Broughal MS
CSI School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Broughal MS		120481002
Address 1		
114 West Morton Street		
Address 2		
City	**State**	**Zip Code**
Bethlehem	PA	18015
Chief School Administrator		**Chief School Administrator Email**
Dr Jack P Silva		jsilva@basdschools.org
Principal Name		
Dr. Brittany Reese		
Principal Email		
breese@basdschools.org		
Principal Phone Number		**Principal Extension**
610-855-5041		40900
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Jack Silva	Chief School Administrator	BASD Superintendent	jsilva@basdschools.org
Mr. Chris D'Emilio	District Level Leaders	BASD	cdemilio@basdschools.org
Ms. Nicole Bouhana	District Level Leaders	BASD	nbouhana@basdschools.org
Mrs. Leigh Rusnak	District Level Leaders	BASD	lrusnak@basdschools.org
Mr. Mark James	District Level Leaders	BASD	mjames@basdschools.org
Dr. Kim Harper	District Level Leaders	BASD	kharper@basdschools.org
Ms. Amy Putlock	Teacher	BASD	aputlock@basdschools.org
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Ms. Ashley Sciora	Community Member	Lehigh University	ans311@lehigh.edu
Ms. Carolina Hernandez	Community Member	Lehigh University	cah6@lehigh.edu
Dr. Heather Heimer	Other	Colonial IU 20	hheimer@ciu20.org
Dr. Maureen Leeson	Chief School Administrator	BASD Asst. Superintendent	mleeson@basdschools.org
Mr. Eric Fontanez	District Level Leaders	BASD	efontanez@basdschools.org
Ms. Cienna Hobbs	Parent	FTO	c.hobbs422@gmail.com
Dr. Brittany Reese	Principal	BASD	breese@basdschools.org

Vision for Learning

Vision for Learning

Broughal Vision and Mission: Broughal Middle School is a vibrant community school where every student is nurtured and empowered to grow and develop well-rounded compassionate minds. Together we foster opportunities for all students to become reflective, resilient, and creative leaders who will shape a bright future for themselves and positively impact the world around them.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

All student group Challenge: Decreased from 20.7% to 17.6%

False Strengths	**True** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White subgroup increased from 28.6% to 31%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Combined Ethnicity	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Hispanic	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Economically Disadvantaged	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
English Learners	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).
Students with Disabilities	Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Increased from 5.7% to 6.8%

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, White, and Economically Disadvantaged subgroups increased from the 23-24 school year (4.1% to 4.9%; 14.5% to 24.1%; 5.1% to 5.7%, respectively).
White	Hispanic, White, and Economically Disadvantaged subgroups increased from the 23-24 school year (4.1% to 4.9%; 14.5% to 24.1%; 5.1% to 5.7%, respectively).

Economically Disadvantaged	Hispanic, White, and Economically Disadvantaged subgroups increased from the 23-24 school year (4.1% to 4.9%; 14.5% to 24.1%; 5.1% to 5.7%, respectively).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).
English Learners	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).
Students with Disabilities	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).
Combined Ethnicity	Black, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year (3.3% to 0%; 2.3% to 2.0%; 2.2% to 2%; 4.2% to 4.2%, which is below the statewide average respectively).

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

Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, English Learner, and Combined Ethnicity increased their growth score and are all above the statewide average (99% to 100%; 84% to 91%, 96% to 100%, respectively).
African-American/Black	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
Combined Ethnicity	Hispanic, English Learner, and Combined Ethnicity increased their growth score and are all above the statewide average (99% to 100%; 84% to 91%, 96% to 100%, respectively).
African-American/Black	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
White	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
Economically Disadvantaged	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%
Students with Disabilities	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups met or exceeded the statewide average of 75%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).

White	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).
Economically Disadvantaged	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).
Students with Disabilities	Black, White, Economically Disadvantaged, and Student with Disabilities subgroups decreased their growth score (76% to 75%; 78% to 75%; 94% to 93%; 100% to 98%, respectively).

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

Increased their academic growth score from 86.5% to 93% and it well above the statewide average of 75.3%.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
White	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
Economically Disadvantaged	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
English Learners	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
Students with Disabilities	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).
Combined Ethnicity	Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity increased their growth score and is above the statewide average (85% to 91%; 76% to 78%; 88.8% to 95%; 77% to 84%; 89% to 92%; 87% to 93%, respectively).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black subgroup has decreased its growth score from 93% to 76%.

English Language Growth and Attainment

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

Comments/Notable Observations

Decreased their score from 7% to 6.5%

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic subgroup was the subgroup with the least amount of decrease from the previous school year (7.1% to 6.8%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups decreased their scores from the 23-24 school year (7.1% to 6.8%; 5.9% to 4.3%; 7% to 6.5%; IS to 0%; 7.1% to 6.7%, respectively).

Regular Attendance

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

Comments/Notable Observations

Increased regular attendance from 72.4% to 76.5% - Strength Challenge All student group is below the statewide average of 79.6%

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups increased their attendance from the 23-24 school year (70.4% to 78.2%; 70.5% to 75.1%; 75.9% to 81.1%; 66.7% to 70.2%; 71.4% to 77.3%, respectively).
English Learners	English Learner subgroup is above the statewide average.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black and White subgroups decreased their regular attendance from the 23-24 school year (74.6% to 72.1%; 77.6% to 71.9%).
White	Black and White subgroups decreased their regular attendance from the 23-24 school year (74.6% to 72.1%; 77.6% to 71.9%).

Career Standards Benchmark

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

Comments/Notable Observations

Significantly increased the career standards benchmark from the 23-24 school year and surpassed the statewide average of 91.5%. Went from 48.1% to 96.2%

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Black, Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups significantly increased their career standards benchmark from the 23-24 school year (56.5% to 100%; 46.7% to 97.7%; IS to 88.5%; 48.6% to 95.8%; 48.1% to 92.3%; 47.5% to 90.7%; 48.9% to 97.4% respectively).
Hispanic	Black, Hispanic, White, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups significantly increased their career standards benchmark from the 23-24 school year (56.5% to 100%; 46.7% to 97.7%; IS to 88.5%; 48.6% to 95.8%; 48.1% to 92.3%; 47.5% to 90.7%; 48.9% to 97.4% respectively).

Challenges

ESSA Student Subgroups	Indicator

White	White and Students with Disabilities are below the statewide average of 91.5% (88.5% and 90.7%, respectively)
Students with Disabilities	White and Students with Disabilities are below the statewide average of 91.5% (88.5% and 90.7%, respectively)

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.

Strength: Increased from 5.7% to 6.8%
Strength Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.

Challenges

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

All student group Challenge: Decreased from 20.7% to 17.6%
Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
6th Grade - Acadience	- 75% of students reading at or above benchmark (BOY - 68%) - Maintained BOY Core by 97% - Decreased intensive/strategic by 42%
7th Grade - Acadience	- 35% of students reading at or above benchmark (BOY - 31%) - Maintained BOY Core by 94% - Decreased intensive/strategic by 8%
8th Grade - Acadience	- 47% of students reading at or above benchmark (BOY - 32%) - Maintained BOY Core by 98% - Decreased intensive/strategic by 21%

English Language Arts Summary

Strengths

Broughal staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.
All ELA teachers are utilizing common warm-ups (Literacy Launch), focused on vocabulary in the context, figurative language, sentence analysis, word study, and comprehension of fiction/non-fiction text.
All ELA staff utilize high-quality, research based, instructional curriculum provided by the district.
Currently running 18 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.

Challenges

The 7th and 8th-grade progress monitoring assessments are significantly more rigorous and time-consuming (duration) compared to the 6th-grade computer-based ALO system.
Transiency of the population - 30.62%

Mathematics

Data	Comments/Notable Observations
School-wide IXL Diagnostic data scores	30% of students at or above grade level (BOY- 24%) 18% of students below grade level (BOY - 19%) 51% of students far below grade level (BOY - 54%)
IXL 200 Point Growth for students Well Below Grade Level	31.5% of students grew 100+ from BOY to MOY

Mathematics Summary

Strengths

Staff is in year 7 of job-embedded coaching math.
Currently running 12 math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark, progress monitoring data, and previous PSSA scores.
Building wide class period dedicated to working IXL Recommended Skills weekly
Continued collaboration of math teachers during math content and data meetings allowed the math team to determine the most effective avenues in order to increase the scores in the Diagnostic Arena of IXL.

Challenges

Students in reading intervention are not receiving as much IXL time.
There is no scripted intervention program for math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
8th grade Benchmarking - Silent Reading data from BOY compared to MOY	The number of students scoring above 70% went from 24% to 40%; an increase of 16%.
7th grade Benchmarking - Silent Reading data from BOY compared to MOY	The number of students scoring above 70% went from 14% to 17%; an increase of 3%.

Science, Technology, and Engineering Education Summary

Strengths

Heavy emphasis on tiered literacy intervention support for special education students across all subject areas in Discovery placements.
Grade-level content planning in semester 1 (1 session) and semester 2 (2 session) focused on teacher clarity, micro-teaching, teacher efficacy, and visible learning.

Challenges

The STEELS standards are written in grade bands for the middle level and the challenge remains to build upon the content.
It is still a challenge to duplicate the success of discovery intervention group students in Science and Social Studies classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
77.16% of 7th grade have started or established a Naviance smart goal	Strong counseling support for career readiness and the addition of a third guidance counselor.
86.82% of 7th graders have completed their career cluster finder.	Counselors collaborate well with grade-level teams in completing career readiness tasks.
77.86% of 8th graders have completed the career key task	Counselors collaborate well with grade-level teams in completing career readiness tasks.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Strong counseling support for career readiness and the addition of a third guidance counselor.
Strong counseling support for career readiness and the addition of a critical caseload counselor through Community In Schools.

Challenges

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

High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance
High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Acadience Benchmark data BOY to MOY	The number of ELL students needing intensive and strategic literacy support decreased by 8% from BOY to MOY.
Math IXL growth	54.6% of ELL students met the MOY growth goal of 50 points or more. 37% of ELL students scoring well below grade level at BOY made 100 points or more growth at MOY. 26.1% of ELL students scored on or above grade level at BOY compared to 31.1% at MOY. This shows an increase of 5% while the goal was an increase of 8%.

Students with Disabilities

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

Data	Comments/Notable Observations
Acadience Benchmark data BOY to MOY	The number of students with IEPs needing intensive and strategic literacy support decreased by 0.8% from BOY to MOY.
Math IXL growth	66.3% of Special Education students met the MOY growth goal of 50 points or more. 35.2% of Special Education students scoring well below grade level at BOY made 100 points or more growth at MOY. 14.1% of Special Education students scored on or above grade level at BOY compared to 16% at MOY. This shows an increase of 1.9% while the goal was an increase of 8%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
IXL Growth BOY to MOY	59.2% of economically disadvantaged students have already met or exceeded the 50-point growth from BOY to MOY.
IXL Average Growth BOY to MOY	The average growth score for economically disadvantaged students is 63.4.
BOY to MOY Acadience Benchmark Testing	64.3% of economically disadvantaged students are at or above benchmark at MOY. 6th-grade 29% of economically disadvantaged students are at or above benchmark at MOY. - 7th grade 42% of economically disadvantaged students are at or above benchmark at MOY. - 8th grade

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	IXL: 68.3% of African American students met the MOY growth goal of 50 points or more. 35.1% of African American students scoring well below grade level at BOY made 100 points or more growth at MOY. 20% of African American students scored on or above grade level at BOY compared to 31.7% at MOY. This shows an increase of 11.7% while the goal was an increase of 8%.
Black	The number of African American students needing intensive and strategic literacy support decreased by 14.5% from BOY to MOY.
Hispanic	IXL 58.7% of hispanic students met the MOY growth goal of 50 points or more. 33% of hispanic students scoring well below grade level at BOY made 100 points or more growth at MOY. 23.8% of hispanic students scored on or above grade level at

	BOY compared to 29.1% at MOY. This shows an increase of 5.3% while the goal was an increase of 8%.
Hispanic	ALO: The number of Hispanic students needing intensive and strategic literacy support decreased by 7.7% from BOY to MOY.

Summary

Strengths

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

Currently running 20 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data, along with previous PSSA results.
Staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.
All 6 core math teachers continue to work weekly with math coaches on personal growth goals.
Heavy emphasis on discovery-tiered literacy intervention support for special education students across all subject areas.
Year 3 implementation of Desmos Math curriculum.

Challenges

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

Although we have made gains in growth for all subgroups, this will continue to be an area of focus in order to have proficiency scores increase for all subgroups.
Transiency of the population - 30.62%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

>

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Collectively shape the vision for continuous improvement of teaching and learning

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Collectively shape the vision for continuous improvement of teaching and learning

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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Implement evidence-based strategies to engage families to support learning

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
Strength: Increased from 5.7% to 6.8%	True
Strength Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.	True
Broughal staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting. Grade level content planning in semester one (4 sessions) and semester 2 (1 session) focused on teacher clarity, micro teaching, and teacher efficacy.	False
All ELA teachers are utilizing common warm-ups (Literacy Launch), focused on vocabulary in the context, figurative language, sentence analysis, word study, and comprehension of fiction/non-fiction text.	False
All ELA staff utilize high-quality, research based, instructional curriculum provided by the district.	False
Currently running 18 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data.	False
Staff is in year 7 of job-embedded coaching math.	False
Currently running 12 math-based intervention groups resulting in more core teachers implementing an invention based on the IXL Diagnostic Arena. Students are placed in discovery intervention groups using benchmark, progress monitoring data, and previous PSSA scores.	False
Building wide class period dedicated to working IXL Recommended Skills weekly	False
Continued collaboration of math teachers during math content and data meetings allowed the math team to determine the most effective avenues in order to increase the scores in the Diagnostic Arena of IXL.	False
Heavy emphasis on tiered literacy intervention support for special education students across all subject areas in Discovery placements.	False
Grade-level content planning in semester 1 (1 session) and semester 2 (2 session) focused on teacher clarity, micro-teaching, teacher efficacy, and visible learning.	False
Strong counseling support for career readiness and the addition of a third guidance counselor.	False
Strong counseling support for career readiness and the addition of a critical caseload counselor through Community In Schools.	False
Currently running 20 literacy-based intervention groups resulting in more core teachers implementing an invention based on the science of reading. Students are placed in discovery intervention groups using benchmark and progress monitoring data, along with previous PSSA results.	False
Staff is in year 7 of job-embedded coaching for literacy. All core teachers received in-person coaching sessions focused on KTL and Intervention applications in the classroom setting.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Collectively shape the vision for continuous improvement of teaching and learning	False
All 6 core math teachers continue to work weekly with math coaches on personal growth goals.	False
Heavy emphasis on discovery-tiered literacy intervention support for special education students across all subject areas.	False
Year 3 implementation of Desmos Math curriculum.	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
All student group Challenge: Decreased from 20.7% to 17.6%	True
Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).	True
The 7th and 8th-grade progress monitoring assessments are significantly more rigorous and time-consuming (duration) compared to the 6th-grade computer-based ALO system.	False
Students in reading intervention are not receiving as much IXL time.	False
There is no scripted intervention program for math.	False
Transiency of the population - 30.62%	False
The STEELS standards are written in grade bands for the middle level and the challenge remains to build upon the content.	False
It is still a challenge to duplicate the success of discovery intervention group students in Science and Social Studies classes.	False
Implement evidence-based strategies to engage families to support learning	False
High transiency rates have challenged guidance staff to complete 100% of student completion of Naviance	False
High rates of mental health/self-harm assessments take priority over and impact time to focus on career readiness efforts.	False
Although we have made gains in growth for all subgroups, this will continue to be an area of focus in order to have proficiency scores increase for all subgroups.	False
ransiency of the population - 30.62%	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.
All student group Challenge: Decreased from 20.7% to 17.6%

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group Challenge: Decreased from 20.7% to 17.6%		True
Black, Hispanic, Economically Disadvantaged, English Learner, Student with Disabilities, and Combined Ethnicity subgroups all decreased from the 23-24 school year. (15% to 10.9%; 20% to 16.3%; 19.8% to 15.4%; 15.9% to 15%; 5.1% to 3.4%; 19.2% to 15.5% respectively).		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Strength: Increased from 5.7% to 6.8%	
Strength Increased their academic growth score from 99% to 100% and it well above the statewide average of 75%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.
	When teachers collaborate with content partners and instructional coaches to evaluate, reflect on, and refine their teaching, they deepen student engagement, strengthen instructional practices, and ultimately drive higher levels of student achievement.

Goal Setting

Priority: If core instruction includes Keys to Literacy strategies, data-driven differentiation, grade-level curriculum, assessment, supported by job-embedded coaching, then teachers will demonstrate the use of those instructional practices and students will show growth in the areas of reading and mathematics.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, 51% of students at Broughal scoring well below on the BOY IXL diagnostic will increase their score by 200 points or two grade levels of growth.			
Measurable Goal Nickname (35 Character Max)			
Math Focus - Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish a baseline IXL diagnostic for all students.	51% of students will grow 100pts on their IXL diagnostic from BOY benchmark to MOY benchmark.	Students will continue to work on a minimum of 2 recommended skills to proficiency per week.	51% of students will grow 200pts on their IXL diagnostic from BOY benchmark to EOY benchmark.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, the total number of students performing on or above grade level will increase by 24% as measured by the IXL Flex Diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Focus - Achievement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline IXL diagnostic for all students.	By the end of MP2, the total number of students performing on or above grade level will increase by 12%.	By the end of MP3, the total number of students performing on or above grade level will increase by 18%.	By the end of MP4, the total number of students performing on or above grade level will increase by 24%.

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

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Reading Focus - Intensive, Strategic, and CORE			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of MP1, students will take the benchmark assessment, placed in literacy intervention groups.	At MOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 5%. Maintain 95% of CORE students from BOY.	By the end of MP3, students will be regrouped based on MOY benchmark assessment and continue progress monitoring based on individual needs. Maintain 95% of CORE students from BOY.	At BOY, the number of students needing intensive (red) and strategic (yellow) support will decrease by 10%. Maintain 95% of CORE students from BOY.

Action Plan

Measurable Goals

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

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

Measurable Goals:

- By the end of the 2026-2027 school year, 51% of students at Broughal scoring well below on the BOY IXL diagnostic will increase their score by 200 points or two grade levels of growth.
- By the end of the 2026-2027 school year, the total number of students performing on or above grade level will increase by 24% as measured by the IXL Flex Diagnostic assessment.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Give IXL baseline benchmark assessments.		2026-08-24	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Give IXL MOY benchmark assessment to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2026-12-01	2026-12-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Give IXL EOY benchmark assessment to obtain data on student performance and inform future instructional planning, intervention grouping, and curricular implementation.		2027-05-03	2027-05-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Utilize monthly progress monitoring data in the area of mathematics to obtain data on student performance and inform instructional planning, intervention grouping, and curricular implementation.		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional coaches, BMS Admin, Academic team leaders	IXL Diagnostic, Math Coach, Team data meetings 1x per 6-day cycle	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

Provide instructional coaching to model, observe, and provide feedback on instructional strategies in math classrooms.		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Coach	Desmos curriculum, IXL diagnostic data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct Fall MTSS Data analysis for grades 6-8 Math		2026-08-24	2026-09-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Coach, BMS Admin	IXL Diagnostic Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide targeted support to students with character education programming that promotes healthy habits and character/leadership development.		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Community School Coordinator, Community in School Coordinator, Guidance Team	Daily LIM lessons; Counseling Groups	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish structured time for students to progress monitor using IXL and teachers to intentionally analyze student data		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Coach	IXL, data meetings	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Development/coaching of BMS teachers to apply coaching practices with core staff		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Math Coach	Data meetings, content meetings (Jason Adair, Christina Diernbach)	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Activities/events aimed at increasing parent and family engagement and understanding of academic supports		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Community School Coordinator, BMS Admin, Guidance	Materials/resources paid for by title I funding	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Purchasing teacher-parent texting app - Talking Points - aimed at increasing communication and family engagement, attendance improvement.	2026-08-24	2027-06-10

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
BMS Admin, Teachers	System Application	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from math coaching sessions.	August 24, 2026, through June 10th, 2027 - Teams will also convene monthly and quarterly during the 2026-2027 school year to discuss benchmark data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once per the 6-day cycle to discuss assessment and content data/instruction.

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

Measurable Goals:

- By the end of the 2026-27 school year, the number of students needing intensive and strategic literacy support will decrease by 10% as measured by the Acadience benchmark assessment.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement Keys to Literacy (KTL) vocabulary, comprehension, and content writing strategies into daily instructional practices.		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
District Admin, Teacher Leaders	KTL materials, data meetings 1x per 6 day cycle	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Modeling/coaching on the implementation of literacy enrichment/intervention programs during Discovery period		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin, BMS instructional coaches	BMS MTSS manual, BASD curriculum resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue weekly data/instructional support meetings with core teams		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin, BMS instructional coaches	Benchmark/progress monitoring data, meeting agenda	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct BOY Acadience benchmark testing grades 6-8		2026-08-24	2026-09-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manual, benchmarking resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct BOY (Fall) Acadience data analysis, cross-referencing previous PSSA results		2026-09-07	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data, PSSA data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Semester 1: Utilize evidence-based instructional resources to continue literacy intervention groups for regular education, English language learners, and special education students.		2026-08-24	2027-01-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin, BMS instructional coaches	LANGUAGE!, REWARDS Programs (Intermediate/SecondaryPLUS SS & SCI), Phonics4Reading	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Semester 2: Utilize evidence-based instructional resources to continue literacy intervention groups for regular education, English language learners, and special education students.		2027-01-25	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin, BMS instructional coaches	LANGUAGE!, REWARDS Program Materials (Intermediate/Secondary/PLUS SS & SCI), Phonics4Reading	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Semester 1: Implement WIN intervention groups for students reading at or below a third-grade level. Instruction targets foundational skills. Teachers will create lessons with WONDERS grades 2-3 and 4-6 skill kits.		2026-08-24	2027-01-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists/Instructional Coaches	Studysync, WONDERS materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Semester 2: Implement WIN intervention groups for students reading at or below a third-grade level. Instruction targets foundational skills. Teachers will create lessons with WONDERS grades 2-3 and 4-6 skill kits.		2027-01-25	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists/Instructional Coaches	Studysync, WONDERS materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct MOY (Winter) Acadience benchmarking Grades 6-8, and place students for intervention/enrichment with benchmark data, cross-referencing previous PSSA results		2026-12-01	2026-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data, PSSA results	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct monthly Acadience progress monitoring assessments based upon academic MTSS plans		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
BMS instructional coaches, academic team leaders	MTSS Manual, MAZE, Silent Reading, Survey	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct EOY (Spring) Acadience benchmarking Grades 6-8		2027-05-10	2027-05-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin, BMS instructional coaches, Academic Team Leader	MTSS Manuel, benchmark data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Development/coaching of BMS teacher coaches to apply teacher coaching practices with core staff		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Level Admin	Contracted services: Southern Regional Education Board, Gina Kutz and Jennifer Zelena	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide additional counseling/SEL support to 8th-grade students		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
BMS admin	Hire guidance counselor with CSI funds for 26-27 school year	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care, etc…		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Admin/LEAD Coordinators	IU PD; District coaches; LEAD materials	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Building Admin	Hire Two LTS building sub teachers	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Employ instructional coaches to provide ongoing professional development for staff throughout the year		2026-08-24	2027-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building level Admin.	Hire instructional coaches for the building (J. Zelena, C. Diernbach, J. Truchan, G. Kutz)	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Informed instructional planning by utilizing benchmark assessment data and implementing strategies learned from literacy coaching sessions.	August 1, 2026, through August 31st, 2027 - Teams will also convene monthly and quarterly during the 2026-2027 school year to discuss benchmark data and make adjustments to the CSI plan based on data. Also, all core teachers will be meeting once per the 6-day cycle to discuss assessment and content data/instruction.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

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	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement Content-Focused Professional Learning - Reading	Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care, etc…
Implement Content-Focused Professional Learning - Reading	Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.

SEL

Action Step		
• Provide staff with SEL professional development. Topics include: Positive Discipline, Character Education, Trauma Informed Care, etc…		
Audience		
All staff		
Topics to be Included		
Positive discipline, character education/development, trauma informed care		
Evidence of Learning		
Reduction in disciplinary referrals		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Personnel, Lighthouse Staff/LEAD Coordinators	2026-08-24	2027-06-10

Learning Format

Type of Activities	Frequency
Workshop(s)	Weekly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 3a: Communicating with Students	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Instructional Coaching/Content Planning

Action Step		
• Content instructional planning/coaching - Hire two LTS-building substitute teachers to support content coaching. Subs will cover grade-level content partners monthly for two instructional periods to allow instructional coaching with MTSS team.		
Audience		
Core/Related Arts Teachers		
Topics to be Included		
John Hattie and John Almarode's research on instructional routines and visible learning; topics include Teacher Clarity, Micro Teaching, and Teacher Efficacy		
Evidence of Learning		
Teachers will post and discuss a learning target and success criteria in their classrooms daily. Teachers will complete a micro teaching video lesson and meet with instructional coaches and content partners 1x per school year, and teachers will engage in evaluation and assessment of their teacher efficacy.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
BMS Admin, Instructional Coaches	2026-08-24	2027-06-10

Learning Format

Type of Activities	Frequency
Learning walk	Weekly

Observation and Practice Framework Met in this Plan
• 1e: Designing Coherent Instruction • 2b: Establishing a Culture for Learning • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**