

Broughal MS

CSI School Plan | 2025 - 2026

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
Leigh Rusnak	Director of Special Education	BASD	lrusnak@basdschools.org
Mark James	Supervisor of Professional Development, Math, and Technology Integration	BASD	mjames@basdschools.org
Kimberly Harper	Supervisor of Curriculum, Instruction and Assessment, ELA, Humanities and Business Education, K-12	BASD	kharper@basdschools.org
Amy Putlock	Teacher	Broughal Middle School/BASD	aputlock@basdschools.org
Kelly Simpson	Education Specialist	Broughal Middle School/BASD	ksimpson@basdschools.org
Kristin Sobrinski	Teacher	Broughal Middle School/BASD	ksobrinski@basdschools.org
Michaela Lukasik	Teacher	Broughal Middle School/BASD	mlukasik@basdschools.org
Gina Kutz	Teacher	Broughal Middle School/BASD	gkutz@basdschools.org
Jody Trostle	Teacher	Broughal Middle School/BASD	jtrostle@basdschools.org
Ashley Sciora	Community Member	Lehigh University	ans311@lehigh.edu
Carolina Hernandez	Community Member	Lehigh University	cah6@lehigh.edu
Heather Heimer	Other	Colonial IU 20	hheimer@ciu20.org
Brandon Horlick	Principal	BASD	bhorlick@basdschools.org
Cienna Hobbs	Parent	PTO	c.hobbs422@gmail.com
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
Brittany Reese	Principal	Dean of Student	breese@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
Regular Attendance	Attendance has increased from 58.5% to 72.4% and has increased over the past 2 years.*
ELA Meeting Annual Growth Expectations	Academic Growth has increased from 55% to 99%*
Science Meeting Annual Growth Expectations	Academic Growth has increased from 73% to 75%.*
Math Meeting Annual Growth Expectations	Academic Growth has increased from 73% to 86.5%*

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced: ELA	Proficient/Advanced achievement has decreased from 24.1% to 20.7%*
Career Standard Benchmark	Career Standards Benchmark has decreased from 99.4% to 48.1%*
Proficient or Advanced: Math	Proficient/Advanced achievement has decreased from 6.5% to 5.7%*
Proficient or Advanced: Science	Proficient/Advanced achievement has decreased from 31.4% to 24.1%*
Regular Attendance	Regular Attendance (72.4%) is lower than the statewide average of 78.1%.*

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

Strengths

Indicator State Assessment Measures: Proficient or Advanced: ELA ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations English Learner and Students with Disabilities subgroups increased their Proficient/Advanced achievement (11.8% to 15.9%; 2.5% to 5.1%)*
Indicator	Comments/Notable Observations

<p>Meeting Annual Academics Growth Expectations: ELA ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Black, Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and combined Ethnicity subgroups increased their academic growth (70% to 76%; 58% to 99%; 65% to 78%; 59% to 94%; 82% to 84%; 72% to 100%; 57% to 96%)*</p>
<p>Indicator State Assessment Measures: Proficient or Advanced: Math ESSA Student Subgroups Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Economically disadvantaged, English Learners, and Students with Disabilities subgroups increased their Proficient/Advanced achievement (4.8% to 5.1%; .9% to 2.3%; 0% to 2.2%)*</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Math ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Black, Hispanic, White, Economically Disadvantaged, Student with Disabilities, and combined Ethnicity subgroups increased their academic growth (62% to 93%; 78.3% to 85%; 75% to 76%; 75% to 88.8%; 79% to 89%; 73.5% to 87%)*</p>
<p>Indicator State Assessment Measures: Proficient or Advanced: Science ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations Black subgroup increased their Proficient/Advanced achievement (21.1% to 30%)*</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Science ESSA Student Subgroups Combined Ethnicity, Hispanic, Students with Disabilities</p>	<p>Comments/Notable Observations Hispanic, Student with Disabilities, and Combined Ethnicity subgroups increased their academic growth (70% to 72%; 79% to 84%; 70% to 76%)*</p>
<p>Indicator Regular Attendance ESSA Student Subgroups</p>	<p>Comments/Notable Observations Black, Hispanic, White, Economically disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased their regular attendance (59.5% to 74.6%; 56.9% to</p>

African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners	70.4%; 62.3% to 77.6%; 54% to 70.5%; 57.1% to 75.9%; 51.6% to 66.7%; 57.5% to 71.4%). All subgroups except for Student with Disabilities have increased in the past two years.*
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Challenges

<p>Indicator Proficient or Advanced: Math</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White</p>	<p>Comments/Notable Observations Black, Hispanic, White, and combined ethnicity subgroups decreased their Proficient/Advanced achievement (4% to 3.3%; 4.8% to 4.1%; 19.2% to 14.5%; 4.7% to 4.2%)*</p>
<p>Indicator Proficient/Advanced: Science</p> <p>ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Hispanic, Economically Disadvantaged, English Learner, and Student with Disabilities subgroups decreased their Proficient/Advanced achievement (23.9% to 21.6%; 27.8% to 20.5%; 13.6% to 10.3%; 11.9% to 2.7%)*</p>
<p>Indicator Career Benchmark Standard</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Black, Hispanic, Economically disadvantaged, English Learner, Student with disabilities, and Combined Ethnicity subgroups have decreased their career standard benchmark (100% to 56.5%; 99.1% to 46.8%; 99.3% to 48.6%; 100% to 48.1%; 100% to 47.5%; 99.3% to 48.9%)*</p>
<p>Indicator Proficient/Advanced: ELA</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations Black, Hispanic, white, economically disadvantaged, and combined ethnicity subgroups decreased their Proficient/Advanced achievement (26% to 15%; 20.6% to 20%; 40.4% to 28.6%; 21.6% to 19.8%; 21.3% to 19.2%).*</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Math</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations English Learner subgroup decreased their academic growth (100% to 77%)*</p>
<p>Indicator Meeting Annual Academics Growth Expectations: Science</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations Economically disadvantaged and English Learner subgroups decreased their academic growth (73% to 72%; 78% to 77%)*</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.

Regular Attendance - Attendance has increased from 58.5% to 72.4% and has increased over the past 2 years.*

Meeting Annual Growth ELA- Academic Growth has increased from 55% to 99%*

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/Advanced ELA - Proficient/Advanced achievement has decreased from 24.1% to 20.7%*
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Proficient/Advanced Math - Proficient/Advanced achievement has decreased from 6.5% to 5.7%*

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Grade 6 Audience Reading (Maze/ORF)	In sixth grade: BOY 31% scored well below and below benchmark, 69% scored at benchmark or above benchmark.* MOY 72% of students are at or above the benchmark. 96% maintained core. From BOY to MOY we decreased the well below benchmark by 13%.*
Grade 7 Acadience Reading (Maze/Silent Reading Passage)	In seventh grade: BOY 32% scored at benchmark. 68% below or well below grade level. MOY* 36% scored at benchmark (up from 31% from last year). 64% below or well below grade level. From BOY to MOY, 84% of students maintained the core (grade level) and we decreased well below the benchmark by 7%.*
Grade 8 Acadeince Reading (Maze/Silent Reading Passage)	In eighth grade: BOY 33% scored at benchmark, 67% scored below or well below benchmark. MOY* 40% scored at or above the benchmark From BOY to MOY, 92% of 8th grade students maintained the CORE and decreased well below benchmark by 13%.*

English Language Arts Summary

Strengths

Staff is on year 6 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.
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.
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.
Using a common benchmarking system allowed for the development of a 3 Tier Literacy support system. (Acadience, IXL)

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)

Mathematics

Data	Comments/Notable Observations
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School-wide IXL Diagnostic Data Score	At the end of MP3, the schoolwide average was 596, up from 520 pts in MP3 2024, and 431 pts in MP3 2023 at this point.
Pie Chart Comparison for school-wide IXL Diagnostic Data from Quarter 1 to Quarter 3.	68% percentage of students met their growth goal (an average increase of 126 points in IXL Diagnostic) from BOY to the 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. 26% of students are now on or above grade level at the end of MP3

Mathematics Summary

Strengths

Staff is on year 6 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. Grade-level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.
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 2 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 MOY	The number of students scoring above 70% went from 23 at BOY to 50 at MOY.
7th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The number of students scoring above 70% went from 24 at BOY to 28 at MOY.
7th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The percentage of students scoring above 70% went from 21% at BOY to 25% at MOY.

8th grade Progress Monitoring - Silent Reading data from BOY compared to EOY	The percentage of students scoring above 70% went from 19.5% at BOY to 41% at MOY.
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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 6 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.
Grade-level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro-teaching, and teacher efficacy.

Challenges

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
76% of 7th grade have started or established a Naviance smart goal*	Strong counseling support with the additional for career readiness and the addition of a third guidance counselor.
63 (38%) - 7th graders have completed their career cluster finder.*	Counselors collaborate well with grade-level teams in completing career readiness tasks.
37 - 7th-grade students have met all 5 components of their smart goal*	Counselors collaborate well with grade-level teams in completing career readiness tasks.
123 8th graders have completed the career key.*	Counselors collaborate well with grade-level teams in completing career readiness tasks.
132 8th- graders have completed their a Naviance transition survey.	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 - 19% of students at/above grade level at BOY to 33% of students at/above grade level at MOY*
Acadience Benchmark data BOY to MOY	ESL - 53% well below grade level at BOY to 38% well below grade level at MOY*
Math IXL growth	Decreased far below grade level from 80 students at BOY to 68 at MOY*
PSSA Proficiency ELA	Increased proficiency/advanced from 11.9% to 15.8%.*

Students with Disabilities

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

Data	Comments/Notable Observations
Math IXL growth	Decreased far below grade level from 136 students at BOY to 106 at MOY*
Acadience Benchmark data BOY to MOY	19% of students with disabilities at/above grade level at BOY to 29% of students at/above grade level at MOY*
Acadience Benchmark data BOY to MOY	68% of students with disabilities were below grade level at BOY to 58% below grade level at MOY*
PSSA Proficiency ELA	Increased proficiency/advanced from 2.5% to 5.1%.*

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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IXL Growth BOY to end of the 3rd Marking period	75% of economically disadvantaged students have already met or exceeded the 100-point growth goal after 3 quarters. This is up from 69% from MOY.*
IXL Growth BOY to end of the 3rd Marking period	The average score for economically disadvantaged students is 596. On average, a student at Broughal has already grown 126 points.*
6th-grade BOY to MOY Acadience Benchmark Testing	72% of economically disadvantaged students are at or above benchmark, 96% maintained CORE or grade level status.*
7th-grade BOY to MOY Acadience Benchmark Testing	36% of economically disadvantaged (up from 31% last year) students at or above benchmark, and 84% maintained CORE or grade level status.*
8th-grade BOY to MOY Acadience Benchmark Testing	40% of economically disadvantaged students (up from 38% last year) at or above benchmark, and 92% 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 59.5% to 74.6%*
Hispanic	Increased regular attendance 56.9% to 70.4%.

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 6 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 2 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	Exemplary
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	Exemplary
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	Exemplary

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	Exemplary
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?

Our instructional leadership building a capacity with teachers on John Hattie's research regarding teacher clarity, microteaching, and teacher efficacy.
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
Regular Attendance - Attendance has increased from 58.5% to 72.4% and has increased over the past 2 years.*	False
Meeting Annual Growth ELA- Academic Growth has increased from 55% to 99%*	False
Staff is on year 6 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.	True
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
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 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. Grade-level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.	False
Staff is on year 6 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
Using a common benchmarking system allowed for the development of a 3 Tier Literacy support system. (Acadience, IXL)	False
Year 2 implementation of Desmos Math curriculum.	False
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

Staff is on year 6 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	False
Grade-level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro-teaching, and teacher efficacy.	True
Currently running 22 (7 per grade level) literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	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
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
Our instructional leadership building a capacity with teachers on John Hattie's research regarding teacher clarity, microteaching, and teacher efficacy.	True
Staff is on year 6 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	False

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/Advanced Math - Proficient/Advanced achievement has decreased from 6.5% to 5.7%*	False
Proficient/Advanced ELA - Proficient/Advanced achievement has decreased from 24.1% to 20.7%*	True
Students in reading intervention are not receiving additional IXL time.	False
There is no scripted intervention program for math.	False

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
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
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
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 transiency rates have challenged guidance staff to complete 100% of student completion of Naviance	False
Year 2 of implementation of Desmos math curriculum.	False
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 6 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. Our instructional leadership building a capacity with teachers on John Hattie's research regarding teacher clarity, microteaching, and teacher efficacy. 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 7 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/Advanced ELA - Proficient/Advanced achievement has decreased from 24.1% to 20.7%*	Last year was our first year taking the online version of the PSSA. Students and teachers communicated challenges using the online PSSA tools. Math teacher turnover in grades 6 and 7.	True
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	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Staff is on year 6 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.	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.
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.
Our instructional leadership building a capacity with teachers on John Hattie's research regarding teacher clarity, microteaching, and teacher efficacy.	Teachers are thinking more and collaborating with content partners and building coaches about their instructional practices.
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
Grade-level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro-teaching, and teacher efficacy.	Teachers are thinking more and collaborating with content partners and building coaches about their instructional practices.

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.
	When teachers collaborate with content partners and instructional coaches to evaluate, reflect on, and refine their teaching, they deepen student engagement, strengthen instructional practices, and ultimately drive higher levels of student achievement.

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 2025-2026 school year, 51% of students at Broughal scoring well below on the BOY IXL diagnostic will increase their score by 200 points or two grade levels of growth.			
Measurable Goal Nickname (35 Character Max)			
Math Focus - Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
51% of students will grow 50pts per quarter on their IXL diagnostic from their BOY benchmark for each marking period they are enrolled at Broughal.	51% of students will grow 100pts on their IXL diagnostic from BOY benchmark to MOY benchmark.	51% of students will grow 150pts on their IXL diagnostic from BOY benchmark to MP3 progress monitoring.	51% of students will grow 200pts on their IXL diagnostic from BOY benchmark to EOY benchmark.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, the total number of students performing on or above grade level will increase by 16% as measured by the IXL Flex Diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Focus - Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, the total number of students performing on or above grade level will increase by 4%.	By the end of MP1, the total number of students performing on or above grade level will increase by 8%.	By the end of MP1, the total number of students performing on or above grade level will increase by 12%.	By the end of MP1, the total number of students performing on or above grade level will increase by 16%.

Priority: When teachers collaborate with content partners and instructional coaches to evaluate, reflect on, and refine their teaching, they deepen student engagement, strengthen instructional practices, and ultimately drive higher levels of student achievement.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-26 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment and maintain 95% of CORE students (on or above grade level) from BOY.			
Measurable Goal Nickname (35 Character Max)			
Reading Focus - Instensive, Strategic, and CORE			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of MP1, students will take the benchmark assessment, placed in literacy intervention groups.	At MOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 5%. Maintain 95% of CORE students from BOY.	By the end of MP3, students will be regrouped based on MOY benchmark assessment and continue progress monitoring based on individual needs. Maintain 95% of CORE students from BOY.	At BOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 10%. Maintain 95% of CORE students from BOY.

Action Plan

Measurable Goals

Math Focus - Growth	Math Focus - Achievement
Reading Focus - Instensive, Strategic, and CORE	

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

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-26 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment and maintain 95% of CORE students (on or above grade level) from BOY.

Action Step		Anticipated Start/Completion Date	
Professional learning on Keys to Literacy (KTL) vocabulary, comprehension, and content writing.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Admin, Teacher Leaders	KTL materials, data meetings 1x per 6 day cycle	Yes	
Action Step		Anticipated Start/Completion Date	
Keys to Literacy (KTL) job-embedded coaching for instructional teacher coaches for vocab, comprehension, and content writing.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District & Building Admin, BMS instructional coaches	KTL materials, data meetings 1x per 6 day cycle	Yes	
Action Step		Anticipated Start/Completion Date	
Modeling/coaching on the implementation of literacy enrichment/intervention programs during Discovery period		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	BMS MTSS manual, BASD curriculum resources	No	
Action Step		Anticipated Start/Completion Date	

Implement weekly data/instructional support meetings with core teams		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	Benchmark/progress monitoring data, meeting agenda	No	
Action Step		Anticipated Start/Completion Date	
Conduct BOY Acadience benchmark testing grades 6-8		2025-08-25	2025-09-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manual, benchmarking resources	No	
Action Step		Anticipated Start/Completion Date	
Conduct BOY (Fall) Acadience data analysis		2025-08-25	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manual, benchmark data	No	
Action Step		Anticipated Start/Completion Date	
Semester 1: Utilize evidence-based instructional resources to continue literacy intervention groups for regular education, English language learners, and special education students.		2025-08-25	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	LANGUAGE!, Rewards Programs (Intermediate/SecondaryPLUS SS & SCI), Phonics4Reading, Lexia	No	
Action Step		Anticipated Start/Completion Date	
Semester 2: Utilize evidence-based instructional resources to continue literacy intervention groups for regular education, English language learners, and special education students.		2026-01-26	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches	LANGUAGE!, Rewards Materials (Intermediate/Secondary/PLUS SS & SCI), Phonics4Reading, Lexia	No	
Action Step		Anticipated Start/Completion Date	

Semester 1: Implement WIN intervention groups for students reading at or below a third-grade level. Instruction targets foundational skills. Teachers will create lessons with WONDERS grades 2-3 and 4-6 skill kits.		2025-08-25	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Instructional Coaches	Studysync, WONDERS materials	No	
Action Step		Anticipated Start/Completion Date	
Semester 2: Implement WIN intervention groups for students reading at or below a third-grade level. Instruction targets foundational skills. Teachers will create lessons with WONDERS grades 2-3 and 4-6 skill kits.		2026-01-26	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/Instructional Coaches	Studysync, WONDERS materials	No	
Action Step		Anticipated Start/Completion Date	
Conduct MOY (Winter) Acadience benchmarking Grades 6-8		2026-01-05	2026-01-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data	No	
Action Step		Anticipated Start/Completion Date	
Conduct monthly Acadience progress monitoring assessments for grades 6-8		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS instructional coaches, academic team leaders	MTSS Manual, MAZE, Silent Reading, Survey	No	
Action Step		Anticipated Start/Completion Date	
Conduct EOY (Spring) Acadience benchmarking Grades 6-8		2026-05-11	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data	No	
Action Step		Anticipated Start/Completion Date	

Development/coaching of BMS teacher coaches to apply teacher coaching practices with core staff		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Level Admin	Contracted services: Southern Regional Education Board	No	
Action Step		Anticipated Start/Completion Date	
Provide additional support for ESL students in core classes		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Admin, ESL Teacher Lead	Hire additional ESL language guide with CSI funds for 25-26 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 fill the position while on assignment as RP coach		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building admin	Hire LTS math teacher with CSI funds for 25-26 school year	No	
Action Step		Anticipated Start/Completion Date	
Provide additional counseling/SEL support to 6th-grade students		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS admin	Hire guidance counselor with CSI funds for 25-26 school year	No	
Action Step		Anticipated Start/Completion Date	
Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin, Cohesion facilitators	Cohesion Network, Inc paid by CSI funds	Yes	
Action Step		Anticipated Start/Completion Date	
Implement an extracurricular program for student mental health and wellness - Resilient Rockets Program - two days per week for all interested students		2026-05-01	2026-08-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Building level admin, Community School Coordinator	Services paid for by CSI funding	No	
Action Step		Anticipated Start/Completion Date	
Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Admin	Hire Two LTS building sub teachers	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from literacy coaching sessions.	August 1, 2025, through August 31st, 2026 - Teams will also convene monthly and quarterly during the 2025-2026 school year to discuss benchmark data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once per the 6-day cycle to discuss assessment and content data/instruction.

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

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 school year, 51% of students at Broughal scoring well below on the BOY IXL diagnostic will increase their score by 200 points or two grade levels of growth. By the end of the 2025-2026 school year, the total number of students performing on or above grade level will increase by 16% as measured by the IXL Flex Diagnostic assessment.

Action Step	Anticipated Start/Completion Date
Utilize BOY, MOY, and EOY benchmark assessments in the area of mathematics to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.	2025-08-25 2026-06-08
Lead Person/Position	Material/Resources/Supports Needed
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle
	PD Step?
	No

Action Step		Anticipated Start/Completion Date	
Utilize monthly progress monitoring data in the area of mathematics to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	
Action Step		Anticipated Start/Completion Date	
Provide instructional coaching to model, observe, and provide feedback on instructional strategies in math classrooms.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach	Desmos curriculum, IXL diagnostic data	Yes	
Action Step		Anticipated Start/Completion Date	
Provide additional support during class/transitions to support student engagement in academic class.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Admin	Hire transition coordinator/hall monitor with CSI funding for the 25-26 school year.	No	
Action Step		Anticipated Start/Completion Date	
Conduct Fall MTSS Data analysis for grades 6-8 Math		2025-08-25	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach, BMS Admin	IXL Diagnostic Data	No	
Action Step		Anticipated Start/Completion Date	
Provide targeted support to students with character education programming that promotes healthy habits and character/leadership development.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Community School Coordinator, Guidance Team	Cohesion Network, Inc. paid for by CSI funds	No	

Action Step		Anticipated Start/Completion Date	
Provide structured time in teacher schedules for IXL maintenance		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach	IXL, data meetings	No	
Action Step		Anticipated Start/Completion Date	
Utilize a tracking tool (4DX goals) for quarterly teacher-student data conferences, goal setting, and progress		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lead Teacher, Math Teacher	LEAD Class, Math Class	No	
Action Step		Anticipated Start/Completion Date	
Development/coaching of BMS teachers to apply coaching practices with core staff		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach	Data meetings, content meetings	No	
Action Step		Anticipated Start/Completion Date	
Activities/events aimed at increasing parent and family engagement		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Community School Coordinator, BMS Admin, Guidance	Materials/resources paid for by title I funding	No	
Action Step		Anticipated Start/Completion Date	
Purchasing teacher-parent texting app - Talking Points - aimed at increasing communication and family engagement, attendance improvement.		2025-08-25	2026-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Admin, Teachers	System Application	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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<p>Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from math coaching sessions.</p>	<p>August 1, 2025, through August 31st, 2026 - Teams will also convene monthly and quarterly during the 2025-2026 school year to discuss benchmark data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once per the 6-day cycle to discuss assessment and content data/instruction.</p>
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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)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
SREB Instructional Coaching - Jason Adair	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	1	20000
LTS Math Teacher - Mike Weiss in R3 role	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Math 	Salary	2	88734

<p>LTS Math Teacher - Mike Weiss in R3 role</p>	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	<p>Benefits</p>	<p>2</p>	<p>38029</p>
<p>Transition Coordinator - to provide additional support during class/transitions to support student engagement.</p>	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	<p>Salary</p>	<p>2</p>	<p>34042</p>
<p>Transition Coordinator - to provide additional support during class/transitions to support student engagement.</p>	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	<p>Benefits</p>	<p>2</p>	<p>14590</p>

Professional Development - Cohesion, Inc	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	2	1750
Fall - Character Ed promoting student leadership - Cohesion, Inc	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	2	1750
Fall - Character Ed promoting student leadership - Cohesion, Inc	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading 	Services	2	1750

	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Math 			
Family Development Specialist - Attendance Liason	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary	1	70311
Family Development Specialist - Attendance Liason	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	1	30133

Resilient Rockets Program - Health and Wellness extracurricular club	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	1	37500
Math Coach - C. Diernbach (80%)	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Math 	Salary	1	72897
Math Coach - C. Diernbach (80%)	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Math 	Benefits	1	31241

Guidance Counselor - M. Lillie (50%)	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Salary	1	82026
Intervention Materials - Rewards program, Lexia licenses, Phonics4Reading	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Supplies & Property	1	10000
LTS Building Sub (2)	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading 	Salary	1	76200

	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Math 			
LTS Building Sub (2)	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	1	32657
BTG Counseling - Girls 8-week group	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	2	4800

Talking Points parent-texting app	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Services	3	4000
Guidance Counselor - M. Lillie	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Benefits	1	35154
Total Expenditures				687564

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Salary - J. Zelena	109438
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Benefits - J. Zelena	46902
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Salary - J. Truchan	80734
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Math 	Benefits - J. Truchan	38029
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Salary - G. Kutz	107251
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading 	Benefits- G. Kutz	45965
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Salary - LTS building sub (may not need, may need to split with CSI)	81216
Instruction	<ul style="list-style-type: none"> Implement Content-Focused Professional Learning - Reading Implement Content-Focused Professional Learning - Math 	Benefits - LTS building sub (may not need, may need to split with CSI)	34807

Other Expenditures	<ul style="list-style-type: none"> • Implement Content-Focused Professional Learning - Reading • Implement Content-Focused Professional Learning - Math 	Instructional Materials	10000	
Total Expenditures				554342

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement Content-Focused Professional Learning - Reading	Professional learning on Keys to Literacy (KTL) vocabulary, comprehension, and content writing.
Implement Content-Focused Professional Learning - Reading	Keys to Literacy (KTL) job-embedded coaching for instructional teacher coaches for vocab, comprehension, and content writing.
Implement Content-Focused Professional Learning - Reading	Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care
Implement Content-Focused Professional Learning - Reading	Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.
Implement Content-Focused Professional Learning - Math	Provide instructional coaching to model, observe, and provide feedback on instructional strategies in math classrooms.

Keys to Literacy- Keys to Vocabulary, Comprehension, and Content Writing

Action Step		
<ul style="list-style-type: none"> Professional learning on Keys to Literacy (KTL) vocabulary, comprehension, and content writing. Keys to Literacy (KTL) job-embedded coaching for instructional teacher coaches for vocab, comprehension, and content writing. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	2x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	

<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes • 2c: Managing Classroom Procedures
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1x per the 6 day cycle
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Instructional Coaching/Content Planning

Action Step		
<ul style="list-style-type: none"> • Keys to Literacy (KTL) job-embedded coaching for instructional teacher coaches for vocab, comprehension, and content writing. • Provide instructional coaching to model, observe, and provide feedback on instructional strategies in math classrooms. • Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Learning walk	Weekly

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 3b: Using Questioning and Discussion Techniques • 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching 	
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	2025-05-01
School Improvement Facilitator Signature	Date
Heather Heimer	2025-05-28