

Profile and Plan Essentials

School		AUN/Branch
Beverly Hills MS		125239452
Address 1		
1400 Garrett Rd		
Address 2		
City	State	Zip Code
Upper Darby	PA	19082
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Wayne Remmey		
Principal Email		
wremmey@upperdarbysd.org		
Principal Phone Number		Principal Extension
6106269317		4208
School Improvement Facilitator Name		School Improvement Facilitator Email
Denise Flavin-Lefferts		dflavin-lefferts@dcui.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Wayne Remmey	Principal	Beverly Hills Middle School	wremmey@upperdarbysd.org
David Robinson	Other	Beverly Hills Middle School	djrobinson@upperdarbysd.org
Morgan Fuller	Other	Beverly Hills Middle School	mfuller@upperdarbysd.org
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Kelley Simone	District Level Leaders	Upper Darby School District	ksimone@upperdarbysd.org
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Chloe Cryor	Student	Beverly Hills Middle School	4020076@student.upperdarbysd.org
Kia Fields	Parent	Beverly Hills Middle School Home and School Association	kia.g.fields@gmail.com
Denise Flavin-Lefferts	Other	DCIU	dflavin-lefferts@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.

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	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

ELA PSSA - all student group Growth index increase to 65 from 50
Math PSSA - all student group Growth index increase to 87 from 62.5
Regular attendance all student group 2023-24 SY 73.8% which is an increase from 2022-23 SY 65.9%

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

ELA PSSA - 22.7% of student were proficient/advanced Decreased in 2024-25 from 2023-24 SY 23.8%
Math PSSA - all student group - 9.6% of students proficient/advanced increased in 2024-25 from 2023-24 SY 9.1%
Student with Disabilities subgroup SY 2024-25 - 0% are proficient which is an decrease from previous SY 23-24 (3.3%) - English Language Proficiency - ACCESS testing
Hispanic subgroup SY 2024-25 - 5.1% are proficient which is an decrease from previous SY 23-24 (8.4%) - English Language Proficiency - ACCESS testing
Regular attendance rates increased from the previous year, overall attendance remains below the statewide average

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2025-26 SY Data NWEA MAP - Winter Reading - Achievement All Student Population	Winter 2026 Reading MAP achievement: 6th grade: 33% 7th grade: 39% 8th grade: 48%
2025-26 SY Data NWEA MAP - Fall to Winter Reading - Growth All Student Population	Winter 2026 Reading MAP growth met/exceeded from Fall to Winter 6th grade: 46% 7th grade: 53% 8th grade: 62%
IXL intervention	78% (317/404) of students who pinpointed both dates showed at least 20 points of growth

English Language Arts Summary

Strengths

Reading MAP growth - from Fall to Winter each grade level had close to 50% of the students exceeding expected growth; 6th grade: 46%, 7th grade: 54%, 8th grade: 64%
Completion of MAP assessment - 1210 students took both the Fall and Winter MAP Growth ELA assessments
Tutor (pilot year) - 46 students enrolled in PSSA math tutoring after school. 36 students enrolled in PSSA ELA tutoring after school.
Data Protocol meetings - There were 8 data meetings held with intervention teachers in Reading and building level administration, using an established protocol.

Challenges

Reading MAP Winter achievement NWEA - 1/3 of 6th and 7th grade students are in the 61st%ile or higher; 8th grade had 46% of students in the 61st%ile or higher
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Mathematics

Data	Comments/Notable Observations
2025-26 SY Data NWEA MAP - Winter Math - Achievement All Student Population	Winter 2026 Math MAP achievement: 6th grade: 30% 7th grade: 32% 8th grade: 37%
2025-26 SY Data NWEA MAP - Fall to Winter Math - Growth All Student Population	Winter 2026 Math MAP growth met from Fall to Winter 6th grade: 47% 7th grade: 46% 8th grade: 52%

Mathematics Summary

Strengths

Math MAP growth - from Fall to Winter each grade level had close to 50% of the students exceeding expected growth; 6th grade: 47%, 7th grade: 46%, 8th grade: 52%
Completion of MAP assessment - 1233 students took both the Fall and Winter MAP Growth Math assessments.
Tutor (pilot year) - 46 students enrolled in PSSA math tutoring after school.
Data Protocol meetings - there were 8 data meetings held with intervention teachers in Math and building level administration, using an established protocol.

Challenges

NWEA Winter Math Achievement - 1/3 of each grade level are in the 61st%ile or higher
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Technology course offerings: Technology and Engineering	This course introduces students to various Engineering & Technology concepts focusing on problem-solving using the Technical Design Loop. Through collaborative, computer-based,

	and hands-on activities, students will gain experience with structural engineering, 3D design, and architecture.
CDT	Each grade level has piloted the CDT as a common assessment

Science, Technology, and Engineering Education Summary

Strengths

At each grade level all students are taking the CDT as a common assessment
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Challenges

CDT (Classroom Diagnostic Tools) - Piloted administering CDTs in General Science - additional training for implementation of data analysis
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Day	Held May 14th - explore careers; DCTS presentation introducing the program

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 reflect on what they learned.
Walkthroughs/observation cycles - 84 teacher observation cycles completed building wide.
PBIS - As of the end of February, 4.4% (62 students) receive Tier 2 supports and 1.07% (15 students) receive Tier 3 supports.

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.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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.

n/a

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.

n/a

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?

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Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Identify and address individual student learning needs
Foster a culture of high expectations for success for all students, educators, families, and community members
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?

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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Monitor and evaluate the impact of professional learning on staff practices and student learning
Continuously monitor implementation of the school improvement plan and adjust as needed
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
ELA PSSA - all student group Growth index increase to 65 from 50	True
Math PSSA - all student group Growth index increase to 87 from 62.5	True
Regular attendance all student group 2023-24 SY 73.8% which is an increase from 2022-23 SY 65.9%	True
Reading MAP growth - from Fall to Winter each grade level had close to 50% of the students exceeding expected growth; 6th grade: 46%, 7th grade: 54%, 8th grade: 64%	True
Math MAP growth - from Fall to Winter each grade level had close to 50% of the students exceeding expected growth; 6th grade: 47%, 7th grade: 46%, 8th grade: 52%	True
Completion of MAP assessment - 1210 students took both the Fall and Winter MAP Growth ELA assessments	False
Tutor (pilot year) - 46 students enrolled in PSSA math tutoring after school. 36 students enrolled in PSSA ELA tutoring after school.	False
At each grade level all students are taking the CDT as a common assessment	False
Students explored careers throughout the day and reflect on what they learned.	False
Data Protocol meetings - There were 8 data meetings held with intervention teachers in Reading and building level administration, using an established protocol.	False
Completion of MAP assessment - 1233 students took both the Fall and Winter MAP Growth Math assessments.	False
Walkthroughs/observation cycles - 84 teacher observation cycles completed building wide.	False
PBIS - As of the end of February, 4.4% (62 students) receive Tier 2 supports and 1.07% (15 students) receive Tier 3 supports.	False
	False
Tutor (pilot year) - 46 students enrolled in PSSA math tutoring after school.	False
Data Protocol meetings - there were 8 data meetings held with intervention teachers in Math and building level administration, using an established protocol.	False
n/a	False
Align curricular materials and lesson plans to the PA Standards	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Identify and address individual student learning needs	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Implement a multi-tiered system of supports for academics and behavior	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
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ELA PSSA - 22.7% of student were proficient/advanced Decreased in 2024-25 from 2023-24 SY 23.8%	True
Math PSSA - all student group - 9.6% of students proficient/advanced increased in 2024-25 from 2023-24 SY 9.1%	True
Student with Disabilities subgroup SY 2024-25 - 0% are proficient which is an decrease from previous SY 23-24 (3.3%) - English Language Proficiency - ACCESS testing	False
Hispanic subgroup SY 2024-25 - 5.1% are proficient which is an decrease from previous SY 23-24 (8.4%) - English Language Proficiency - ACCESS testing	False
Reading MAP Winter achievement NWEA - 1/3 of 6th and 7th grade students are in the 61st%ile or higher; 8th grade had 46% of students in the 61st%ile or higher	True
NWEA Winter Math Achievement - 1/3 of each grade level are in the 61st%ile or higher	True
CDT (Classroom Diagnostic Tools) - Piloted administering CDTs in General Science - additional training for implementation of data analysis	False
n/a	False
Regular attendance rates increased from the previous year, overall attendance remains below the statewide average	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Provide frequent, timely, and systematic feedback and support on instructional practices	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.

Student growth data indicates that many students are meeting or exceeding expected growth targets, demonstrating progress over time. However, overall achievement levels remain low, suggesting that while students are improving, many are still performing below proficiency expectations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA PSSA - 22.7% of student were proficient/advanced Decreased in 2024-25 from 2023-24 SY 23.8%		True
Math PSSA - all student group - 9.6% of students proficient/advanced increased in 2024-25 from 2023-24 SY 9.1%		True
Reading MAP Winter achievement NWEA - 1/3 of 6th and 7th grade students are in the 61st%ile or higher; 8th grade had 46% of students in the 61st%ile or higher		False
NWEA Winter Math Achievment - 1/3 of each grade level are in the 61st%ile or higher		False
Regular attendance rates increased from the previous year, overall attendance remains below the statewide average		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA PSSA - all student group Growth index increase to 65 from 50	
Math PSSA - all student group Growth index increase to 87 from 62.5	
Regular attendance all student group 2023-24 SY 73.8% which is an increase from 2022-23 SY 65.9%	
Reading MAP growth - from Fall to Winter each grade level had close to 50% of the students exceeding expected growth; 6th grade: 46%, 7th grade: 54%, 8th grade: 64%	
Math MAP growth - from Fall to Winter each grade level had close to 50% of the students exceeding expected growth; 6th grade: 47%, 7th grade: 46%, 8th grade: 52%	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to provide and refine 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 continue to provide and refine 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 BHMS consistently implements PBIS strategies and restorative practices, then student attendance will improve through increased engagement, accountability, and positive support.

Goal Setting

Priority: If we continue to provide and refine 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.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norms from Fall 2026 to Spring 2027 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA MAP Achievement and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
ELA Achievement By September 30, 2026, 45% of students will achieve a RIT score above the 41st percentile on NWEA MAP Fall 2026 ELA assessment.	By December 31, 2026 60% of students who take the IXL Reading Diagnostic will increase 40 or more points from the start of the year.	ELA Achievement By March 30, 2027, 52% of students will achieve a RIT score above the 41st percentile on NWEA MAP Winter 2026 Reading assessment. ELA Growth By March 30, 2027, 50% of students will meet or exceed growth norm from Fall 2026 to Winter 2027 in NWEA ELA MAP.	By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norms from Fall 2026 to Spring 2027 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment.

Priority: If we continue to provide and refine 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.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2027 in NWEA Math MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment.			
Measurable Goal Nickname (35 Character Max)			
Math MAP Achievement and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Math Achievement By September 30, 2026, 45% of students will achieve a RIT score above the 41st	By December 31, 2026 60% of students who take the IXL Math Diagnostic will	Math Achievement By March 30, 2027, 50% of students will achieve a RIT score above the 41st percentile on NWEA MAP Winter 2026 Math assessment.	By June 30, 2027, 55% of students will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions on

percentile on NWEA MAP Fall 2026 Math assessment.	increase 40 or more points from the start of the year.	Math Growth By March 30, 2027, 50% of students will meet or exceed growth norm from Fall 2026 to Winter 2027 in NWEA Math MAP.	NWEA MAP Math assessment. By June 30, 2027, 60% of students will meet or exceed growth norm from Fall 2026 to Spring 2027 in NWEA Math MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment.
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Priority: If BHMS consistently implements PBIS strategies and restorative practices, then student attendance will improve through increased engagement, accountability, and positive support.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, regular attendance will increase to 79% through targeted interventions such as personalized check-ins, mentorship programs, and culturally responsive family outreach.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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

ELA MAP Achievement and Growth	Math MAP Achievement and Growth
Attendance	

Action Plan For: PBIS and Restorative Practices

Measurable Goals:
By June 30, 2027, regular attendance will increase to 79% through targeted interventions such as personalized check-ins, mentorship programs, and culturally responsive family outreach.

Action Step	Anticipated Start Date	Anticipated Completion Date
Identify a PBIS core team of staff, including admin, teachers, support staff, and a student representative.	2026-07-06	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Administrative team	Agenda, roles and responsibilities	No

Action Step	Anticipated Start Date	Anticipated Completion Date
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.	2026-07-20	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
PBIS coaches and BHMS administrative team	tier 2 implementation and communication to staff and families	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Create and deliver opening professional developments to implement changes to PBIS at BHMS.	2026-07-06	2026-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
PBIS Core team	Agenda, sign-in sheets, professional development materials	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Updated PBIS action plan, handbook and professional development sessions within the first month of school.	2026-07-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
PBIS core team	Updated action plan	No

Action Step	Anticipated Start Date	Anticipated Completion Date
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Welcome back assembly for students		2026-08-27	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS core team	Slides for reviewing expectations	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Voluntary summer contract in-service for teachers on restorative practices		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and DCIU	Sign in sheets Plan for restorative language from teacher	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and deliver professional development on restorative practices beyond circles for the opening week of professional development		2026-07-01	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration and DCIU	PD slide deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop restorative practices coaching plan and schedule for the first month of school		2026-07-06	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration and DCIU	Calendar for the first month	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom learning walks providing feedback on restorative practices		2026-09-08	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	learning walk Google Form	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom learning walks providing feedback on restorative practices		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	learning walk Google Form	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom learning walks providing feedback on restorative practices		2027-01-04	2027-03-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	learning walk Google Form	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom learning walks providing feedback on restorative practices		2027-04-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	learning walk Google Form	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create more streamlined attendance meeting agenda to increase fidelity and implementation of action steps.		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Agenda	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q1 Conduct weekly attendance meetings		2026-09-08	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration team Counselors Social workers	Attendance logs Student attendance improvement plans	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q2 Conduct weekly attendance meetings		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration team Counselors Social workers	Attendance logs Student attendance improvement plans	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q3 Conduct weekly attendance meetings		2027-01-04	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration team Counselors Social workers	Attendance logs Student attendance improvement plans	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Q4 Conduct weekly attendance meetings		2027-04-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration team Counselors Social workers	Attendance logs Student attendance improvement plans	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate with families regarding attendance in both positive and informative ways		2026-09-02	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate with families regarding attendance in both positive and informative ways		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate with families regarding attendance in both positive and informative ways		2027-01-04	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate with families regarding attendance in both positive and informative ways		2027-04-01	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step	Anticipated Start Date	Anticipated Completion Date
Identify a learning community in each grade for targeted restorative practices coaching	2026-08-31	2026-09-25

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, DCIU	learning walk google form	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Restorative practices coaching with one learning community in each grade		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, DCIU	Calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Restorative practices coaching with for a different learning community in each grade		2027-01-04	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, DCIU	Calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Restorative practices coaching with the last learning community in each grade		2027-04-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, DCIU	Calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify students for Check and connect for counselors and student support specialists.		2026-08-17	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration Counselors Student Support specialists	Check and Connect materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Work through Check and Connect program with selected students, complete monthly fidelity.		2026-09-14	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration Counselors Student Support specialists	Check and Connect materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Work through Check and Connect program with selected students, complete monthly fidelity.		2026-10-01	2026-12-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration Counselors Student Support specialists	Check and Connect materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Work through Check and Connect program with selected students, complete monthly fidelity.		2027-01-04	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration Counselors Student Support specialists	Check and Connect materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Work through Check and Connect program with selected students, complete monthly fidelity.		2027-04-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration Counselors Student Support specialists	Check and Connect materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold PBIS Booster assembly based on data		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Tier 1 PBIS Team	slide deck	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold PBIS Booster assembly based on data		2027-01-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Tier 1 PBIS Team	slide deck	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold PBIS Booster assembly based on data		2027-04-01	2027-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Tier 1 PBIS Team	slide deck	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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.

Action Plan For: Common Language Assessment

Measurable Goals:
By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norms from Fall 2026 to Spring 2027 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment.

Action Step	Anticipated Start Date	Anticipated Completion Date
Review curriculum map and used backward designed instruction to support instruction lined to the CLA's	2026-08-31	2027-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
EL Department Chairs EL teachers	Curriculum maps, ACCESS Key Uses, assessment calendar and CLA assessment	No

Action Step	Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening	2026-11-02	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
EL teachers	CLA assessment	No

Action Step	Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening	2027-03-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
EL teachers	CLA assessment	No

Action Step		Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening		2027-06-01	2027-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	CLA assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2026-11-16	2026-12-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, EL teachers	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, EL teachers	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2027-06-01	2027-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, EL teachers	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Student Data from ACCESS Results and CLA Final Assessment from 25-26 SY	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2026-12-01	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Student Data from ACCESS Results and CLA Final Assessment from 25-26 SY	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Student Data from ACCESS Results and CLA Final Assessment from 25-26 SY	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2027-06-01	2027-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Student Data from ACCESS Results and CLA Final Assessment from 25-26 SY	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute ACCESS Test Results from 25-26 SY to parents/guardians		2026-12-01	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute ACCESS Test Results from 25-26 SY to parents/guardians		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute ACCESS Test Results from 25-26 SY to parents/guardians		2027-06-01	2027-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collaborate and provide suggested practices based on WIDA "Can Do" descriptors - EL teacher and grade level core content teachers		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers Grade level core content teachers	Individual Student ACCESS Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monthly ongoing collaboration amongst EL team and Grade Level Learning Community Teachers		2026-09-01	2027-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teachers Core Content Teachers Grade level AP	Student work, observation, CLA's, ACCESS data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
BHMS will prioritize and fully implement targeted academic interventions. Teachers will regularly analyze data to drive differentiated instruction and culturally responsive practices to support students.	EL District Supervisor EL teachers DHMS Administrative Team on quarterly basis Learning walks review of lesson plans ACCESS, CLA, IXL and MAP data Goal Setting Information Beginning, Middle and End of Year data meetings Semi Annual and Annual Goal Setting Meetings Completed Learning Community Agendas

Action Plan For: Data Driven Instruction

Measurable Goals:
- By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norms from Fall 2026 to Spring 2027 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment. - By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2027 in NWEA Math MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
District administrative team and building level administration team will adjust the data meeting protocols from Year 1 implementation		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals District Supervisors	Protocols	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Building level administration and district supervisor will create teacher professional development on updated frameworks		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals	Presentation and framework	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Designate school-based facilitators who meet with teacher teams to discuss data. Assign facilitators to teacher teams.		2026-07-01	2026-08-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Instructional Leadership Team Roster	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate Targeted Professional Development on updated Data-Driven Instruction and Intervention Protocols		2026-08-17	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teach students to examine their own data and set learning goals and provide feedback to students that is timely, specific, well formatted, and constructive.		2026-08-31	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Teacher-Student Conference & Goal Setting Checklist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration prepares data reports and related materials in preparation for meetings		2026-08-25	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District supervisors Principal and Assistant Principal	Data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback and encouragement.		2026-09-07	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collaborative to review student data		2026-09-15	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step		Anticipated Start Date	Anticipated Completion Date
List and hire after-school tutoring position with human resources.		2026-08-03	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Human Resources Principal	Job description	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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.		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Teacher-Student Conference & Goal Setting Checklist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2026-10-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration prepares data reports and related materials in preparation for meetings		2026-10-12	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Supervisors Principals and Assistant Principals	Data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback.		2026-10-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collaborative to review student data		2026-10-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
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	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify students for after-school tutoring and communicate with families		2026-10-01	2026-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheets Data reports Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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.		2027-01-04	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher-Student	Teacher-Student Conference & Goal Setting Checklist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2027-01-04	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration prepares data reports and related materials in preparation for meetings		2027-01-04	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District supervisors Principal and Assistant Principal	Data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback		2027-01-04	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal	Notes from classroom walk-throughs documenting data-driven practices	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
After-school tutoring program		2026-11-02	2027-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Tutoring program teachers	Data spreadsheets Data reports Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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.		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Teacher-Student Conference & Goal Setting Checklist	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Collect and prepare a variety of data about student learning using MAP assessment, IXL and Reading 180		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math, ELA, & Intervention Teachers - grade 6 - 8	Data spreadsheet	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administration prepares data reports and related materials in preparation for meetings		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Supervisors Principal and Assistant Principal	Data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct supportive classroom walk-throughs by the administrative data team to support implementation of data-informed instructional practices and offer timely feedback		2027-04-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principals	Notes from classroom walk-throughs documenting data-driven practices	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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.	District supervisors, curriculum directors, assessment coordinators *Monthly or quarterly check-ins with building-level administrators to review of data meeting protocols & 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

Action Plan For: Instructional Coaching

Measurable Goals:			
- By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norms from Fall 2026 to Spring 2027 in NWEA ELA MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Reading assessment. - By June 30, 2027, 55% 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, 2027, 60% of students will meet or exceed growth norm from Winter 2026 to Spring 2027 in NWEA Math MAP through targeted instruction, differentiated supports, and data-driven interventions on NWEA MAP Math assessment.			

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish criteria for who will receive instructional coaching from the DCIU		2026-07-01	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration	teacher list	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Build time into the Thursday meetings protocols to allow for monthly collaboration between coaches and teachers.		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Adminsitartion	Thursday protocol and meeting schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop coaching schedules and communication systems		2026-08-24	2026-09-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, teachers	coaching calendar	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish PLC norms and collaborative planning expectations		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Coach/teachers	Norms	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted support for teachers identified through learning walk feedback/ data		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin/Coach	learning walk feedback	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted support for teachers identified through learning walk feedback/ data		2027-01-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin/Coach	learning walk feedback	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted support for teachers identified through learning walk feedback/ data		2027-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin/Coach	learning walk feedback	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold monthly meetings with teacher PLC and Coaches		2026-10-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Coach	agenda	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold monthly meetings with teacher PLC and Coaches		2027-01-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Coach	agenda	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold monthly meetings with teacher PLC and Coaches		2027-04-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Coach	agenda	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold end of year reflection meetings and conduct end of year survey measuring impacts from teachers		2027-04-26	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
coach	survey results, reflection agendas	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Create end of year survey for teachers receiving coaching		2027-03-01	2026-03-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Coach/Administration	survey	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional consistency across classrooms Improved student engagement and achievement Stronger teacher confidence and capacity Increased collaboration among staff Improved school climate and culture	Classroom walkthrough data Coaching cycle documentation PLC agendas and notes Professional development feedback

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
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS and Restorative Practices	Create and deliver professional development on restorative practices beyond circles for the opening week of professional development
Data Driven Instruction	Facilitate Targeted Professional Development on updated Data-Driven Instruction and Intervention Protocols

PBIS and Restorative Practices

Action Step		
Create and deliver professional development on restorative practices beyond circles for the opening week of professional development		
Audience		
All staff		
Topics to be Included		
Restorative practices- including language, norms and questioning		
Evidence of Learning		
Classroom norms, action plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
DCIU RP coach, Principal	2026-07-01	2026-09-03

Learning Format

Type of Activities	Frequency
Inservice day	One time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Data Driven Instruction

Action Step		
Facilitate Targeted Professional Development on updated Data-Driven Instruction and Intervention Protocols		
Audience		
BHMS staff		
Topics to be Included		
Math and ELA instruction and interventions driven by data		
Evidence of Learning		
Completed protocols, meeting agendas, students pathways		
Lead Person/Position	Anticipated Start	Anticipated Completion
Administration, supervisors	2026-08-03	2026-11-13

Learning Format

Type of Activities	Frequency
Inservice day	2 times
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students	

• 1d: Demonstrating Knowledge of Resources
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
School Improvement Facilitator Signature	Date