture.
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Goal Setting

Priority: Enhance math instruction and support for all students by integrating data-driven interventions, providing ongoing professional development for educators, and increasing access to supplementary learning resources and technology.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 academic year, increase the percentage of students meeting the Mathematics proficiency standard from the current 18.2% to 28% by implementing targeted support systems and instructional practices, including professional development for MS Math teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment .			
Measurable Goal Nickname (35 Character Max)			
Goal #1 - MS Math Success Initiative			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct initial professional development sessions for MS Math teachers focused on effective instruction and intervention strategies. Identify and begin providing targeted academic resources such as tutoring and online learning tools to struggling students. Establish baseline data for student performance and set up monitoring systems to track progress. Target: Increase proficiency from 18.2% to 21%.	Continue professional development with a focus on effective instruction and data-driven teaching methods. Monitor and assess the effectiveness of tutoring programs and make necessary adjustments to ensure maximum impact. Engage parents/guardians through workshops and information sessions on supporting their children's learning. Target: Increase proficiency from 21% to 23.5%.	Conduct follow-up professional development sessions to reinforce and build on previous training. Provide additional intensive tutoring sessions and expand access to online learning tools in preparation for the state assessment exams. Foster a supportive learning environment through student mentorship programs and peer study groups. Target: Increase proficiency from 23.5% to 25.5%.	Evaluate the effectiveness of all interventions and professional development activities conducted throughout the year. Prepare students with targeted review sessions and practice exams to build confidence and proficiency. Collect and analyze final data on student performance to measure progress and plan for future improvements. Target: Increase proficiency from 26% to 28%.

Priority: Implement targeted support systems and instructional practices to improve subgroup's performance in math, ensuring they meet the statewide goal/interim targets by enhancing teacher training, providing additional resources, and fostering an inclusive learning environment.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By the end of the 2024-2025 academic year, increase the percentage of students in subgroups who did not meet the statewide interim goal/improvement target for Mathematics/Algebra from 18.2% to 28% by implementing targeted support systems, enhancing teacher training, providing additional academic resources, and fostering an inclusive learning environment.

Measurable Goal Nickname (35 Character Max)			
Goal #2 - Math Proficiency Rise			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct initial professional development sessions focused on differentiated instruction and culturally responsive teaching practices. Identify students who need additional support through diagnostic assessments and provide targeted intervention strategies, including after-school tutoring and online resources. Implement activities and programs that promote an inclusive and supportive learning environment. Set up regular progress monitoring systems and tools to track student performance. Increase proficiency from 18.2% to 21%.	Continue professional development with a focus on using data to inform instruction and effective use of technology in the classroom. Expand tutoring programs and ensure consistent access to online learning tools for all students. Engage students in collaborative learning projects and peer mentoring programs to reinforce an inclusive environment. Conduct mid-year assessments to evaluate student progress and adjust intervention strategies as needed. Increase proficiency from 21% to 23.5%.	Provide refresher training sessions and introduce advanced instructional strategies based on mid-year assessment data. Intensify tutoring sessions and personalized support plans for students who are still struggling. Continue fostering an inclusive environment through school-wide events and initiatives that celebrate diversity and academic achievement. Perform regular check-ins and formative assessments to ensure students are on track. Increase proficiency from 23.5% to 25.5%.	Review and consolidate all professional development efforts, focusing on best practices and lessons learned throughout the year. Provide intensive review sessions and preparatory workshops for final assessments. Recognize and celebrate student achievements in mathematics through awards and ceremonies. Conduct final assessments and analyze data to measure overall student improvement and effectiveness of implemented strategies. Increase proficiency from 25.5% to 28%.

Priority: Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and establishing a supportive and motivating school culture.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 academic year, increase the overall student attendance rate from the current 71.5% to 80% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Goal #3 - Attendance Boost Initiative			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify and assess underlying barriers to attendance such as transportation issues, health concerns, or family circumstances. Develop and implement targeted interventions to address identified barriers, such as	Expand family engagement efforts through workshops, seminars, and individual meetings to strengthen the connection between home and school. Implement support programs tailored to the needs of families,	Foster a supportive and motivating school culture by recognizing and celebrating students with improved attendance through incentives, rewards, or special events. Implement peer support initiatives,	Intensify efforts to reinforce the importance of regular attendance and maintain momentum towards the end-of-year goal. Provide additional incentives or rewards for consistent attendance, such as recognition

<p>providing transportation assistance, health resources, or counseling services. Initiate regular communication with families to inform them of the importance of attendance and available support resources. Target: Increase attendance rate from 71.5% to 73%.</p>	<p>such as mentoring programs, parent education sessions, or community partnerships. Continuously monitor attendance data and adjust interventions as necessary based on progress and feedback. Target: Increase attendance rate from 73% to 75%.</p>	<p>such as buddy systems or peer mentoring programs, to encourage accountability and mutual support among students. Conduct regular assessments of the effectiveness of implemented strategies and make any needed adjustments to ensure continued progress. Target: Increase attendance rate from 75% to 78%.</p>	<p>ceremonies, privileges, or tangible rewards. Conduct a comprehensive review of attendance data for the academic year and celebrate overall improvements achieved. Target: Achieve the final attendance rate goal of 80%.</p>
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Action Plan

Measurable Goals

Goal #1 - MS Math Success Initiative	Goal #3 - Attendance Boost Initiative
Goal #2 - Math Proficiency Rise	

Action Plan For: BFMS Focus on Math Achievement

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 academic year, increase the percentage of students in subgroups who did not meet the statewide interim goal/improvement target for Mathematics/Algebra from 18.2% to 28% by implementing targeted support systems, enhancing teacher training, providing additional academic resources, and fostering an inclusive learning environment. By the end of the 2024-2025 academic year, increase the overall student attendance rate from the current 71.5% to 80% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance. By the end of the 2024-2025 academic year, increase the percentage of students meeting the Mathematics proficiency standard from the current 18.2% to 28% by implementing targeted support systems and instructional practices, including professional development for MS Math teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment .

Action Step		Anticipated Start/Completion Date	
BFMS Math Remediation Plan will focus on raising math achievement by implementing targeted support utilizing effective instruction, intervention strategies, and attendance incentives. During the math data team meetings, teams will analyze student data, including student performance, assessment results, and regular attendance. Additionally, students will be monitored throughout the year to track progress and adjust support services, as needed. Teams will also identify the demand for ongoing educational opportunities, as well as supplementary resources and technology.		2024-08-20	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Tom House, BFMS principal District Data Coordinator BFMS math teachers	BFMS math data team meetings, District and Building Level Administration support, District Data Coordinator support, BVIU technical support, CDTs and CDT student results, shared Google Drive, BFMS math curriculum, BFMS master schedule, (BFMS Title I staff - Title I funds - \$\$\$, any overage will be paid out of the general fund.) Afterschool math tutoring (21st CLCC funding)	No	
Action Step		Anticipated Start/Completion Date	
The BFMS Math Data Team Meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise the subgroups math achievement. By analyzing student and subgroup data, teams will identify strengths and areas		2024-09-09	2025-05-30

of concern, in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Teams will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Tom House, BFMS principal District Data Coordinator BFMS math teachers	BFMS math data team meetings, District and Building Level Administration support, District Data Coordinator support, BVIU technical support, CDTs and CDT student results, shared Google Drive, BFMS math curriculum, (BFMS Title I staff - Title I funds - \$\$\$, any overage will be paid out of the general fund.)	Yes	
Action Step		Anticipated Start/Completion Date	
Through enhancing Parent Engagement Activities, BFMS will identify barriers for raising student achievement, improving student attendance, and strengthening parent/family communication. Once barriers have been identified, BFMS will work with stakeholders to support initiatives to address the identified barriers and monitor progress.		2024-08-20	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mr. Tom House, BFMS principal District Data Coordinator BFMS math teachers	District and Building Level Administration support, District Data Coordinator support, BVIU technical support, CDTs and CDT student results, shared Google Drive, BFMS math curriculum, parent/family educational materials/resources (BFMS Title I staff - Title I funds - \$\$\$ and BBFASD Parent Family Engagement Title I funds - \$\$\$, any overage will be paid out of the general fund.)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student math achievement will increase from the pre- to post- CDTs, which are used as the BFMS local math diagnostic assessments. In addition, the student attendance rate will improve.	CDT pre- and post- math diagnostic assessment results will be used to monitor student math achievement at monthly data team meetings. During these monthly data team math meetings, the Administration and MS math teachers will analyze student data to make data driven decisions. These decisions may include, but not limited to, effective instructional strategies, remediation, enrichment, curriculum alignment adjustments, pacing guides, college and career readiness support, regular attendance incentives, mentoring/individual support. Based on student needs and the outcome of these data team meetings, professional development opportunities may be scheduled.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

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">BFMS Focus on Math Achievement	BFMS Title I staff - Title I funds - \$209,360, any overage will be paid out of the general fund.	209360
Other Expenditures	<ul style="list-style-type: none">BFMS Focus on Math Achievement	BFMS Title I staff - Title I funds - \$101,140, any overage will be paid out of the general fund.	101140
Other Expenditures	<ul style="list-style-type: none">BFMS Focus on Math Achievement	BFMS Parent Family Engagement Title I funds - \$2,860, any overage will be paid out of the general fund.	2860
Total Expenditures			313360

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
BFMS Focus on Math Achievement	The BFMS Math Data Team Meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise the subgroups math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern, in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Teams will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.

Math Data Team Meetings

Action Step		
<ul style="list-style-type: none"> The BFMS Math Data Team Meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise the subgroups math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern, in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Teams will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring. 		
Audience		
BFMS Math Teachers		
Topics to be Included		
Analyze student data, data driven decision making, effective instructional strategies		
Evidence of Learning		
CDT Math Assessment Data - student growth/proficiency		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Tom House - BFMS Principal Ms. Susan Emmett - BVIU Program Specialist Mrs. Joyce Depenhart - Director of Student Services	2024-08-20	2025-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 	

- 1d: Demonstrating Knowledge of Resources

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">BBFASD BOE Affirmation 24 25.pdf

Chief School Administrator	Date
Dr Donna M Nugent	2024-09-04
Building Principal Signature	Date
Thomas House	2024-09-03
School Improvement Facilitator Signature	Date
Michelle McKinley	2024-08-29