

**Beverly Hills MS**

CSI School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Beverly Hills Middle School		125239452
<b>Address 1</b>		
1400 Garrett Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Upper Darby	PA	19082
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Daniel McGarry		dmcgarry@upperdarbysd.org
<b>Principal Name</b>		
Wayne Rimmey		
<b>Principal Email</b>		
wremmey@upperdarbysd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6106269317		4200
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Heather Stottleyer		hstottleyer@dcui.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Wayne Rimmey	Principal	BHMS	wremmey@upperdarbysd.org
David Robinson	Other	BHMS	djrobinson@upperdarbysd.org
Morgan Fuller	Other	BHMS	mfuller@upperdarbysd.org
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Heather Stottlemeyer	Education Specialist	DCIU	Hstottlemeyer@dciu.org

## Vision for Learning

### **Vision for Learning**

Beverly Hills Middle School graduates celebrate uniqueness and diversity. Our students will reach their maximum potential by learning in a safe and caring environment, being provided opportunities to develop their individualized talents, and having countless opportunities to develop social, emotional, and critical thinking skills. Through our unified approach to educational opportunities and the decision making process, teachers, students, parents, administrators, and our community share the responsibility for helping our students achieve excellence.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
For the 2023-2024 school year the Average Growth Index for Math was a 62.5 for all student group.	Providing students additional math instruction through intervention is beneficial to the growth factor as measured by the PSSA. This was an increase of almost 2 points.
Math achievement grew by a half a percentage point to 9.1%, this is a third straight year we have seen higher achievement in math,	The increase is similar to that of the state wide increase rate.
Regular attendance increased from 61.2% to 65.9%	It is an increase of over 4%.
For the 2023-2024 school year, 99.8% of our students met the Career Standards Benchmark, which exceeds the statewide goal.	We have implemented Career Exploration and discussion into our curriculum and build guidance lessons to explore careers, set goals and collect artifacts.

### Challenges

Indicator	Comments/Notable Observations
Academic Achievement ELA	PSSA - 23.8% Proficient/Advanced not meeting 2033 state goal and was a decrease from 29.6% from previous year
Academic Achievement Math	PSSA- 9.1% Proficient/Advanced not meeting 2033 state goal but was an increase- from 8.6% from the previous year. This was the 3rd year in a row with an increase.
Regular Attendance	65.9% Regular Attendance data from 22-23 school year, but an increase from 61.2
English Language Proficiency	ACCESS for ELLs – 9.0 Proficiency - decrease from 9.6% Proficiency from the previous year
ELA Average Growth Index decreased from a 76 to a 50 for all student group.	This was a decrease of 26 points and is well below the state average and the state standard.

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

### Strengths

<p><b>Indicator</b> There was moderate evidence that 6 of our 8 student groups increased proficient/advanced score for the 2023-2024 Math PSSA.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Asian student population increased from 26.8 2022-2023 Math PSSA to 30.5 for the 2023-2024 Math PSSA. Hispanic student population increased from 1.8 2022-2023 Math PSSA to 2.3 for the 2023-2024 Math PSSA. Black student population increased from increased from 2.7 2022-2023 Math PSSA to 2.8 for the 2023-2024 Math PSSA. Economically Disadvantaged student population increased from increased from 7.5 2022-2023 Math PSSA to 8.8 for the 2023-2024 Math PSSA. English learner student population increased from increased from 3.7 2022-2023 Math PSSA to 4.7 for the 2023-2024 Math PSSA. Students with disability student population increased from increased from 1.3 2022-2023 Math PSSA to 1.5 for the 2023-2024 Math PSSA.</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> There was significant evidence that all student groups exceeded the state average for PA Career Standards Benchmark in 2023-2024</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> We have implemented Career Exploration and discussion into our curriculum and build guidance lessons to explore careers, set goals and collect artifacts.</p>
<p><b>Indicator</b> There was moderate evidence that English Language students met their interim growth toward, or attainment level , of English language proficiency as measured by the ACCESS for ELLs</p> <p><b>ESSA Student Subgroups</b> Asian (not Hispanic), Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> We have began to offer EL push-in support for some classes and have constructed our EL ELA courses to be based upon students EL level. Asian student group (EL) 3.9 in 2022-2023 to 8.7 on 2023-2024 Student with disabilities group 0 in 2022-2023 to 3.3 on 2023-2024</p>

### Challenges

<p><b>Indicator</b> Academic Achievement ELA</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic),</p>	<p><b>Comments/Notable Observations</b> PSSA - All student groups decreased in proficiency from 2022-2023 to 2023-2024. No student groups have not achieved to where they were for 2018-2019 scores. (Black students) - 20.4 % in the 2022-2023 PSAA and 22.6% in 2021-2022 as compared to 30.42%</p>
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<p>Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>from 2018-2019 Students with disabilities- 4.7% in 2021-2022 and 2022-2023 as compared to 3.5% in 2020-2021 and 7.1% in 2018-2019. Hispanic-13.8% in the 2022-2023 PSSA as compared to 21% in 2021-2022 and 38.2% in 2018-2019</p>
<p><b>Indicator</b> Academic Achievement Math <b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> PSSA- No groups have met the proficiency/ advanced rate from the 2018-2019 school year. Although many groups showed small gains, most are well below the state average.</p>
<p><b>Indicator</b> English Language Proficiency <b>ESSA Student Subgroups</b> African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> ACCESS for ELLs (English Language Growth and Attainment) all student groups are below the state average. Black- 19.2 as measure by ACCESS 2022-2023 decreased to 10.3 for 2023-2024. Students with disabilities- increased from 0% to 3.3% for the 2023-2024 school year. Hispanic- 9.5% as measure by ACCESS 2022-2023 as decreased to 8.4% for the 2023-2024 school year.</p>
<p><b>Indicator</b> Regular attendance <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> All eligible student groups increased regular attendance except the 2 or more race student groups who decreased from 60 to 54.4.</p>

**Summary**

**Strengths**

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

<p>BHMS faculty and staff focus on building relationships. Our grade level learning community teams allow staff to foster strong and meaningful relationships with students, while building relationships amongst our staff.</p>
<p>Consistent and strong communication and collaboration building wide with a problem solving approach including utilizing Principal Advisory Team, Grade Level meetings and other collaborative methods between administration and staff.</p>
<p>Wide variety of interventions, including reading and math interventions, and supports for individual student needs including EL support, Special Education, Conflict Resolution, Trauma Informed Leadership Team (TILT), SAP, PBIS Tier 1, Tier 2 and Tier 3 supports.</p>

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### 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.

Academic Achievement ELA
Academic Achievement Math
Regular Attendance
English Language Proficiency

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading: Projected Proficiency Summary Report for Winter 2025 Gr 8- 34.9%	This was a decrease from fall which was 37.2%
NWEA MAP Reading: Projected Proficiency Summary Report for Winter 2025 Gr 7- 35.8%	This was a decrease from fall which was 38.6%
NWEA MAP Reading: Projected Proficiency Summary Report for Winter 2025 Gr 6-39.3%	This was a decrease from fall which was 44.6%
NWEA MAP Reading: Projected Proficiency Summary Report for Winter 2025 All- 36.6%	This was a decrease from fall which was 40%

### English Language Arts Summary

#### Strengths

Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.
-Familiarity with expectations helps minimize classroom management concerns through PBIS. Additionally there are two counselors to work with students in need of Tier II and Tier III support.

#### Challenges

Reading intervention support expansion needed
Transient student population (withdrawals/entries)
Attendance in school
6th Grade did not meet the grade level norm projected growth from Fall to Winter.

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Math: Projected Proficiency Summary Report for Winter 2025 For all students is 9.9%	This was a increase from fall which was 9.2%
NWEA MAP Math: Projected Proficiency Summary Report for Winter 2025 Gr 10.5%	This was a decrease from fall which was 10.8%
NWEA MAP Math: Projected Proficiency Summary Report for Winter 2025 Gr 7- 9.3%	This was a increase from fall which was 8.8%
NWEA MAP Math: Projected Proficiency Summary Report for Winter 2025 Gr 8- 9.9%	This was a increase from fall which was 8.1%

### Mathematics Summary

#### Strengths

Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.
Fully staffed math department with no staff turnover throughout the year.
7th and 8th levels met or exceeded the grade level norm projected growth from Fall to Winter

### Challenges

Attendance in school
Transient student population (withdrawals/entries)

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Our science Carolina Biological STC Middle School program that is NGSS aligned.	We have been implementing the current curriculum and resources for 8 years.

### Science, Technology, and Engineering Education Summary

#### Strengths

Enrichment opportunities in for students in electives during school and engineering, video production, and science club that lead to a richer understanding of the content
Continue to grow toward the NGSS standards
Ensuring that the teachers and students have access to technology and materials needed for science curriculum.
Professional development opportunities in the areas of implementing technological resources in the classroom, the effective use of instructional technology, and synchronous instructional strategies to support student learning.

#### Challenges

EL proficiency
Academic Achievement ELA
Academic Achievement Math
Attendance in school and in class on time.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
97.4% of our students met the career standards benchmark	This is a decrease from 100.0% from the previous year, but still higher than the state average.

### 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.

Students explored careers throughout the day and reflected on what they learned.

### 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.

Attendance the day of the event.

Participation in the activities throughout the day was contingent on staff attendance to be delivered with fidelity.



## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Winter NWEA MAP for EL Population Students Math Projected Proficiency/Advanced- 1%	Students are currently in silo EL Math courses. 37.6 % of EL students to date have been in the country for 3 years or less
Winter NWEA MAP for EL Population Students Reading Projected Proficiency/Advanced-5.6%	15.4% of EL students have been in the country for less than one calendar year

### Students with Disabilities

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

Data	Comments/Notable Observations
Students with disabilities have a projected proficient/advanced rate of 2.9% for the Winter NWEA Winter Math MAP session.	We are able to provide math intervention to greater number of the student population.
Students with disabilities have a projected proficient/advanced rate of 7.3% for the Winter NWEA Winter Reading MAP session.	We are able to provide reading intervention to greater number of the student population.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
100% of students are offered free breakfast and lunch.	Breakfast is delivered to the classroom for students. Extra breakfast is available in the nurses office.
73.9% of the population is economically disadvantaged.	UDSD has a social worker designated for our homeless population. BHMS has a bus designated to provide transportation to our homeless population and offer several learning models for our students. The district offers 1 to 1 Chromebook and hotspots as needed.

For students who qualify for free and reduced lunch, the projected proficiency on the Math PSSA from the winter MAP is 8.8%	Math parent forum held in December for how to support Math at home presented by or district supervisor for math.
For students who qualify for free and reduced lunch, the projected proficiency on the ELA PSSA from the winter MAP is 36.1%	Spring parent forum in May is targeted at ELA strategies presented by our district ELA supervisor.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Winter NWEA MAP for Black Population Students Math Proficiency/Advanced- 4.6% Winter NWEA MAP for Black Population Students Reading Proficiency/Advanced-18%
Asian	Winter NWEA MAP for Asian Population Students Math Proficiency/Advanced- 26.1% Winter NWEA MAP for Asian Population Students Reading Proficiency/Advanced-40.9%
Hispanic	Winter NWEA MAP for Hispanic Population Students Math Proficiency/Advanced- 3.4% Winter NWEA MAP for Hispanic Population Students Reading Proficiency/Advanced-22.6%
2 or More Races	Winter NWEA MAP for 2 or more races Population Students Math Proficiency/Advanced- 4.8% Winter NWEA MAP for 2 or more races Population Students Reading Proficiency/Advanced-42.5%
White	Winter NWEA MAP for white Population Students Math Proficiency/Advanced- 11.2% Winter NWEA MAP for 2 or more races Population Students Reading Proficiency/Advanced-43.9%

### 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.

Expanded Academic Supports: Increased levels of math and reading intervention show a proactive approach to meeting diverse student needs.
Comprehensive Student Services: The district provides strong support systems, including breakfast programs, 1:1 technology, and targeted services for homeless and EL students.
Family Engagement Efforts: Multiple outreach events, forums, and interpretation services demonstrate commitment to involving families, especially EL families, in student learning

## 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.

Achievement Gaps: Significant disparities in math and reading proficiency exist among EL, Black, and Hispanic students, especially in math.
High-Need Student Populations: Many EL students are new to the U.S., and the school serves a growing number of students needing academic and basic supports (e.g., homeless services, tech access).
Low Family Engagement: Despite events and translation services, family participation—especially among EL families—remains low.

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

### Empower Leadership

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

### 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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

### 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?

Provide frequent, timely, and systematic feedback and support on instructional practices
Continuously monitor implementation of the school improvement plan and adjust as needed
Monitor and evaluate the impact of professional learning on staff practices and student learning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and 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
BHMS faculty and staff focus on building relationships. Our grade level learning community teams allow staff to foster strong and meaningful relationships with students, while building relationships amongst our staff.	False
Consistent and strong communication and collaboration building wide with a problem solving approach including utilizing Principal Advisory Team, Grade Level meetings and other collaborative methods between administration and staff.	True
Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.	True
Wide variety of interventions, including reading and math interventions, and supports for individual student needs including EL support, Special Education, Conflict Resolution, Trauma Informed Leadership Team (TILT), SAP, PBIS Tier 1, Tier 2 and Tier 3 supports.	True
	False
Ensuring that the teachers and students have access to technology and materials needed for science curriculum.	False
Expanded Academic Supports: Increased levels of math and reading intervention show a proactive approach to meeting diverse student needs.	False
	False
-Familiarity with expectations helps minimize classroom management concerns through PBIS. Additionally there are two counselors to work with students in need of Tier II and Tier III support.	False
Fully staffed math department with no staff turnover throughout the year.	False
7th and 8th levels met or exceeded the grade level norm projected growth from Fall to Winter	False
Continue to grow toward the NGSS standards	False
Enrichment opportunities in for students in electives during school and engineering, video production, and science club that lead to a richer understanding of the content	False
	False
Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.	False
	False
Comprehensive Student Services: The district provides strong support systems, including breakfast programs, 1:1 technology, and targeted services for homeless and EL students.	False

	False
Students explored careers throughout the day and reflected on what they learned.	False
Family Engagement Efforts: Multiple outreach events, forums, and interpretation services demonstrate commitment to involving families, especially EL families, in student learning	False
Professional development opportunities in the areas of implementing technological resources in the classroom, the effective use of instructional technology, and synchronous instructional strategies to support student learning.	False
Implement a multi-tiered system of supports for academics and behavior	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False

## Challenges

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

Strength	Check for Consideration in Plan
Academic Achievement ELA	True
Academic Achievement Math	True
Regular Attendance	True
English Language Proficiency	False
	False
Transient student population (withdrawals/entries)	False
	False
Attendance in school	False
Attendance in school	True
Attendance the day of the event.	False
6th Grade did not meet the grade level norm projected growth from Fall to Winter.	False
	False
EL proficiency	False
Transient student population (withdrawals/entries)	False
Reading intervention support expansion needed	False
Achievement Gaps: Significant disparities in math and reading proficiency exist among EL, Black, and Hispanic	True

students, especially in math.	
Academic Achievement ELA	False
Academic Achievement Math	False
Attendance in school and in class on time.	False
High-Need Student Populations: Many EL students are new to the U.S., and the school serves a growing number of students needing academic and basic supports (e.g., homeless services, tech access).	True
Low Family Engagement: Despite events and translation services, family participation—especially among EL families—remains low.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Participation in the activities throughout the day was contingent on staff attendance to be delivered with fidelity.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	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.

BHMS faces several challenges, with the most significant being student growth and achievement in math and ELA. Despite efforts to improve regular attendance, it remains below the statewide average and does not appear to positively impact academic performance in these core areas. However, the school has key strengths in place to support improvement, including a solid Multi-Tiered System of Supports (MTSS) and established collaborative planning processes among staff. These systems provide a strong foundation for addressing student needs and working toward higher academic outcomes.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Academic Achievement ELA	ELA scores on the PSSA and MAP tests show low achievement and growth, but many students are receiving higher grades in the classroom. This mismatch suggests that classroom grades may not reflect students' actual reading and writing skills, and we may need to look at how closely grading and instruction align.	True
Academic Achievement Math	Math scores on the PSSA and MAP tests show low achievement and growth, but many students are receiving higher grades in the classroom. This mismatch suggests that classroom grades may not reflect students' actual reading and writing skills, and we may need to look at how closely grading and instruction align.	True
Regular Attendance	Regular attendance has been steadily improving each year since COVID, supported by a strong attendance system. Automated calls (robocalls) are used consistently, and the district follows established policies by sending letters home at 3, 6, and 10 absences. Teachers are also expected to call home as part of their responsibility. Additionally, asynchronous and virtual learning options continue to be available.	True
Attendance in school		False
Provide frequent, timely, and systematic feedback and support on instructional practices	In regards to formal observation cycles this is happening on a regular basis as required. However, the opportunities for administrators to do additional learning walks are often limited due to other factors. Root cause- BHMS is a school of 1500 students. Administration prioritizes student and staff safety.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		False
High-Need Student Populations: Many EL students are new to the U.S., and the school serves a growing number of students needing academic and basic supports (e.g., homeless services, tech access).		False
Achievement Gaps: Significant disparities in math		False

and reading proficiency exist among EL, Black, and Hispanic students, especially in math.		
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**Analyzing Strengths**

Analyzing Strengths	Discussion Points
Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.	
Consistent and strong communication and collaboration building wide with a problem solving approach including utilizing Principal Advisory Team, Grade Level meetings and other collaborative methods between administration and staff.	
Wide variety of interventions, including reading and math interventions, and supports for individual student needs including EL support, Special Education, Conflict Resolution, Trauma Informed Leadership Team (TILT), SAP, PBIS Tier 1, Tier 2 and Tier 3 supports.	

**Priority Challenges**

Analyzing Priority Challenges	Priority Statements
	If we provide targeted ELA interventions to students and give teachers time to review and use that data to adjust instruction, then student achievement and growth in reading will improve.
	If we provide targeted math interventions to students and give teachers time to review and use that data to adjust instruction, then student achievement and growth in math will improve.
	If we consistently teach, model and reinforce positive attendance behaviors and build strong relationships with students and families through positive strategies, then student attendance will improve and chronic absenteeism will decrease.

## Goal Setting

Priority: If we provide targeted ELA interventions to students and give teachers time to review and use that data to adjust instruction, then student achievement and growth in reading will improve.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 30, 2026, 45% of students will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment. By June 30, 2026, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2026 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA MAP Achievement and Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
ELA Achievement By September 30, 2025, 38% of students will achieve a RIT score above the 41st percentile on NWEA MAP Fall 2025 Reading assessment.	ELA Benchmark By December 30, 2025, at least 60% of students will score proficient or higher (60% or above) on the marking period 1 District ELA Benchmark Assessment.	ELA Achievement By March 30, 2026, 42% of students will achieve a RIT score above the 41st percentile on NWEA MAP Winter 2026 Reading assessment. ELA Growth By March 30, 2026, 50% of students will meet or exceed growth norm from Fall 2025 to Winter 2026 in NWEA ELA MAP. ELA Benchmark By March 30, 2025, at least 60% of students will score proficient or higher (60% or above) on the marking period 2 District ELA Benchmark Assessment.	ELA Achievement By June 30, 2026, 45% of students will achieve a RIT score above the 41st percentile on NWEA MAP Spring 2026 Reading assessment. ELA Growth By June 30, 2026, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2026 in NWEA ELA MAP. ELA Benchmark By June 30, 2025, at least 60% of students will score proficient or higher (60% or above) on the marking period 1 District ELA Benchmark Assessment.

Priority: If we provide targeted math interventions to students and give teachers time to review and use that data to adjust instruction, then student achievement and growth in math will improve.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 30, 2026, 30% of students will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment. By June 30, 2026, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2026 in NWEA Math MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math			

assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math MAP Achievement and Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Math Achievement By September 30, 2025, 29% of students will achieve a RIT score above the 41st percentile on NWEA MAP Fall 2025 Math assessment.	Math Benchmark By December 30, 2025, at least 60% of students will score proficient or higher (60% or above) on the grade level Topic 3 Math Benchmark Assessment.	Math Achievement By March 30, 2026, 32% of students will achieve a RIT score above the 41st percentile on NWEA MAP Winter 2026 Math assessment. Math Growth By March 30, 2026, 50% of students will meet or exceed growth norm from Fall 2025 to Winter 2026 in NWEA Math MAP. Math Benchmark By March 30, 2025, at least 60% of students will score proficient or higher (60% or above) on the marking period 2 District cumulative Math Benchmark Assessment.	Math Achievement By June 30, 2026, 35% of students will achieve a RIT score above the 41st percentile on NWEA MAP Math assessment. Math Growth By June 30, 2026, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2026 in NWEA Math MAP. Math Benchmark By June 30, 2025, at least 60% of students will score proficient or higher (60% or above) on the marking period 3 District cumulative Math Benchmark Assessment.

**Priority:** If we consistently teach, model and reinforce positive attendance behaviors and build strong relationships with students and families through positive strategies, then student attendance will improve and chronic absenteeism will decrease.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 30, 2026, regular attendance will increase to 79% through targeted interventions such as personalized check-ins, mentorship programs, and culturally responsive family outreach.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
By September 30, 2025, 85% of students will demonstrate regular attendance through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.	By December 30, 2025, 83% of students will demonstrate regular attendance through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.	By March 30, 2026, 81% of students will demonstrate regular attendance through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.	By June 30, 2026, 79% of students will demonstrate regular attendance through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.



## Action Plan

### Measurable Goals

Attendance	ELA MAP Achievement and Growth
Math MAP Achievement and Growth	

### Action Plan For: Using Student Achievement Data to Support Instructional Decision ...<https://ies.ed.gov/ncee/wwc/practiceguide/12>

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30, 2026, 30% of students will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment. By June 30, 2026, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2026 in NWEA Math MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment.</li> <li>By June 30, 2026, 45% of students will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment. By June 30, 2026, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2026 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
District administrative team and building level administration team will build the data meeting protocols		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals District Supervisors	Protocols	No	
Action Step		Anticipated Start/Completion Date	
Building level administration and district supervisor will create teacher professional development		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals	Presentation and framework	No	
Action Step		Anticipated Start/Completion Date	

Designate school-based facilitators who meet with teacher teams to discuss data. Assign facilitators to teacher teams.		2025-07-01	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Instructional Leadership Team Roster	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Facilitate Targeted Professional Development on Data-Driven Instruction and Intervention Protocols		2025-08-18	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principals	Overview of revised data team protocols and expectations Framework for analyzing student data collaboratively Updated intervention decision-making flowchart Presentation Framework Attendance log	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teach students to examine their own data and set learning goals and provide feedback to students that is timely, specific, well formatted, and constructive.		2025-08-25	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math, ELA, & Intervention Teachers - grade 6 - 8	Teacher-Student Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2025-08-18	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administration prepares data reports and related materials in preparation for meetings		2025-08-25	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

Principal and Assistant Principal	Data reports	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analyze collected data to determine overall strengths and weaknesses		2025-08-25	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principal Math, ELA, & Intervention Teachers - grade 6 - 8	Administrator-Teacher Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback and encouragement.		2025-09-08	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Dedicated collaboration time to review student data		2025-09-15	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Department chairs Teaching staff	Curriculum-based unit tests; Class projects; Classwork and homework; Attendance records; Records from parent meetings and phone calls; Classroom behavior charts; Individualized educational plans (IEPs) Monitoring Tracker & Agenda from Learning community meetings	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
List and hire after-school tutoring position with human resources		2025-08-01	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Human Resources Principal	Job description	No	
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
Conference with students to examine their own data and set learning goals and provide feedback to students that is timely, specific, well formatted, and constructive.		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math, ELA, & Intervention Teachers - grade 6 - 8	Teacher-Student Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administration prepares data reports and related materials in preparation for meetings		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Data reports	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analyze collected data to determine overall strengths and weaknesses		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principal Math, ELA, & Intervention Teachers - grade 6 - 8	Administrator-Teacher Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed		2025-10-	2025-12-

instructional practices and offer timely feedback and encouragement.		01	30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Dedicated collaboration time to review student data		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Department chairs Teaching staff	Curriculum-based unit tests; Class projects; Classwork and homework; Attendance records; Records from parent meetings and phone calls; Classroom behavior charts; Individualized educational plans (IEPs) Monitoring Tracker & Agenda from Learning community meetings	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Identify students for after-school tutoring and communicate with families		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principal Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheets Data reports Teacher input	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conference with students to examine their own data and set learning goals and provide feedback to students that is timely, specific, well formatted, and constructive.		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teacher-Student	Teacher-Student Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Administration prepares data reports and related materials in preparation for meetings		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Data reports	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analyze collected data to determine overall strengths and weaknesses		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principal Math, ELA, & Intervention Teachers - grade 6 - 8	Administrator-Teacher Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback and encouragement.		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Dedicated collaboration time to review student data		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Department chairs Teaching staff	Curriculum-based unit tests; Class projects; Classwork and homework; Attendance records; Records from parent meetings and phone calls; Classroom behavior charts; Individualized educational plans (IEPs) Monitoring Tracker & Agenda from Learning community meetings	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
After-school tutoring program		2026-01-06	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principal Tutoring program teachers	Data spreadsheets Data reports Teacher input	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Reevaluate students placement in after-school tutoring based on Winter MAP assessment and anecdotal records from data meetings		2026-01-06	2026-02-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principals Tutoring program teachers Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheets Data reports Teacher input	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conference with students to examine their own data and set learning goals and provide feedback to students that is timely, specific, well formatted, and constructive.		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math, ELA, & Intervention Teachers - grade 6 - 8	Teacher-Student Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
Administration prepares data reports and related materials in preparation for meetings		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Data reports	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Analyze collected data to determine overall strengths and weaknesses		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrator Teachers	Administrator-Teacher Conference & Goal Setting Checklist	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback and encouragement.		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Dedicated collaboration time to review student data		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Department chairs Teaching staff	Monitoring Tracker & Agenda from Learning community meetings Curriculum-based unit tests; Class projects; Classwork and homework; Attendance records; Records from parent meetings and phone calls; Classroom behavior charts; Individualized educational plans (IEPs)	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
ELA/ Math after school tutoring session 1		2025-11-17	2026-02-27

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration team Tutoring program teachers Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheets Data reports Teacher input School improvement funding	No	
Action Step		Anticipated Start/Completion Date	
ELA/Math after school tutoring session 2		2026-03-02	2026-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration team Tutoring program teachers Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheets Data reports Teacher input School improvement funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>The district and building-level teams will develop a data meeting protocol and create professional development to support data-informed instruction. School-based facilitators will be assigned to teacher teams, documented in an Instructional Leadership Team Roster. Targeted PD will cover revised protocols, data analysis, and intervention planning. Teachers will guide students in reviewing their own data and setting goals using a structured checklist. Data from MAP, IXL, and Reading 180 will be collected in a spreadsheet, and administrators will prepare reports and conduct walk-throughs to support data-driven practices.</p>	<p>District supervisors, curriculum directors, assessment coordinators  *Monthly or quarterly check-ins with building-level administrators to review of data meeting protocols &amp; analysis of schoolwide student data trends across buildings Principals, assistant principals, instructional coaches  *Weekly or bi-weekly data meetings and classroom walk-throughs  *Monitoring use of data protocols during team meetings; Conducting classroom walk-throughs; Holding teacher conferences to review student progress and instructional adjustments Department heads/lead teachers  *Bi-weekly with teacher teams *Facilitate data discussions using protocols; collaborate with teachers in interpreting data and planning instruction; maintain documentation of meetings Teachers - grade 6 - 8 *Ongoing - daily, weekly, biweekly *Guide students in goal setting; Administer assessments; Collect student data into tracking systems; Participate in data meetings; Provide timely, constructive feedback to students on their progress Students *Weekly or bi-weekly during goal-setting conferences  *Review their own data with teacher and set and monitor personal learning goals</p>

## Action Plan For: PBIS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30, 2026, regular attendance will increase to 79% through targeted interventions such as personalized check-ins, mentorship programs, and culturally responsive family outreach.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Identify a PBIS core team of staff, including admin, teachers, support staff, and a student representative.		2025-08-04	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team	Agenda, roles and responsibilities	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Contract in-service with 6th-grade teachers to research and create citizenship lessons specific to transitioning to 6th grade.		2025-08-18	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Teaching staff	attendance expectations, behavior matrix for all school settings; PBIS lessons	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Meet with PBIS coaches and BHMS administrative team to focus on communication and tier 2 student support to meet the needs of our current students.		2025-08-18	2026-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS coaches and BHMS administrative team	tier 2 implementation and communication to staff and families	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create and deliver opening professional developments to implement changes to PBIS at BHMS.		2025-07-14	2025-08-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS Core team	Agenda, sign-in sheets, professional development materials	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Updated PBIS action plan, handbook and professional development sessions within the first month of school.		2025-07-14	2025-08-15

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS core team	Updated action plan	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Welcome back assembly for students		2025-08-25	2025-09-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS core team	Slides for reviewing expectations	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate with families regarding attendance in both positive and informative ways		2025-09-02	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
School Leadership Team Attendance Team / Counselor Classroom Teachers Family Liaison/Staff Outreach	Communication log automated calls, weekly tardy emails, good attendance celebratory emails, Royal Registry	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review or revise 3–5 positively stated expectations (e.g., Be Respectful, Be Responsible, Be Respectful, Be Gritty); Teach attendance expectations and routines		2025-08-18	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
PBIS team	attendance behavior matrix showing expected behaviors in all school settings; display and reference the attendance expectations matrix	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q1 Weekly attendance meeting		2025-08-18	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team Counselors Social workers	Attendance logs Student attendance improvement plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q2 Weekly attendance meeting		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team Counselors Social workers	attendance logs Student attendance improvement plans	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q3 Weekly attendance meeting		2026-01-01	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team Counselors Social workers	Principal Counselors Social workers	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q4 Weekly attendance meeting		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team Counselors Social workers	Principal Counselors Social workers	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q1 Weekly Tier 2 meetings		2025-08-25	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q2 Weekly Tier 2 meetings		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q3 Weekly Tier 2 meetings		2026-01-01	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Q4 Weekly Tier 2 meetings		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q1 Student Assistance Program (SAP) meetings - weekly		2025-08-25	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q2 Student Assistance Program (SAP) meetings - weekly		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q3 Student Assistance Program (SAP) meetings - weekly		2026-01-01	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q4 Student Assistance Program (SAP) meetings - weekly		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SAP team SAP Coordinator Outside agency support	Truancy list Attendance logs Student attendance improvement plans	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Marking period 1 Royal Registry		2025-11-03	2025-12-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team PBIS team	Honor roll Discipline reports Attendance reports Incentives	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Marking period 2 Royal Registry		2026-01-16	2026-02-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team PBIS team	Honor roll Discipline reports Attendance reports Incentives	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Marking period 3 Royal Registry		2026-03-23	2026-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration team PBIS team	Honor roll Discipline reports Attendance reports Incentives	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q1 Student of month - September		2025-08-25	2025-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Grade level administrators	Grade level recognition Certificate Incentives School improvement funding	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q2 Student of the month - October & November		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Grade level administrator	Grade level recognition Certificate Incentives School improvement funding	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q3 Student of the month - December, January, February		2026-01-01	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

Grade level administrator	Grade level recognition Certificate Incentives School improvement funding	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Q4 Student of the month - March, April, May		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Grade level administrator	Grade level recognition Certificate Incentives School improvement funding	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate with families regarding attendance in both positive and informative ways		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
School Leadership Team Attendance Team / Counselor Classroom Teachers Family Liaison/Staff Outreach	Communication log automated calls, weekly tardy emails, good attendance celebratory emails, Royal Registry	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate with families regarding attendance in both positive and informative ways		2026-01-01	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
School Leadership Team Attendance Team / Counselor Classroom Teachers Family Liaison/Staff Outreach	Communication log automated calls, weekly tardy emails, good attendance celebratory emails, Royal Registry	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Communicate with families regarding attendance in both positive and informative ways		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
School Leadership Team Attendance Team / Counselor Classroom Teachers Family Liaison/Staff Outreach	Communication log automated calls, weekly tardy emails, good attendance celebratory emails, Royal Registry	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Review data during monthly PBIS team meetings to identify students needing Tier 2 interventions.		2025-10-01	2025-12-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS lead and team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review data during monthly PBIS team meetings to identify students needing Tier 2 interventions.		2026-01-01	2026-03-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS lead and team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review data during monthly PBIS team meetings to identify students needing Tier 2 interventions.		2026-04-01	2026-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administrative team PBIS lead and team	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, PBIS visuals, Student grades, Behavioral referrals	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased student attendance rates compared to prior reporting periods. Reduction in the percentage of students classified as chronically absent (missing 10% or more of school days). Improved consistency in staff implementation of attendance incentives, positive communication, and relationship-building strategies with students and families. Enhanced family engagement reflected by increased participation in school attendance initiatives, family meetings, or attendance-related outreach. Positive shifts in school climate survey results related to student and family perceptions of belonging, connection, and support.	School Leadership Team will review weekly and monthly attendance data to monitor overall trends and chronic absenteeism, meeting monthly to discuss progress and holding quarterly reviews to adjust strategies as needed. Attendance Team / Counselor will track at-risk students, document interventions and outreach efforts, and provide weekly updates, with monthly summaries reported to the leadership team. Classroom Teachers will monitor daily attendance, consistently apply positive reinforcement strategies, and communicate weekly with the attendance team about any concerns or patterns they observe. Family Liaison/Staff Outreach will maintain records of family contacts, attendance meetings, and engagement efforts, conducting weekly check-ins and providing monthly feedback summaries to school leaders.



## 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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>Using Student Achievement Data to Support Instructional Decision ...<a href="https://ies.ed.gov/ncee/wwc/practiceguide/12">https://ies.ed.gov/ncee/wwc/practiceguide/12</a></li> <li>PBIS</li> </ul>	23 Teacher salaries	1972206.66
Instruction	<ul style="list-style-type: none"> <li>Using Student Achievement Data to Support Instructional Decision ...<a href="https://ies.ed.gov/ncee/wwc/practiceguide/12">https://ies.ed.gov/ncee/wwc/practiceguide/12</a></li> <li>PBIS</li> </ul>	Teacher benefits	160891.37
Instruction	<ul style="list-style-type: none"> <li>Using Student Achievement Data to Support Instructional Decision ...<a href="https://ies.ed.gov/ncee/wwc/practiceguide/12">https://ies.ed.gov/ncee/wwc/practiceguide/12</a></li> <li>PBIS</li> </ul>	MTSS supplies	7000
Other Expenditures	<ul style="list-style-type: none"> <li>Using Student Achievement Data to Support Instructional Decision ...<a href="https://ies.ed.gov/ncee/wwc/practiceguide/12">https://ies.ed.gov/ncee/wwc/practiceguide/12</a></li> <li>PBIS</li> </ul>	Assistant Principal salary	135235.97
Other Expenditures	<ul style="list-style-type: none"> <li>Using Student Achievement Data to Support Instructional Decision ...<a href="https://ies.ed.gov/ncee/wwc/practiceguide/12">https://ies.ed.gov/ncee/wwc/practiceguide/12</a></li> </ul>	Assistant Principal benefits	10711.00

	• PBIS			
Total Expenditures				2286045

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Using Student Achievement Data to Support Instructional Decision ... <a href="https://ies.ed.gov/ncee/wwc/practiceguide/12">https://ies.ed.gov/ncee/wwc/practiceguide/12</a>	Facilitate Targeted Professional Development on Data-Driven Instruction and Intervention Protocols
PBIS	Contract in-service with 6th-grade teachers to research and create citizenship lessons specific to transitioning to 6th grade.

### Data Driven Instruction and Intervention Protocols

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Facilitate Targeted Professional Development on Data-Driven Instruction and Intervention Protocols</li> </ul>		
<b>Audience</b>		
BHMS staff		
<b>Topics to be Included</b>		
Math and ELA instruction and interventions driven by data		
<b>Evidence of Learning</b>		
Completed protocols, meeting agendas, students pathways		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Department chairs	2025-08-18	2025-09-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Collaborative curriculum development	monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	



Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>