Beverly Hills MS

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Beverly Hills Middle School		125239452
Address 1		
1400 Garrett Rd		
Address 2		
City	**State**	**Zip Code**
Upper Darby	PA	19082
Chief School Administrator		**Chief School Administrator Email**
Daniel McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Wayne Remmey		
Principal Email		
wremmey@upperdarbysd.org		
Principal Phone Number		**Principal Extension**
6106269317		4200
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Denise Flavin-Leffferts		dflavin-lefferts@dciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Wayne Remmey	Principal	BHMS	wremmey@upperdarbysd.org
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Morgan Fuller	Other	BHMS	mfuller@upperdarbysd.org
Kelley Simone	District Level Leaders	UDSD	ksimone@upperdarbysd.org
Denise Flavin-Lefferts	Education Specialist	DCIU	dflavin-lefferts@dciu.org
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Kethrellan Peterson	Teacher	BHMS	kpeterson@upperdarbysd.org
Lauren Knowles	Teacher	BHMS	lknowes@upperdarbysd.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

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

False K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**True** 6
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
For the 2022-2023 school year the Average Growth Index for Math was a 60.3.	Providing students additional math instruction through intervention is beneficial to the growth factor as measured by the PSSA.
For the 2022-2023 school year the Average Growth Index for ELA was a 76, which is evidence that the school exceeded the standard for PA Academic Growth	Providing students additional reading instruction through intervention and Reading Apprenticeship professional development are beneficial to the growth factor as measured by the PSSA.
For the 2022-2023 school year, 97.4% of our students met the Career Standards Benchmark, which exceeds the statewide goal.	We have implemented Career Exploration and discussion into our curriculum and build guidance lessons to explore careers, set goals and collect artifacts.

Challenges

Indicator	Comments/Notable Observations
Academic Achievement ELA	PSSA - 29% Proficient/Advanced not meeting 2033 state goal and was a decrease from 30.9% from 2022-2023
Academic Achievement Math	PSSA- 8.6% Proficient/Advanced not meeting 2033 state goal but was an increase- from 8.1% from 2022-2023
Regular Attendance	61.4% Regular Attendance data from 21-22
English Language Proficiency	ACCESS for ELLs – 9.6% Proficiency - increase from 9.2% Proficiency from 2021-2022

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

Strengths

Indicator	**Comments/Notable Observations**
There was moderate evidence that 3 of our 8 student groups increased proficient/advanced score for the 2022-2023 ELA PSSA. **ESSA Student Subgroups** Asian (not Hispanic), Multi-Racial (not Hispanic), White	Asian student population increased from 57.8 2021-2022 ELA PSSA to 61.7 for the 2022-2023 ELA PSSA. White student population increased from 26.6 2021-2022 ELA PSSA to 30.0 for the 2022-2023 ELA PSSA. Multi Racial increased from 30.0 2021-2022 ELA PSSA to 35.9 for the 2022-2023 ELA PSSA.
Indicator	**Comments/Notable Observations**

There was significant evidence that 6 out of 8 students groups increased proficient/advanced score for the 2022-2023 ELA PSSA. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, Students with Disabilities	All student group increased from 8.1 2021-2022 Math PSSA to 8.6 for the 2022-2023 Math PSSA. Asian student population increased from 26.6 2021-2022 Math PSSA to 26.8 for the 2022-2023 Math PSSA. Black student population increased from 2.1 2021-2022 Math PSSA to 2.7 for the 2022-2023 Math PSSA. Hispanic student population increased from 1.6 2021-2022 Math PSSA to 1.8 for the 2022-2023 Math PSSA. White student population increased from 3.1 2021-2022 ELA PSSA to 10.0 for the 2022-2023 ELA PSSA. Economically Disadvantaged student population increased from 7.1 2021-2022 Math PSSA to 7.5 for the 2022-2023 Math PSSA. Students with disabilities student population increased from 0.5 2021-2022 Math PSSA to 1.3 for the 2022-2023 Math PSSA.
Indicator There was significant evidence that all student groups exceeded the state average for PA Career Standards Benchmark in 2022-2023. **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** We have implemented Career Exploration and discussion into our curriculum and build guidance lessons to explore careers, set goals and collect artifacts.
Indicator There was significant evidence that English Language students met their interim growth toward, or attainment level , of English language proficiency as measured by the ACCESS for ELLs **ESSA Student Subgroups** African-American/Black, Hispanic, Economically Disadvantaged, English Learners	**Comments/Notable Observations** We have began to offer EL push-in support for some classes and have constructed our EL ELA courses to be based upon students EL level. All student group (EL) 9.2 in 2021-2022 to 9.6 on 2022-2023 Black student group 7.9 in 2021-2022 to 19.2 on 2022-2023 Hispanic student group 7.8 in 2021-2022 to 9.5 on 2022-2023 Economically Disadvantaged student group 4.7 in 2021-2022 to 10.3 on 2022-2023

Challenges

Indicator Academic Achievement ELA **ESSA Student Subgroups** African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** PSSA - Three student groups (Asian, White, multi-racial) increased their proficiency/advanced rate. No student groups have not achieved to where they were for 2018-2019 scores. (Black students) - 20.4 % in the 2022-2023 PSAA and 22.6% in 2021-2022 as compared to 30.42% from 2018-2019 Students with disabilities- 4.7% in 2021-2022 and 2022-2023 as compared to 3.5% in 2020-2021 and 7.1% in 2018-2019. Hispanic-13.8% in the 2022-2023 PSSA as compared to 21% in 2021-2022 and 38.2% in 2018-2019
Indicator Academic Achievement Math **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White,	**Comments/Notable Observations** PSSA- No groups have met the proficiency/ advanced rate from the 2018-2019 school year. Black students - 2.7 % in the 2022-2023 PSAA as compared to 2.1% in 2021-2022 and 6.4% from 18-19 Students with disabilities- 1.3% in the 2022-2023 PSSA as compared to 0.5% in 2021-2022 and 2.2% in 2018-2019 Hispanic-1.8% in the 2022-2023 PSSA as compared to 1.6% in 2021-2022 and 10.4% in 2018-

Economically Disadvantaged, English Learners, Students with Disabilities	2019
Indicator English Language Proficiency **ESSA Student Subgroups** African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** ACCESS for ELLs (English Language Growth and Attainment) – Black- 19.2 as measure by ACCESS 2022-2023 as compared to 7.9% in 2021-2022 and to 2.6% in 2020-2021 and 8.6% in 2019-2020. Students with dishabilles- 0% as measured by ACCESSS 2022-2023. This is the 2nd year we had a sufficient sample. Hispanic- 9.5% as measure by ACCESS 2022-2023 as compared to 7.8% in 2021-2022 and to 3% in 2020-2021 and 22.6% in 2019-2020.
Indicator Regular attendance **ESSA Student Subgroups** African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Regular attendance has decreased for black students from 73.4 to 52.4 For Students with disabilities it has increased from 65.4% to 41.1%. Hispanic population from 73.4 to 60%

Summary

Strengths

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

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

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Academic Achievement ELA
Academic Achievement Math
Regular Attendance
English Language Proficiency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading: Proficiency Summary Report for Winter 2023 Gr 8- 38.8%	This was a increase from fall which was 34%
NWEA MAP Reading: Proficiency Summary Report for Winter 2023 Gr 7- 40%	This was a increase from fall which was 36.6%
NWEA MAP Reading: Proficiency Summary Report for Winter 2023 Gr 6-41%	This was a decrease from fall which was 42.4%
NWEA MAP Reading: Proficiency Summary Report for Winter 2023 All- 40%	This was a increase from fall which was 37.8%

English Language Arts Summary

Strengths

Reading Apprenticeship Professional Developments throughout the year.
-Familiarity with expectations helps minimize classroom management concerns through PBIS. Additionally there are two counselors to work with students in need of Tier II and Tier III support.
Researched based reading intervention being implemented by reading specialists.
7th and 8th grade exceeded the grade level norm projected growth from Fall to Winter

Challenges

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

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math: Proficiency Summary Report for Winter 2023 Gr 6-9.7%	This was a decrease from fall which was 9.9%
NWEA MAP Math: Proficiency Summary Report for Winter 2023 Gr 7- 10.6.%	This was a increase from fall which was 9.8%
NWEA MAP Math: Proficiency Summary Report for Winter 2023 Gr 8- 11.9%	This was a increase from fall which was 10.1%
NWEA MAP Math: Proficiency Summary Report for Winter 2023 For all students is 10.7%	This was a increase from fall which was 10%

Mathematics Summary

Strengths

Dedicated time in schedule for math intervention
Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.
Fully staffed math department with no staff turnover throughout the year.

All grade levels met or exceeded the grade level norm projected growth from Fall to Winter

Challenges

Attendance in school
Transient student population (withdrawals/entries)

Science, Technology, and Engineering Education

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

Science, Technology, and Engineering Education Summary

Strengths

Enrichment opportunities in for students in electives during school and engineering, video production, and science club that lead to a richer understanding of the content
Adjusting the schedule so there are more sections of science classes leading to smaller average class sizes
Ensuring that the teachers and students have access to technology and materials needed for science curriculum.
Professional development opportunities in the areas of implementing technological resources in the classroom, the effective use of instructional technology, and synchronous instructional strategies to support student learning.

Challenges

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
97.4% of our students met the career standards benchmark	This is a decrease from 100.0% from the previous year, but still higher than the state average.
A Career Day was held during the 2023-2024 school year.	Students explored careers throughout the day and reflected on what they learned.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Students explored careers throughout the day and reflected on what they learned.
There was a guest speaker from DCTS to explain options available for students when they get to UDHS.

Challenges

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

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

Equity Considerations

English Learners

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
Students with disabilities have a proficient/advanced rate of 2.4% for the Winter 2023-2024 NWEA Winter Math MAP session.	We have had a more consistent staff this year in the building. There has been no turnover in regards to math teachers this year. Additionally, we have had a greater number of special education teachers who teach math intervention.
Students with disabilities have a proficient/advanced rate of 11.7% for the Winter 2023-2024 NWEA Winter Reading MAP session.	This is a significant increase in the amount of proficient/advanced from this time last year. We are implementing year two of reading apprenticeship strategies across the entire building.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
100% of students are offered free breakfast and lunch.	Breakfast is delivered to the classroom for students. Extra breakfast is available in the nurses office.
74.6% of the population is economically disadvantaged.	UDSD has a social worker designated for our homeless population. BHMS has a bus designated to provide transportation to our homeless population and offer several learning models for our students. The district offers 1 to 1 chromebooks and hotspots as needed.

Parent forums were held throughout the school year with low attendance	Offered home and school meetings in person and virtually and had a Spanish interpreter attend for our EL families. Held a 6th grade and an EL orientation event to start the school year. BH Family Picnic to kick off the school year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Winter NWEA MAP for Black Population Students Math Proficiency/Advanced- 5.5%
Black	Winter NWEA MAP for Black Population Students Reading Proficiency/Advanced-34.19%
Hispanic	Winter NWEA MAP for Hispanic Population Students Math Proficiency/Advanced- 1.5%
Hispanic	Winter NWEA MAP for Hispanic Population Students Reading Proficiency/Advanced-17.7%

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.

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

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.

Large population of black population subgroup is projected to score below basic , Winter NWEA MAP for math.
Parent engagement

Staff parent methods of communication

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	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?

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

Challenges

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

Foster a culture of high expectations for success for all students, educators, families, and community members
Provide frequent, timely, and systematic feedback and support on instructional practices
Identify and address individual student learning needs
Monitor and evaluate the impact of professional learning on staff practices and student learning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
BHMS faculty and staff focus on building relationships. Our grade level learning community teams allow staff to foster strong and meaningful relationships with students, while building relationships amongst our staff.	True
Consistent and strong communication and collaboration building wide with a problem solving approach including utilizing Principal Advisory Team, Grade Level meetings and other collaborative methods between administration and staff.	True
Wide variety of interventions, including reading and math interventions, and supports for individual student needs including EL support, Special Education, Conflict Resolution, Trauma Informed Leadership Team (TILT), SAP, PBIS Tier 1, Tier 2 and Tier 3 supports.	True
Reading Apprenticeship Professional Developments throughout the year.	False
-Familiarity with expectations helps minimize classroom management concerns through PBIS. Additionally there are two counselors to work with students in need of Tier II and Tier III support.	False
Researched based reading intervention being implemented by reading specialists.	False
	False
There was a guest speaker from DCTS to explain options available for students when they get to UDHS.	False
	False
Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.	True
Adjusting the schedule so there are more sections of science classes leading to smaller average class sizes	False
Professional development opportunities in the areas of implementing technological resources in the classroom, the effective use of instructional technology, and synchronous instructional strategies to support student learning.	False
Enrichment opportunities in for students in electives during school and engineering, video production, and science club that lead to a richer understanding of the content	False
7th and 8th grade exceeded the grade level norm projected growth from Fall to Winter	False
Dedicated time in schedule for math intervention	False
Ensuring that the teachers and students have access to technology and materials needed for science curriculum.	False
BHMS faculty and staff focus on building relationships. Our grade level learning community teams allow for staff to foster strong and meaningful relationships with students, while building relationships amongst our staff.	False
Consistent and strong communication and collaboration building wide with a problem solving approach including using Principal Advisory Team, Grade Level meetings and other collaborative methods between administration and staff.	False
Implement a multi-tiered system of supports for academics and behavior	True

Fully staffed math department with no staff turnover throughout the year.	False
All grade levels met or exceeded the grade level norm projected growth from Fall to Winter	False
Students explored careers throughout the day and reflected on what they learned.	False
Wide variety of interventions, including reading and math interventions and supports for individual student needs including EL support, Special Education, Conflict Resolution, Trauma informed leadership team (TILT, SAP, PBIS TIer 1, Tier 2 and Tier 3 supports.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
	False

Challenges

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

Strength	Check for Consideration in Plan
Academic Achievement ELA	True
Academic Achievement Math	True
Regular Attendance	True
English Language Proficiency	True
	False
Reading intervention support expansion needed	True
Attendance in school	False
Attendance in school	False
Transient student population (withdrawals/entries)	True
Attendance the day of the event.	False
Parent engagement	True
Staff parent methods of communication	False
6th Grade did not meet the grade level norm projected growth from Fall to Winter.	False
	False
EL proficiency	False
Participation in the activities throughout the day was contingent on staff attendance to be delivered with fidelity.	False
Transient student population (withdrawals/entries)	False

	False
Attendance in school and in class on time.	False
	False
	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Identify and address individual student learning needs	True
Large population of black population subgroup is projected to score below basic , Winter NWEA MAP for math.	False
Academic Achievement ELA	False
Academic Achievement Math	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.

Improvement upon regular attendance, as well as on time attendance in each class period. Staff suggestions for incentivizing student attendance and find ways to emphasize the joy, pride in school. Admin would like to find time for learning walks to provide timely, actionable feedback to staff. Transient student population, especially among EL population, requires follow through and repetition of orientations/outreach. Student cell phone and non-educational technology use is a challenge to compete with in the classroom. Increase in interventions available is needed. However, students may lose motivation without access to exciting/interesting electives. There are impacts from COVID that we are still seeing in our building that is reflected in our students progress, student engagement (more passive learners), and peer interactions. Less and less each year. We are here to help our students learn and achieve their goals as the move forward in their educational careers. Although we teach them math, science, social studies and English, we teach them so much more. Transition from 5th to 6th grade may need additional support. Consider different citizenship lessons for 6th grade. Have students take part in lessons with video demonstrations.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Academic Achievement ELA		False
Academic Achievement Math		False
Regular Attendance	Regular attendance rates are low and decreasing across many schools in the state and nationally. Attendance has a strong correlation to student achievement. Root cause: We have a transient student population who often enter school with outside influences and family obligations. Students mental health is impacting their ability to attend school on a regular basis.	True
English Language Proficiency		False
Provide frequent, timely, and systematic feedback and support on instructional practices	In regards to formal observation cycles this is happening on a regular basis as required. However, the opportunities for administrators to do additional learning walks are often limited due to other factors. Root cause- BHMS is a school of 1500 students. Administration prioritizes student and staff safety.	False
Identify and address individual student learning needs	Although students receiving special education and English Learner services do get their services provided, the individual needs of other students are not met as well in many classes. Root cause: BHMS is a school of 1500 students, many who receive individualized services through other measures. Staff need additional time and professional development to meet the individual needs of more students.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		False
Reading intervention support expansion needed		False
Transient student population (withdrawals/entries)		False
Parent engagement		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
BHMS faculty and staff focus on building relationships. Our grade level learning community teams allow staff to foster strong and meaningful relationships with students, while building relationships amongst our staff.	Thursday early dismissal's with learning community time and department time allow for staff to identify needs for students and collaboration opportunities. There are opportunities for Grade level meetings between administration and pupil service staff t and learning communities on a rotating basis. This an allow for face to face for teachers and support staff to plan for and discuss students who may have individual learning

	needs to situations.
Consistent and strong communication and collaboration building wide with a problem solving approach including utilizing Principal Advisory Team, Grade Level meetings and other collaborative methods between administration and staff.	A wide variety of opportunities for staff to share concerns, provide ideas, advisory feedback form. Voluntary meetings to notify staff of time sensitive information and building wide incidents. Grade level meetings weekly with pupil services members and relevant staff members and administration Weekly newsletter to share important and relevant information. Continuing to utilize these and adjust as needed.
Wide variety of interventions, including reading and math interventions, and supports for individual student needs including EL support, Special Education, Conflict Resolution, Trauma Informed Leadership Team (TILT), SAP, PBIS Tier 1, Tier 2 and Tier 3 supports.	Continuing to expand and adjust these supports. There is an opportunity to expand upon our interventions,
Implement a multi-tiered system of supports for academics and behavior	Continuing to expand and adjust these supports. There is an opportunity to expand upon our interventions,
Schedule created for common learning community time meetings 3x per month to focus on student growth achievement and family outreach.	Meeting with the learning community groups 3x a month has increased collaboration amongst our teaching staff and the support we are able to provide for our students.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Continuous evaluation and collaboration with out curriculum teams. One of the Thursday early dismissal times has time built in for departments to work collaboratively.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	There is opportunity for staff to be involved in many opportunities throughout the year and through the end of the year survey. Staff leadership roles include Principal Advisory team members, union leadership members, team leaders, department chairs, mentors and school improvement committee. Additionally there are staff leader involved in our PBIS leadership team.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Utilizing the duty time during the day to utilize staff to address needs for the school.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	We have strong PBIS framework. There is collaboration amongst staff in addressing behaviors.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to identify and support those who attend school inconsistently, then regular attendance will increase.
	If we refine the protocols for teacher collaboration and planning, then teachers can identify address individual student needs and student achievement will increase.

Goal Setting

Priority: If we continue to identify and support those who attend school inconsistently, then regular attendance will increase.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Increase the regular attendance rate for the all student group to 76.9% and 75% for our black student population and hispanic student population by the end of the 24/25 school year as measured by the regular attendance formula.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
83% regular attendance as measured by the regular attendance calculation for all students and 81% for our black student population and Hispanic student population .	81% regular attendance as measured by the regular attendance calculation for all students and 79% for our black student population and hispanic student population .	79% regular attendance as measured by the regular attendance calculation for all students and 71% for our black student population and hispanic student population .	76.9.% regular attendance as measured by the regular attendance calculation for all students and 75% for our black student population and hispanic student population .

Priority: If we refine the protocols for teacher collaboration and planning, then teachers can identify address individual student needs and student achievement will increase.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The all student group and, specifically, our Black student group, Hispanic student and students with disability group, will achieve an average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 2024/25 school year as measured by the Math Measure of Academic Progress (MAP) test.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline Collection for: All Student Group Black Student Group Hispanic Student Group Student with Disabilities student group	70% of students will receive a report score of 70 or higher in their grade level math class.	Average RIT increase of 3 or more compared to the Fall Math MAP session: All Student Group Black Student Group Hispanic Student Group Student with Disabilities student group	Average RIT increase of 6 or more compared to the Fall Math MAP session: All Student Group Black Student Group Hispanic Student Group Student with Disabilities student group

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)

The all student group and, specifically, our Black student group and students with disability group, will achieve and average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Reading Measure of Academic Progress (MAP) test.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline Collection for: All Student Group Black Student Group Hispanic Student Group Student with Disabilities student group	70% of students will receive a report score of 70 or higher in their grade level ELA class.	Average RIT increase of 3 or more compared to the Fall ELA MAP session: All Student Group Black Student Group Hispanic Student Group Student with Disabilities student group	Average RIT increase of 6 or more compared to the Fall ELA MAP session: All Student Group Black Student Group Hispanic Student Group Student with Disabilities student group

Action Plan

Measurable Goals

Math Goal	ELA Goal
Regular Attendance	

Action Plan For: Increase Tier 2 Academic Supports

Measurable Goals:
• Increase the regular attendance rate for the all student group to 76.9% and 75% for our black student population and hispanic student population by the end of the 24/25 school year as measured by the regular attendance formula. • The all student group and, specifically, our Black student group and students with disability group, will achieve and average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Reading Measure of Academic Progress (MAP) test. • The all student group and, specifically, our Black student group, Hispanic student and students with disability group, will achieve an average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 2024/25 school year as measured by the Math Measure of Academic Progress (MAP) test.

Action Step		**Anticipated Start/Completion Date**	
Identify students in need of Tier 2 intervention supports in reading and math.		2024-02-26	2024-04-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
District supervisors for reading and math	Assessment data	No	
Action Step		**Anticipated Start/Completion Date**	
Create and implement a framework to allow students to be Tiered within Tier 2 interventions and exit interventions.		2024-04-15	2025-04-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
District supervisors for reading and math, Wayne Remmey, Principal	IXL, Read 180, System 44	No	
Action Step		**Anticipated Start/Completion Date**	
Create professional development for the teachers teaching the reading and math interventions		2024-06-21	2024-08-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
District supervisors for reading and math, Wayne Remmey, Principal	IXL, Read 180, System 44	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A guide, criteria rubric and professional development plan for the increased Tier 2 supports.	Administration will utilize the developed framework and available data quarterly to to monitor progress.

Action Plan For: PBIS modifications

Measurable Goals:
• Increase the regular attendance rate for the all student group to 76.9% and 75% for our black student population and hispanic student population by the end of the 24/25 school year as measured by the regular attendance formula. • The all student group and, specifically, our Black student group and students with disability group, will achieve and average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Reading Measure of Academic Progress (MAP) test. • The all student group and, specifically, our Black student group, Hispanic student and students with disability group, will achieve an average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 2024/25 school year as measured by the Math Measure of Academic Progress (MAP) test.

Action Step		**Anticipated Start/Completion Date**	
Meet with PBIS coaches and BHMS administrative team to re-establish data rules and adjust student supports to meet the needs of our current students.		2024-06-17	2024-08-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wayne Remmey/Principal	Materials for rewards for student and staff, new signage, scheduling flexibility to allow for varied supports.	No	
Action Step		**Anticipated Start/Completion Date**	
Meet with PBIS coaches to update PBIS flow charts.		2024-07-01	2024-08-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wayne Remmey/Principal	Existing Flowcharts	No	
Action Step		**Anticipated Start/Completion Date**	
Create opening professional developments to implement changes of PBIS at BHMS		2024-07-01	2024-11-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wayne Remmey/Principal, Sheli Hally/PBIS Coach, Jen Westrope/PBIS coach	Presentation, PBIS manual, Student opening week presentations.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Updated PBIS action plan, handbook and professional development sessions within the first month of school.	Weekly data collection reviewed at weekly meeting with coaches and principal. Review monthly faculty meetings and Teacher Advisory meetings regularly. PBIS rewards, behavior data by PBIS coaches and staff members assigned to PBIS duties.

Action Plan For: Increased collaboration for staff

Measurable Goals:
• Increase the regular attendance rate for the all student group to 76.9% and 75% for our black student population and hispanic student population by the end of the 24/25 school year as measured by the regular attendance formula. • The all student group and, specifically, our Black student group and students with disability group, will achieve and average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Reading Measure of Academic Progress (MAP) test. • The all student group and, specifically, our Black student group, Hispanic student and students with disability group, will achieve an average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Math Measure of Academic Progress (MAP) test.

Action Step		**Anticipated Start/Completion Date**	
Adjust previously created standard protocol for weekly early dismissal days that allow for teachers to collaborate using available data to determine instructional decisions and Tier interventions and communicate with families and plan with colleagues.		2024-06-10	2024-08-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wayne Remmey, Principal	Protocol developed for early dismissal days	Yes	
Action Step		**Anticipated Start/Completion Date**	
Create a schedule that allows us to utilize staff duty periods to allow staff to conduct learning walks and feedback to each other.		2024-06-03	2024-08-09
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Morgan Fuller, Assistant Principal	eschool scheduling	No	
Action Step		**Anticipated Start/Completion Date**	
Create a system for utilizing the staff opportunity professional development for staff to conduct learning walks and feedback to each other.		2024-06-17	2024-08-19
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Macie Basom/Assistant Principal	Plan documented	No	
Action Step		**Anticipated Start/Completion Date**	
Create a professional development on the purpose, use of the peer learning walk system.		2024-07-01	2024-08-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Macie Basom/Assistant Principal	Plan, professional development presentation	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A documented plan in the faculty handbook and professional development created	Weekly at administrative team meeting, new teacher check-ins, share out at faculty meetings

Action Plan For: Communication with families

Measurable Goals:
• Increase the regular attendance rate for the all student group to 76.9% and 75% for our black student population and hispanic student population by the end of the 24/25 school year as measured by the regular attendance formula. • The all student group and, specifically, our Black student group and students with disability group, will achieve and average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Reading Measure of Academic Progress (MAP) test. • The all student group and, specifically, our Black student group, Hispanic student and students with disability group, will achieve an average increase in RIT score of 6 or more from the start of the 2024/2025 school year to the end of the 24/25 school year as measured by the Math Measure of Academic Progress (MAP) test.

Action Step		Anticipated Start/Completion Date	
Communicate home with families regarding attendance in both positive and informative ways (automated calls, weekly tardy emails, good attendance celebratory emails, Royal Registry)		2024-09-06	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Wayne Remmet/Principal	Email, eschool reports	No	
Action Step		**Anticipated Start/Completion Date**	
Utilize social media plans to create excitement about school and other events		2024-09-03	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Macie Basom, Aaron Smith Assistant Principal	District Social Plans	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A monthly plan created to share out with students, faculty and families encouraging positive attendance. Emailed certificates for positive attendance.	Weekly and monthly monitoring of attendance data

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
Increase Tier 2 Academic Supports	Create professional development for the teachers teaching the reading and math interventions
PBIS modifications	Create opening professional developments to implement changes of PBIS at BHMS
Increased collaboration for staff	Adjust previously created standard protocol for weekly early dismissal days that allow for teachers to collaborate using available data to determine instructional decisions and Tier interventions and communicate with families and plan with colleagues.
Increased collaboration for staff	Create a professional development on the purpose, use of the peer learning walk system.

Tier 2 Academic Supports

Action Step		
• Create professional development for the teachers teaching the reading and math interventions		
Audience		
Teachers of math and reading interventions		
Topics to be Included		
Resources used; protocol for student progression within tiers		
Evidence of Learning		
Learning walks, observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District supervisors for math and reading, Wayne Remmey/Principal	2024-07-08	2024-11-05

Learning Format

Type of Activities	**Frequency**
Inservice day	Once to start the year, once during the year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

PBIS

Action Step
• Create opening professional developments to implement changes of PBIS at BHMS
Audience

All school staff		
Topics to be Included		
Changes to flow charts, procedures and fidelity of implementation, refresher PD's		
Evidence of Learning		
Behavior referrals, TFI		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jen Westrope, Shelu Hally PBIS Coaches, Wayne Remmey/Principal	2024-08-21	2025-02-14

Learning Format

Type of Activities	**Frequency**
Inservice day	Opening week, monthly faculty meetings, inservice day in February
Observation and Practice Framework Met in this Plan	
• 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Increased Collaboration for staff

Action Step		
• Adjust previously created standard protocol for weekly early dismissal days that allow for teachers to collaborate using available data to determine instructional decisions and Tier interventions and communicate with families and plan with colleagues.		
Audience		
All teachers		
Topics to be Included		
Thursday early dismissal protocol adjustments, expectations and document use		
Evidence of Learning		
Student grades		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Wayne Remmey/Principal	2024-08-21	2024-09-05

Learning Format

Type of Activities	**Frequency**
Inservice day	2x
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Increased Collaboration for staff

Action Step		
• Create a professional development on the purpose, use of the peer learning walk system.		
Audience		
All teachers		
Topics to be Included		
Purpose of the opportunity, how to use the opportunity, expectations when using the oppurtunity		
Evidence of Learning		
Staff feedback		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Macie Basom/Assistant Principal, Wayne Remmey/Principal	2024-08-27	2025-04-07

Learning Format

Type of Activities	**Frequency**
Inservice day	4x- once to start the year, faculty meeting share outs through April each quarter
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	

Approvals & Signatures

Uploaded Files

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