

Beaver Falls MS

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Beaver Falls MS		127041503
Address 1		
1601 8th Ave		
Address 2		
City	State	Zip Code
Beaver Falls	PA	15010
Chief School Administrator		Chief School Administrator Email
Dr Donna M Nugent		nugentd@tigerweb.org
Principal Name		
Tom House		
Principal Email		
houset@tigerweb.org		
Principal Phone Number		Principal Extension
7248433420		1218
School Improvement Facilitator Name		School Improvement Facilitator Email
Steve Wellendorf		wellendorfs@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Thomas House	Principal	BFMS	houset@tigerweb.org
Josh Ginther	Principal	BFMS	gintherj@tigerweb.org
Dr. Donna Nugent	Chief School Administrator	BBFASD	nugentd@tigerweb.org
Steve Wellendorf	District Level Leaders	BBFASD	wellendorfs@tigerweb.org
Kelly Matsook	Data Analyst	BBFASD	matsookk@tigerweb.org
Jenny Barnes	District Level Leaders	BBFASD	barnesj@tigerweb.org
Susan Emmett	Education Specialist	BVIU	emmetts@bviu.org
Missy Nyeholt	Parent	BFMS	
Maria Stevenson	Parent	BFMS	
Ryan Brown	Teacher	BFMS	brownr@tigerweb.org
John Zernick	Teacher	BFMS	zernickj@tigerweb.org
Michaelene Corona	Teacher	BFMS	coronam@tigerweb.org
Deanna Beier	Paraprofessional	BFMS	beierd@tigerweb.org
Cynthia Cook	Board Member	BBFASD	
Susan Smith	Board Member	BBFASD	
Kenya Johns	Community Member	Beaver Falls Mayor	
Brian Frasier	Community Member	Basketball Coach	

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the Interim Goal/Improvement Target. 36.7% of students scored Proficient or Advanced on the ELA PSSA. The Statewide Average was 49.9%. This is a decrease from 46.9% from the previous school year. Teachers have begun meeting on a consistent basis to examine data and make instructional decisions.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup increased from 7.9% to 10.8% for Proficiency on the ELA PSSA.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 28.6% of students were proficient on the ELA PSSA. This decreased from 40.7% the previous school year.
White	The White student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 46.7% of students were proficient on the ELA PSSA. This decreased from 54.1% the previous school year.
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 31.6% of students were proficient on the ELA PSSA. This decreased from 37.5% the previous school year.
Economically Disadvantaged	The Economically Disadvantaged student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 29.1% of students were proficient on the ELA PSSA. This decreased from 41.9% the previous school year.
Combined Ethnicity	The Combined Ethnicity student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 28.6% of students were proficient on the ELA PSSA. This decreased from 39.9% the previous school year.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the Interim Goal/Improvement Target. 23.9% of students scored Proficient or Advanced on the Math PSSA. The Statewide Average was 41.7%. This is a decrease from 24.4% from the previous school year.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
White	The White student subgroup increased from 31.5% to 33.3% for Proficiency on the Math PSSA.
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup increased from 12.9% to 22.4% for Proficiency on the Math PSSA.
Students with Disabilities	The Students with Disabilities subgroup increased from 1.1% to 2.2% for Proficiency on the Math PSSA.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup decreased from 18.5% to 11% for Proficiency on the Math PSSA.
Economically Disadvantaged	The Economically Disadvantaged student subgroup decreased from 18.6% to 17.3% for Proficiency on the Math PSSA.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group did not meet the Standard Demonstrating Growth for the ELA PSSA. The Statewide Average Growth Score was 75% and the All Student Group scored 67%. This is a decrease from 69% from the previous school year.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup met the Statewide Average Growth Score of 75% and exceeded the Growth Standard of 70% on the ELA PSSA.
White	The White student subgroup exceeded the Statewide Growth Standard of 70% with a score of 71% on the ELA PSSA.
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup met the Statewide Growth Standard of 70% on the ELA PSSA.
Students with Disabilities	The Students with Disabilities subgroup exceeded the Statewide Average Growth Standard of 70% with a score of 74% on the ELA PSSA.
Combined Ethnicity	The Combined Ethnicity student subgroup met the Statewide Growth Standard of 70% on the ELA PSSA.

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

Economically Disadvantaged	The Economically Disadvantaged student subgroup did not meet the Statewide Growth Standard of 70% with a score of 68% on the ELA PSSA. This is a decrease from 76% from the previous school year.
----------------------------	---

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group exceeded the Statewide Average Growth Score of 75.3% and the Statewide Growth Standard of 70% with a score of 78%.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 76% on the Math PSSA.
White	The White student subgroup exceeded the Statewide Growth Standard of 70% with a score of 73% on the Math PSSA.
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 79% on the Math PSSA.
Economically Disadvantaged	The Economically Disadvantaged student subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 77% on the Math PSSA.
Students with Disabilities	The Students with Disabilities subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 86% on the Math PSSA.
Combined Ethnicity	The Combined Ethnicity subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 78% on the Math PSSA.

Challenges

ESSA Student Subgroups	Indicator
White	The White subgroup exceeded the Statewide Growth Standard by 3% on the Math PSSA. However, this subgroup decreased 27% from the previous year.
Economically Disadvantaged	The Economically Disadvantaged subgroup exceeded the Statewide Growth Standard by 7% and the Statewide Average Growth Score by 1.7% on the Math PSSA. However, this subgroup decreased 23% from the previous year.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
-----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
------------------------	-----------

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student subgroup exceeded the Statewide Average for Regular Attendance of 79.6% with a score of 81.1%. This is an increase from 69.6% from the previous year.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup exceeded the Statewide Average for Regular Attendance of 79.6% with a score of 83.3%.
White	The White student subgroup exceeded the Statewide Average for Regular Attendance of 79.6% with a score of 83.5%.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 74.4%
Economically Disadvantaged	The Economically Disadvantaged student subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 77.7%.
Students with Disabilities	The Students with Disabilities subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 69.3%.
Combined Ethnicity	The Combined Ethnicity student subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 79%.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student subgroup exceeded the Statewide Average of 91.5% for Career Standards Benchmarks with a score of 99.3%.

True Strengths	False Challenges	False N/A
----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The Black student subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5% with a score of 100%.
White	The White student subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5% with a score of 100%.
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5% with a score of 96.9%.
Economically Disadvantaged	The Economically Disadvantaged student subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5% with a score of 99.1%.
Students with Disabilities	The Students with Disabilities subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5% with a score of 100%.

Combined Ethnicity	The Combined Ethnicity student subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5% with a score of 98.7%.
--------------------	---

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The Multi-Racial student subgroup exceeded the Statewide Average for Career Standards Benchmarks but did decrease 3.1% from the previous year.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
------------------------	-----------

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The All Student Group did not meet the Interim Goal/Improvement Target. 36.7% of students scored Proficient or Advanced on the ELA PSSA. The Statewide Average was 49.9%. All subgroups decreased except for the Students with Disabilities.
The Students with Disabilities subgroup increased from 7.9% to 10.8% for Proficiency on the ELA PSSA.
The All Student Group did not meet the Interim Goal/Improvement Target. 23.9% of students scored Proficient or Advanced on the Math PSSA. The Statewide Average was 41.7%. This is a decrease from 24.4% from the previous school year. All subgroups decreased except for the Students with Disabilities.
The White subgroup increased from 31.5% to 33.3% for Proficiency on the Math PSSA.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The All Student Group did not meet the Interim Goal/Improvement Target. 36.7% of students scored Proficient or Advanced on the ELA PSSA. The Statewide Average was 49.9%. All subgroups decreased except for the Students with Disabilities.
The Black student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 28.6% of students were proficient on the ELA PSSA. This decreased from 40.7% the previous school year.
The White student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 46.7% of students were proficient on the ELA PSSA. This decreased from 54.1% the previous school year.
The Multi-Racial student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 31.6% of students were proficient on the ELA PSSA. This decreased from 37.5% the previous school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Reading/Literature CDT - Grade 6	62% of students increased their scale score on the overall Reading/Literature CDT. The average increase was 27 points.
Reading/Literature CDT - Grade 7	53% of students increased their scale score on the overall Reading/Literature CDT. The average increase was 25 points.
Reading/Literature CDT - Grade 8	52% of students increased their scale score on the overall Reading/Literature CDT. The average increase was 18 points.

English Language Arts Summary

Strengths

All ELA teachers administered the ELA CDT at least two times during the year.
The majority of students at each grade level showed an improvement in their scores from pre- to post-test.
The ELA teachers began having consistent department meetings.

Challenges

Truant students often miss the opportunity to complete their local assessments.
The ELA CDT is very time-consuming.

Mathematics

Data	Comments/Notable Observations
Math CDT - Grade 6	Numbers and Operations: 78% of students showed improvement from the pre- to post-test with an average of a 62 point increase; Algebraic Concepts: 76% of students improved from the pre- to post-test with an average of a 68 point increase; Geometry: 73% of students improved their score from the pre- to post-test with an average of a 77 point increase; Measurement-Data-Probability: 65% of students improved their pre- to post-test score with an average of a 54% point increase
Math CDT - Grade 7	Algebraic Concepts: 77% of students improved their pre- to post-test score with an average increase of 100 points; Geometry: 86% of students improved their pre- to post-score with an average increase of 122 points; Measurement/Data/Probability: 80% of students improved their pre- to post-test scores with an average increase of 122 points; Numbers and Operations: 68% of students improved their pre- to post-test score with an average of a 76 point increase
Math CDT - Grade 8	Numbers and Operations: 54% of students improved their pre- to post-test score with an average of a 24 point increase; Algebraic Concepts: 59% of students showed an improved their pre- to post-test score with an average of a 43 point increase

Mathematics Summary

Strengths

By targeting one reporting category at a time, the students are able to successfully complete each section in one class period and see scores immediately.
The majority of students in each grade showed an improvement in their scores.
Consistent monthly data meetings.

Challenges

The majority of students show improvement from pre- to post-tests, but continue to be below grade level benchmarks.
Truant students often miss the opportunity to complete their local assessments.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEM Related Arts Rotation - Lesson Plans	Microbit coding training using resources from PLTW
Tiger Innovators - Lesson Plans	8th grade students can choose this as an elective course. Hands-on, project-based learning STEM class. Includes a field trip to CCBC in the fall for the Engineering and Manufacturing Career Fair.
Science CDT - Grade 7	Life Science: 70% of students showed an increase from their pre- to post-test CDT with an average increase of 91 points; Physical Science: 59% of students showed an increase from their pre- to post-test score with an average increase of 54 points

Science, Technology, and Engineering Education Summary

Strengths

Teachers began using the Science CDT and Firefly.
The majority of students showed an increase from their pre- to post-test Science CDT scores.
Consistent monthly data meetings.

Challenges

Teachers need to consistently administer local assessments.
Truant students often miss the opportunity to complete their local assessments.
The majority of students show improvement from pre- to post-tests, but continue to be below grade level benchmarks.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	99.3% of students met the Career Standards Benchmark. Students complete a career plan and portfolio from grades 6-8.
Presentations and Field Trips	Students participate in field trips and presentations through BCCTC, CCBC, military, and local employers. 8th grade students participate in a Career Fair.
Comprehensive Guidance Plan	School counselors facilitate the completion and administration of the district's comprehensive guidance plan. Counselors meet monthly.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Staff members work to help students acquire all artifacts through the Smart Futures system for their portfolios and development of their career plans.
Almost all students complete their Career Standards Benchmarks.
Counselors seek out opportunities for students to participate in presentations and field trips related to college and career readiness.

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.

Cyber and truant students often do not complete their Career Standards Benchmarks as consistently as the other students.
--

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
CDT Data	Based on the pre- to post-test CDT assessment data, this subgroup of students does not show the same rate of proficiency as the other subgroups. When possible, students are scheduled in an academic study hall for extra instruction. All accommodations are followed for testing.
Regular Attendance	Regular attendance improved from the previous school year but still remains below the statewide average. Families of truant students will be referred to the Truancy Intervention Program and/or to the school's mental health therapist.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT/Firefly Data	Student data and corresponding reports provide teachers with information, strategies, and resources for instruction and how to differentiate for learner needs.
STAR Data	This data is used quarterly to monitor student's reading level and to assist with AR, when applicable. Teachers use the data and reports to make instructional decisions for each student.

--	--

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	This subgroup continues to be monitored through our local assessments within the classroom as well as through CDT/Firefly/STAR data to assist with instructional decision-making.

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.

Proficiency for the Students with Disabilities subgroup increased from the previous school year.
Local assessment data indicates student growth for the majority of students in the Economically Disadvantaged student subgroup.
The Black student subgroup showed an improvement in regular attendance from the previous school year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Proficiency for the Black student subgroup for the Math PSSA decreased from the previous school year.
Proficiency for the Economically Disadvantaged student subgroup for the Math PSSA decreased from the previous school year.
Math achievement on the PSSA continues to be a challenge for all student subgroups.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

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

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Continue to establish a schoolwide positive behavior plan with interventions and supports.
Prepare staff to analyze and use data to differentiate instruction.
Maintain high expectations for learning and achievement for all learners.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The All Student Group did not meet the Interim Goal/Improvement Target. 36.7% of students scored Proficient or Advanced on the ELA PSSA. The Statewide Average was 49.9%. All subgroups decreased except for the Students with Disabilities.	False
The Students with Disabilities subgroup increased from 7.9% to 10.8% for Proficiency on the ELA PSSA.	False
The All Student Group did not meet the Interim Goal/Improvement Target. 23.9% of students scored Proficient or Advanced on the Math PSSA. The Statewide Average was 41.7%. This is a decrease from 24.4% from the previous school year. All subgroups decreased except for the Students with Disabilities.	False
The White subgroup increased from 31.5% to 33.3% for Proficiency on the Math PSSA.	False
The Multi-Racial subgroup increased from 12.9% to 22.4% for Proficiency on the Math PSSA.	False
The Students with Disabilities subgroup increased from 1.1% to 2.2% for Proficiency on the Math PSSA.	False
The Black subgroup met the Statewide Average Growth Score of 75% and exceeded the Growth Standard of 70%.	False
The White subgroup exceeded the Statewide Growth Standard of 70% with a score of 71%.	False
The Multi-Racial subgroup met the Statewide Growth Standard of 70%.	False
The Students with Disabilities exceeded the Statewide Average Growth Standard of 70% with a score of 74% on the ELA PSSA.	False
The Combined Ethnicity subgroup met the Statewide Growth Standard of 70% on the ELA PSSA.	False
The All Student Group exceeded the Statewide Average Growth Score of 75.3% and the Statewide Growth Standard of 70% with a score of 78%.	False
The Black subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 76% on the Math PSSA.	True
The White subgroup exceeded the Statewide Growth Standard of 70% with a score of 73% on the Math PSSA.	False
The Multi-Racial subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 79% on the Math PSSA.	False
The Economically Disadvantaged subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 77% on the Math PSSA.	False
The Students with Disabilities subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 86% on the Math PSSA.	False
The Combined Ethnicity subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 78% on the Math PSSA.	False
The All Student subgroup exceeded the Statewide Average for Regular Attendance of 79.6% with a score of 81.1%. This is an increase from 69.6% from the previous year.	False
The Black subgroup exceeded the Statewide Average for Regular Attendance of 79.6% with a score of 83.3%.	False
The White subgroup exceeded the Statewide Average for Regular Attendance of 79.6% with a score of 83.5%.	False
The All Student subgroup exceeded the Statewide Average of 91.5% for Career Standards Benchmarks with a score of 99.3%.	False
The Black subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5 with a score of 100%.	False
The White subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5 with a score of 100%.	False

The Multi-Racial subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5 with a score of 96.9%.	False
The Economically Disadvantaged subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5 with a score of 99.1%.	False
The Students with Disabilities subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5 with a score of 100%.	False
The Combined Ethnicity subgroup exceeded the Statewide Average for the Career Standards Benchmark of 91.5 with a score of 98.7%.	False
All ELA teachers administered the ELA CDT at least two times during the year.	False
The majority of students at each grade level showed an improvement in their scores from pre- to post-test.	False
The ELA teachers began having consistent department meetings.	False
By targeting one reporting category at a time, the students are able to successfully complete each section in one class period and see scores immediately.	False
The majority of students in each grade showed an improvement in their scores.	True
Consistent monthly data meetings.	False
Teachers began using the Science CDT and Firefly.	False
The majority of students showed an increase from their pre- to post-test Science CDT scores.	False
Consistent monthly data meetings.	False
Staff members work to help students acquire all artifacts through the Smart Futures system for their portfolios and development of their career plans.	False
Almost all students complete their Career Standards Benchmarks.	False
Counselors seek out opportunities for students to participate in presentations and field trips related to college and career readiness.	False
Proficiency for the Students with Disabilities subgroup increased from the previous school year.	True
Local assessment data indicates student growth for the majority of students in the Economically Disadvantaged student subgroup.	False
The Black student subgroup showed an improvement in regular attendance from the previous school year.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Identify and address individual student learning needs.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school--socially, emotionally, intellectually, and physically.	False

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).

Challenges	Check for Consideration in Plan
The All Student Group did not meet the Interim Goal/Improvement Target. 36.7% of students scored Proficient or Advanced on the ELA PSSA. The Statewide Average was 49.9%. All subgroups decreased except for the Students with Disabilities.	True
The Black student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 28.6% of students were proficient on the ELA PSSA. This decreased from 40.7% the previous school year.	False

The White student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 46.7% of students were proficient on the ELA PSSA. This decreased from 54.1% the previous school year.	False
The Multi-Racial student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 31.6% of students were proficient on the ELA PSSA. This decreased from 37.5% the previous school year.	False
The Economically Disadvantaged student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 29.1% of students were proficient on the ELA PSSA. This decreased from 41.9% the previous school year.	False
The Combined Ethnicity student subgroup did not meet the Statewide Average Proficiency Goal of 49.9%. 28.6% of students were proficient on the ELA PSSA. This decreased from 39.9% the previous school year.	False
The All Student Group did not meet the Interim Goal/Improvement Target. 23.9% of students scored Proficient or Advanced on the Math PSSA. The Statewide Average was 41.7%. This is a decrease from 24.4% from the previous school year. All subgroups decreased except for the Students with Disabilities.	True
The Economically Disadvantage subgroup decreased from 18.6% to 17.3% for Proficiency on the Math PSSA.	False
The All Student Group did not meet the Standard Demonstrating Growth for the ELA PSSA. The Statewide Average Growth Score was 75% and the All Student Group scored 67%. This is a decrease from 67% from the previous school year.	True
The Economically Disadvantaged subgroup did not meet the Statewide Growth Standard of 70% with a score of 68% on the ELA PSSA.	False
The White subgroup exceeded the Statewide Growth Standard by 3% on the Math PSSA. However, this subgroup decreased 27% from the previous year.	True
The Economically Disadvantaged subgroup exceeded the Statewide Growth Standard by 7% and the Statewide Average Growth Score by 1.7%. However, this subgroup decreased 23% from the previous year.	False
The Multi-Racial subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 74.4%	False
The Economically Disadvantaged subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 77.7%.	False
The Students with Disabilities subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 69.3%.	True
The Multi-Racial subgroup exceeded the Statewide Average for Career Standards Benchmarks but did decrease 3.1% from the previous year.	False
Truant students often miss the opportunity to complete their local assessments.	False
The ELA CDT is very time-consuming.	False
The majority of students show improvement from pre- to post-tests, but continue to be below grade level benchmarks.	False
Truant students often miss the opportunity to complete their local assessments.	False
Teachers need to consistently administer local assessments.	False
Truant students often miss the opportunity to complete their local assessments.	False
The majority of students show improvement from pre- to post-tests, but continue to be below grade level benchmarks.	False
Cyber and truant students often do not complete their Career Standards Benchmarks as consistently as the other students.	False
Proficiency for the Black student subgroup for the Math PSSA decreased from the previous school year.	False

Proficiency for the Economically Disadvantaged student subgroup for the Math PSSA decreased from the previous school year.	False
Math achievement on the PSSA continues to be a challenge for all student subgroups.	False
Continue to establish a schoolwide positive behavior plan with interventions and supports.	False
Prepare staff to analyze and use data to differentiate instruction.	False
Maintain high expectations for learning and achievement for all learners.	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.

Students continue to fall well below the average for Proficiency for the ELA and Math PSSA. Additionally, Regular Attendance continues to be below the Statewide Average.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student Group did not meet the Interim Goal/Improvement Target. 36.7% of students scored Proficient or Advanced on the ELA PSSA. The Statewide Average was 49.9%. All subgroups decreased except for the Students with Disabilities.	Although the majority of students showed an increase in their pre- to post-test ELA CDT scores, students are below grade level and are not meeting the Proficiency Goal for the ELA PSSA.	False
The All Student Group did not meet the Interim Goal/Improvement Target. 23.9% of students scored Proficient or Advanced on the Math PSSA. The Statewide Average was 41.7%. This is a decrease from 24.4% from the previous school year. All subgroups decreased except for the Students with Disabilities.	Although the majority of students showed an increase in their pre- to post-test Math CDT scores, students are below grade level and are not meeting the Proficiency Goal for the Math PSSA.	True
The All Student Group did not meet the Standard Demonstrating Growth for the ELA PSSA. The Statewide Average Growth Score was 75% and the All Student Group scored 67%. This is a decrease from 67% from the previous school year.	Although the majority of students showed an increase in their pre- to post-test ELA CDT scores, students are below grade level and are not meeting the Statewide Growth Score or Standard for the ELA PSSA.	True
The White subgroup exceeded the Statewide Growth Standard by 3% on the Math PSSA. However, this subgroup decreased 27% from the previous year.	The White subgroup had the largest decrease in growth on the Math PSSA.	False
The Students with Disabilities subgroup did not meet the Statewide Average for Regular Attendance of 79.6% with a score of 69.3%.	The Students with Disabilities subgroup had the largest decrease in Regular Attendance from the previous year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
---------------------	-------------------

The Black subgroup exceeded the Statewide Growth Standard of 70% and the Statewide Average Growth Score of 75.3% with a score of 76% on the Math PSSA.	Staff will recognize and award students for perfect attendance.
The majority of students in each grade showed an improvement in their scores.	Teachers need to consistently administer local assessments and use data to inform instructional decision-making.
Proficiency for the Students with Disabilities subgroup increased from the previous school year.	Teachers need to consistently administer local assessments, with allowable accommodations, to inform instructional decision-making.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement targeted support systems and instructional practices to improve student performance in math, ensuring they meet the statewide goal by enhancing teacher training, providing additional resources, and fostering an inclusive learning environment.
	Enhance ELA instruction and support for all students by integrating data-driven interventions, providing ongoing professional resources, and fostering an inclusive learning environment.
	Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and establishing a supportive and motivating school culture.

Goal Setting

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

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, increase the percentage of students that meet the statewide interim goal/improvement target for Mathematics from 23.9% to 30% by implementing targeted support systems, enhancing teacher training, providing additional academic resources, and fostering an inclusive learning environment.			
Measurable Goal Nickname (35 Character Max)			
Increase Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct initial professional development sessions focused on differentiated instruction and culturally responsive teaching practices. Identify students who need additional support through diagnostic assessments and provide targeted intervention strategies, including after-school tutoring and	Continue professional development with a focus on using data to inform instruction and effective use of technology in the classroom. Expand tutoring programs for all students. Engage students in collaborative learning projects and peer mentoring programs to reinforce an inclusive	Provide refresher training sessions and introduce advanced instructional strategies based on mid-year assessment data. Intensify tutoring sessions and personalized support plans for students who are still struggling. Continue fostering an inclusive environment through schoolwide events and	Review and consolidate all professional development efforts, focusing on best practices and lessons learned throughout the school year. Provide intensive review sessions and preparatory workshops for final assessments. Recognize and celebrate student achievements in mathematics through

online resources. Implement activities and programs that promote an inclusive and supportive learning environment. Set up regular progress monitoring systems and tools to track student performance. Increase proficiency from 23.9% to 25%.	environment. Conduct mid-year assessments to evaluate student progress and adjust intervention strategies as needed. Increase proficiency from 25% to 27%.	initiatives that celebrate diversity and academic achievement. Perform regular check-ins and formative assessments to ensure students are on track. Increase proficiency from 27% to 29%.	awards and ceremonies. Conduct final assessments and analyze data to measure overall student improvement and effectiveness of implemented strategies. Improve proficiency from 29% to 30%.
---	--	---	--

Priority: Enhance ELA instruction and support for all students by integrating data-driven interventions, providing ongoing professional resources, and fostering an inclusive learning environment.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, increase the percentage of students meeting the ELA proficiency standard from 36.7% to 44% by implementing targeted support systems and instructional practices, including professional development for ELA teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment.			
Measurable Goal Nickname (35 Character Max)			
Improve ELA Success			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct initial professional development sessions for math teachers focused on effective instruction and intervention strategies. Identify and begin providing targeted academic resources such as tutoring and online learning tools to struggling students. Establish baseline data for student performance and set up monitoring systems to track progress. Target: Increase proficiency from 36.7% to 38%.	Continue professional development with a focus on effective instruction and data-driven teaching methods. Monitor and assess the effectiveness of tutoring programs and make necessary adjustments to ensure maximum impact. Engage parents/guardians through workshops and information sessions on supporting their child's learning. Target: Increase proficiency from 38% to 40%.	Conduct follow-up professional development sessions to reinforce and build on previous training. Provide additional intensive tutoring sessions and expand access to online learning tools in preparation for the PSSAs. Foster a supportive learning environment through student mentorship programs and peer study groups. Target: Increase proficiency from 40% to 42%.	Evaluate the effectiveness of all interventions and professional development activities conducted throughout the year. Prepare students with targeted review sessions and practice exams to build confidence and proficiency. Collect and analyze final data on student performance to measure progress and plan for future improvement. Target: Increase proficiency from 42% to 44%.

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

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, increase the overall student attendance rate from 81.1% to 89% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Improve Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify and assess underlying barriers to attendance such as transportation issues, health concerns, or family circumstances. Develop and implement targeted interventions to address identified barriers, such as providing transportation assistance, health resources, or counseling services. Initiate regular communication with families to inform them of the importance of attendance and available support resources. Increase regular attendance from 81.1 to 83%.	Expand family engagement efforts through workshops, seminars, and individual meetings to strengthen the connection between home and school. Implement support programs tailored to the needs of families, such as mentoring programs, parent education sessions, or community partnerships. Continuously monitor attendance data and adjust interventions as necessary based on progress and feedback. Increase regular attendance from 83% to 85%.	Foster a supportive and motivating school culture by recognizing and celebrating students with improved attendance through incentives, rewards, or special events. Implement peer support initiatives, such as buddy systems or peer mentoring programs to encourage accountability and mutual support among students. Conduct regular assessments of the effectiveness of implemented strategies and make any needed adjustments to ensure continued progress. Increase regular attendance from 85% to 87%.	Intensify efforts to reinforce the importance of regular attendance and maintain momentum towards the end-of-year goal. Provide additional incentives or rewards for consistent attendance, such as recognition ceremonies, privileges, or tangible rewards. Conduct a comprehensive review of attendance data for the academic year and celebrate overall improvements achieved. Increase regular attendance from 87% to 89%.

Action Plan

Measurable Goals

Increase Math Proficiency	Improve ELA Success
Improve Attendance	

Action Plan For: Increase Math Proficiency

Measurable Goals:
By the end of the 2026-2027 school year, increase the percentage of students that meet the statewide interim goal/improvement target for Mathematics from 23.9% to 30% by implementing targeted support systems, enhancing teacher training, providing additional academic resources, and fostering an inclusive learning environment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Math remediation plan will focus on raising math achievement by implementing targeted supports utilizing effective instruction, intervention strategies, and attendance incentives. During the math data team meetings, teams will analyze student data, including student performance, assessment results, and regular attendance. Additionally, students will be monitored throughout the year to track progress and adjust support services, as needed. Teams will also identify the demand for ongoing educational opportunities, as well as supplementary resources and technology.		2026-08-24	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; Kelly Matsook, District Data Coordinator; BFMS Math Teachers; Susan Emmitt, BVIU; Steve Wellendorf, Director of Student Services	Math data team meetings, district and building level administration support, district data coordinator support, BVIU technical support, CDT and Firefly results, shared Google Drive, math curriculum, parent/family educational materials/resources, Title I staff (Title I funds and BBFASD Parent/Family Engagement Title I funds, any overage will be paid out of the general fund)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Math data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.		2026-08-24	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; Kelly Matsook, District Data Coordinator; BFMS Math Teachers; Susan Emmitt, BVIU; Steve Wellendorf, Director of Student Services	Math data team meetings, district and building level administration support, district data coordinator support, BVIU technical support, CDT, IXL, and Firefly results, shared Google Drive, math curriculum, parent/family educational materials/resources, Title I staff (Title I funds and BBFASD Parent/Family Engagement Title I funds, any overage will be paid out of the general fund)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student math achievement will increase from pre- to post-test CDT/Firefly/IXL, which are used as the local math diagnostic assessments. In addition, the regular attendance rate will increase.	CDT/Firefly/IXL pre- and post-test results will be used to monitor student math achievement at monthly data team meetings. During these meetings, the administration and math teachers will analyze student data to make data driven decisions in regards to effective instructional strategies, remediation, enrichment, curriculum alignment adjustments, pacing guides, college and career readiness support, regular attendance incentives, and mentoring/individual support. Based on student needs and the outcome of these data team meetings, professional development may be scheduled.

Action Plan For: Improve ELA Success

Measurable Goals:
By the end of the 2026-2027 school year, increase the percentage of students meeting the ELA proficiency standard from 36.7% to 44% by implementing targeted support systems and instructional practices, including professional development for ELA teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment.

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA remediation plan will focus on raising ELA achievement by implementing targeted support utilizing effective instruction, intervention strategies, and attendance incentives. During the ELA data team meetings, teams will analyze student data, including student performance, assessment results, and regular attendance. Additionally, students will be monitored throughout the year to track progress and adjust support services, as needed. Teams will also identify the demand for ongoing educational opportunities, as well as supplementary resources and technology.		2026-08-24	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; Kelly Matsook, District Data Coordinator; BFMS ELA Teachers; Steve Wellendorf, Director of Student Services	ELA data team meetings, district and building level administration support, district data coordinator support, CDT, IXL, and Firefly results, shared Google Drive, ELA curriculum, master schedule, 21st Century Program (21st CLCC funding), Title I staff (Title I funds, any overage will be paid out of the general fund)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise ELA achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.		2026-08-24	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; District Data Coordinator; BFMS ELA Teachers; Steve Wellendorf, Director of Student Services	ELA data team meetings, district and building level administration support, district data coordinator support, CDT, IXL, and Firefly results, shared Google Drive, ELA curriculum, master schedule, 21st Century Program (21st CLCC funding), Title I staff (Title I funds, any overage will be paid out of the general fund)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student ELA achievement will increase from pre- to post-test CDT/Firefly/IXL, which are used as the local ELA diagnostic	CDT/Firefly/IXL pre- and post-test results will be used to monitor student ELA achievement at monthly data team meetings. During these meetings, the administration and ELA teachers will analyze student data to make data-driven decisions in regards to effective instructional strategies,

assessments. In addition, the regular attendance rate will increase.	remediation, enrichment, curriculum alignment adjustments, pacing guides, college and career readiness support, regular attendance incentives, and mentoring/individual support. Based on student needs and the outcome of these data team meetings, professional development may be scheduled.
--	---

Action Plan For: Improve Attendance

Measurable Goals:
By the end of the 2026-2027 school year, increase the overall student attendance rate from 81.1% to 89% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance improvement plan will focus on improving regular attendance by implementing targeted support, intervention strategies, and attendance incentives. Students will be monitored throughout the school year to track progress and adjust support services, as needed. Team will also identify the demand for ongoing professional development.		2026-08-24	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; Josh Ginther, Assistant Principal; TIP program; Elisia Holsinger, Mental Health Therapist; Kelly Matsook, Title I Coordinator	Truancy meetings, Prosoft attendance data, district and building level support, shared Google Drive, funds for attendance rewards, 21st Century Program (21st Century funding), Title I staff (Title I funds, any overage will be paid out of general fund)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student regular attendance will improve from 81.1% to 89%.	Evaluated monthly using Prosoft data

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	Increase Math Proficiency	Title I teacher salaries from Title I funds - approximately	225000	

	• Improve ELA Success • Improve Attendance	\$225,000 for 3 FTEs. Extra expenditures will be in the regular school budget.		
Other Expenditures	• Increase Math Proficiency • Improve ELA Success • Improve Attendance	Title I teacher benefits from Title I funds - approximately \$105,000 for 3 FTEs. Extra expenditures will be in the regular school budget.	105000	
Other Expenditures	• Increase Math Proficiency • Improve ELA Success • Improve Attendance	Parent/Family Engagement Funds - approximately \$2,205. Extra expenditures will be in the regular school budget.	2205	
Total Expenditures			332205	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase Math Proficiency	Math data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.
Improve ELA Success	ELA data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise ELA achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.

Increase Math Proficiency

Action Step
• Math data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.
Audience

Math Teachers		
Topics to be Included		
Analyze student data; data-driven decision-making; effective instructional strategies		
Evidence of Learning		
CDT/Firefly/IXL Math Assessment Data - Student Growth/Proficiency		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tom House, Principal; Steve Wellendorf, Director of Student Services; Susan Emmitt, BVIU; Kelly Matsook, District Data Coordinator	2026-08-24	2027-06-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Improve ELA Success

Action Step		
ELA data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise ELA achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.		
Audience		
ELA Teachers		
Topics to be Included		
Analyze student data; data-driven decision-making; effective instructional strategies		
Evidence of Learning		
CDT/Firefly/IXL ELA Assessment Data - Student Growth/Proficiency		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tom House, Principal; Steve Wellendorf, Director of Student Services; Kelly Matsook, District Data Coordinator	2026-08-24	2027-06-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

