

Prince William County Public Schools

Bull Run Middle

2023-2024 School Continuous Improvement Plan



Mission Statement

All Bull Run Middle School students will learn how to read, write, think and speak at high levels across the curriculum so they will be prepared to be successful at the next level of learning.

Vision

Soaring to Excellence: All Students Learning at High Levels Every Day.

Value Statement

Core Beliefs:

1. We seek knowledge through the use of technology to create new and unique ideas to reach students in a variety of formats.
2. We strive to provide equitable academic learning opportunities and social emotional support in order for all students to experience success.
3. We celebrate diversity as a strength while providing opportunities for all student to excel at adapting well in the face of adversity, solving problems and coping with changes and challenges.

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Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

Bull Run Middle was fully accredited in SY21 by the VDOE, achieving Level 1 in all areas (10% reduction in the category of students with disabilities in both English and Math).

Based on our Math SOL trend data from 2022 and 2023, we are not meeting the Strategic Plan Math Goal of 85% of students passing the Math SOL. Our overall pass rate in 2022 for Math was 67% with a 10% pass advanced rate. The pass rate for the 2023 Math SOL was 68% overall and 11% pass advanced. BRMS did see a slight increase in the overall pass rate, but fell short of our goal of 70% of our students passing the Math SOL. Trend data shows that our math SOL scores are similar to other middle schools in PWCS with similar student demographics. Our math scores for the EL student populations shows a 21% pass rate in 2022, a 20% pass rate in 2023, which shows that we are falling short of our goal of showing increases in this subgroup category. Our math scores for the Special Education student population in math show a 29% pass rate in 2022, a 30% pass rate in 2023, which shows a slight increase, but still falling short of our goal of 2-3 point gains.

Based on our Reading SOL trend data for 2019, 2021 and 2022, we are not meeting the Strategic Plan Reading Goal of 85% for student passing the Reading SOL. Our overall pass rate in 2022 for Reading was 75% and for 2022, and the pass rate was 74% for 2023. Our trend data for EL students and SPED students show a decline in scores over the last three years. Currently, we have a 20% pass rate for EL students and a 37% pass rate for Special Education students during the 2022-2023 school year. The pass advance rate on the Reading SOL assessment for 2022 was 13% and in 2023 it is was 12%. The pass advance rate for the 2022 school year to the 2023 school year on the Reading SOL assessment shows a decrease. The PWCS strategic plan goal of showing an increase was not met.

Based on SOL trend data for Science from 2022 and 2023, we are meeting the Strategic Plan Science Goal of showing increased passed advance rates on the SOL science assessment. The pass advance scores for the students at Bull Run Middle School for 2022 is 7% pass advance rate and for 2023 the pass advance rate was 11%. The trend data shows an increase and demonstrates that we met our goal of 10% of our students scoring at the pass advanced range on the Science SOL in 2023.

Learning and Achievement for All Desired Future State

When considering the target measures of the PWCS Strategic Plan, and examining our current state, we are farthest away from meeting the identified targets in Math (Overall: 68% - goal 85%), number of students achieving pass advance rates in math (11%) and students with disabilities and our English language learner are below a 30% pass rate in math (SOL). Over the next four years - our potential trajectory to

meet the PWCS Strategic Plan targets in these areas are to use Mastery Connect data as 'target points' and common end of unit assessments for measurement tools. Staff will also use the 3-Step Data Protocol to analyze and reflect on the interim data for the 2023-2024 school year.

Potential Progress needed to close the gap over the next 4 years:

Math: SOL: SY23: 68% SY24: 74% SY25: 78%, SY26: 85%

When considering the target measures of the PWCS Strategic Plan, and examining our current state, we are within close range of the identified targets in Reading (Overall: 74% - goal 85%), but our students with disabilities and our English language learner are below a 40% pass rate in Reading (SOL). We also observed a small decline in our overall pass rates for special education students and EL students. Our EL pass rate is at a critical level of a 20% pass rate during the 2021-2022 and the 2022-2023 school year. Over the next four years - our potential trajectory to meet the PWCS Strategic Plan targets in these areas are to use VGA growth scores and HMH scores to measure progress.

Potential Progress needed to close the gap over the next 4 years:

Reading SOL: SY23: 74% SY24: 79% SY25 82%, SY25: 85%

EL reading assessment trajectory: SY23: 20% SY24: 25% SY25: 30%

SWD reading SOL trajectory: SY23: 37%, SY24: 40%, SY 25: 45%

Our pass advance rate for science has increased from the 2021-22 to the 2022-2023 SY and from 7% to 11% which met the goal of showing an increase of advance pass rates as outlined in our Strategic Plan. The trend data shows an increase.

Science SOL: SY23: 67%, SY 24: 70%, SY 25: 73%

Science SOL Pass Advanced Rate: SY23: 7%, SY 24: 10%, SY 25: 13%

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1 (Prioritized): 1. Increase Math achievement on unit assessments and SOL test. 2. Increase Reading achievement for English Language Learners and Students with Disabilities on unit assessments and the Reading SOL Assessment. 3. Increase pass advance rating in science on unit assessments and the Science SOL Assessment. **Root Cause:** Staff would benefit from additional training and foundation in understanding the instructional core and creating lessons that align with the rigor of the objectives. If we increase the cognitive demand (level of rigor) of student tasks, the level of authentic student engagement will increase, therefore, leading to higher levels of student academic

Positive Climate and Culture

Positive Climate and Culture Current State

Based on the results of the PWCS 2023 division wide surveys for students, 59% of the student reported satisfaction with the school climate which falls short of the 90% goal. 72% of the students reported satisfaction with a sense of belonging which falls short of the school division goals of 90%. 79% of the students report satisfaction with school wellness, which falls short of the school division goal of 90%. Student satisfaction surveys for the 2023 school year show that 87% of our students show a positive trust in the school and school staff. Overall, Bull Run Middle School ranked number 1 or 2 in all student domains compared to all other PWCS middle schools.

77% percent of the students at Bull Run report feeling safe at school, which falls short of the 90% goal of the school division. 87 % of the staff at Bull Run report our school is safe for learning, which is very close to the the school division goals of 90%

Currently 18.72% of the students at Bull Run Middle School are chronically absent from school. Chronically absent from school means that the student has missed more than 10% or more of the school days. We did not meet the goal of decreasing the percentage of students who are chronically absent from school.

During the 2021-2022 school year, 5.57 % of the students at Bull Run Middle received exclusionary discipline for all student groups. During the 2022-2023 school year 7.20% of the students received exclusionary discipline for code of behavior violations. We did not reach the goal of having a 10% decrease in students receiving exclusionary discipline for code of behavior violations.

15% of our black male students and 16% of our students with disabilities received exclusionary discipline during the 22-23school year.

Based on the results of the PWCS 2022 division survey for staff, 91% of the staff is satisfied with the workplace and engagement at work. 89% of the staff report a feeling on inclusion and belonging at the school. 37% of the staff had a positive perception of division leadership.

Based on staff climate surveys, there is a 21% positive satisfaction with student behaviors.

Positive Climate and Culture Desired Future State

When considering the target measures of the PWCS Strategic Plan and examining our current state, during the 2022-2023 school year, 5.57 % of the students at Bull Run Middle received exclusionary discipline for all student groups. 16% of our black male students and 11% of our Hispanic males' students received exclusionary discipline during the 21-22 school year. The PWCS strategic goal is to see a 10% decrease in students receiving exclusionary discipline for all student groups. BRMS has a goal to decrease the exclusionary discipline of black students and students with disabilities by 10% by the year 2025.

Potential Progress needed to close the gap over the next 4 years:

Exclusionary discipline rate: SY24: 11% SY25: 9%

When considering the target measures of the PWCS Strategic Plan, and examining our current state, the chronic absenteeism rates is at 18%. This year we did not see a decrease in this number as it remained constant. The PWCS strategic plan goal for chronically absent students is to decrease by 5%. Potential progress needed to close the gap over the next 4 years is: Chronic Absenteeism Rate: SY 24: 16% SY 25: 14%

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1: 1. Decrease the number students who are chronically absent. 2. Decrease the number of students receiving exclusionary discipline for all student groups. **Root Cause:** Increase attendance for students are chronically absent 1. Provide students skills to navigate the high expectations of the school day 2. Need to increase cultural awareness and how to incorporate into instruction Increase students' self-awareness and positive behaviors (which also addresses exclusionary discipline) Need strategies and support to practice positive behavior

Family and Community Engagement

Family and Community Engagement Current State

Based on the PWCS division-wide survey for parents, Bull Run Middle School parents have an 82% satisfaction rating in the category of family engagement and trust, which falls short of the school division goal of 90%

66% of the parents feel that that Bull Run Middle provides additional learning opportunities through community service. This is a significantly lower score on the Parent Survey, as most domains were in the 80 percent range.

Bull Run Middle School hosts family engagement activities such as events celebrating Hispanic Heritage month and African American History Month. Bull Run was recently award the Purple Star Award for its participation in making connections with Military families.

Family and Community Engagement Desired Future State

Bull Run Middle School would like to increase the number of parent involvement activities related to additional learning opportunities related to academics during the school year. Bull Run Middle school would like to increase the number of parents with students participating in our English Language Learner program to our parent involvement activities during the school year.

Bull Run Middle School would like to increase the number of parent involvement activities related to our military connected families during the school year.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1: Bull Run Middle School would like to increase the number of parent involvement activities related to additional learning opportunities related to academics during the school year. Bull Run Middle school would like to increase the number of parents with students participating in our English Language Learner program to our parent involvement activities during the school year. Bull Run Middle School **Root Cause:** Increase parent & teacher connections Parents as Education Partners Program needs to be implemented. Increase activities of military connected families

Strategic Priorities

Strategic Priority 1: 1. Increase Math achievement on unit assessments and SOL test. 2. Increase Reading achievement for English Language Learners and Students with Disabilities on unit assessments and the Reading SOL Assessment. 3. Increase pass advance rating in science on unit assessments and the Science SOL Assessment.

Root Cause 1: Staff would benefit from additional training and foundation in understanding the instructional core and creating lessons that align with the rigor of the objectives. If we increase the cognitive demand (level of rigor) of student tasks, the level of authentic student engagement will increase, therefore, leading to higher levels of student academic

Strategic Priority 1 Areas: Learning and Achievement for All

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- EL
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Budgets/entitlements and expenditures data

Commitments

Commitment 1: Learning and Achievement for All

Division Objective:

1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we create a shared understanding of the elements in the instructional core which consists of the teacher (knowledge and skills), the student (engagement), and the course content/curriculum (rigor and relevance) and establish a protocol for planning discussions in CLT,	then teachers will be able to effectively utilize PWCS curriculum planning document, SOL essential questions and tools in Canvas modules to design aligned and rigorous lessons and common assessments	which will lead to increased student achievement in math with 74% of our students in grades 6-8 passing or exceeding the passing score on the Virginia Math SOL.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Impact Goal: 74% of students will reach mastery on unit assessments, scoring 70% or higher (Math 6, Math 7, Math 8) during the 2023-2024 School Year. Implementation Goal: 100% of teachers will deliver rigorous lessons aligned with the VA SOL's in Math, with a focus on increasing the cognitive demand of student students. Teachers will increase understanding of the instructional core as it relates to students achievement.	Formative		
	BOY	MOY	EOY

Significant Action 1: Bull Run Middle School core content teachers of Math, Language Arts, Science and Social students will take part in school based instruction rounds during the school year. Each subject area take part in at least on set of instructional rounds per grading period during the 2023-2024 school year. The Instructional Rounds training explicitly focuses on the Instructional Core components and will be normed to ensure consistency within each department and classroom.

These unified efforts will allow for monitoring of the integrity of teaching and learning occurring at Bull Run Middle School.

Target Start Date: September 11, 2023

Target End Date: May 16, 2024

Deliverables/Evidence: Instructional Rounds School Based Trend Tracking tool

Staff Responsible for Monitoring: Administration and Department Chairs

Alignment to Strategic Plan Objective(s): PWCS 1.1 Learning and Achievement for All: PWCS will provide equitable opportunities for all students to achieve at high levels.

Progress Monitoring: Quarterly Rounds: Trend Tracker

Incomplete

Progress Notes: None

Significant Action 2: Math Teachers will meet weekly during collaborative learning team time to use the VA SOL's in Math to create and review summative assessments, review data from the assessments and create action plans for remediation.

Target Start Date: August 28, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Weekly CLT meeting Agenda and notes, student data from unit assessments. teacher observations

Staff Responsible for Monitoring: School administratioin

Alignment to Strategic Plan Objective(s): 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Incomplete

Progress Notes: None

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Implementation Goal: Math Teachers will implement specific remediation and enrichment plans based on the data review and analysis of end of unit assessment results. Teachers will monitor the percent of students passing and increasing their scores reassessments after remediation plans are implemented. (Identify percentage here)	Formative		
	BOY	MOY	EOY

Commitment 1: Learning and Achievement for All

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If all content are teachers utilizing high impact research based strategies(student collaboration and writing use content based vocabulary) in planning for EL student learning,	then all staff will collaboratively plan speaking and writing tasks to engage students in using techniques to increase student participation in structured conversations in reading and writing activities.	which will lead to EL students feeling more confident in expressing their content knowledge both orally and in writing. This will lead to 25% of EL students and 45% of SWD demonstrating progress on end unit assessments in reading through the school year.

Impact/Implementation Goal 1 Details	Formative Reviews		
<p>Impact/Implementation Goal 1</p> <p>Impact Goal: 25% or more of EL students and 45% or more of SWD will be reading on/above grade level as measured by the quarterly benchmark assessment.</p> <p>Implementation Goal: 100% all staff will incorporate specific researched based strategies in their lessons that involve students participating in structured conversations and reading and writing activities.</p>	Formative		
	BOY	MOY	EOY

Significant Action 1: The Language Arts Collaborative Learning teams will meet once a week. During the LA CLT meetings, LA teachers, EL teachers and SPED teachers will review the book "7 Steps to a Language Rich Interactive Classroom. Specifically, The CLT will discuss and create lessons that focus on two strategies: 1. Having students participate in structured conversations. 2. Have students participate in structure reading and writing activities.

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Collaborative Learning Team meeting notes. Observations and summary notes of observations. Instructional Rounds.

Staff Responsible for Monitoring: Principal and Assistant Principals

Progress Monitoring: Unit Assessments

Incomplete

Progress Notes: None

Impact/Implementation Goal 2 Details	Formative Reviews		
<p>Impact/Implementation Goal 2</p> <p>Impact Goal: 25% or more of EL students and 45% or more of SWD will be reading on/above grade level as measured by the quarterly benchmark assessment.</p> <p>Implementation Goal: All general education, ESOL, and special education teachers will implement strategies for successful co-teaching models. ESOL and special education teachers will take learn about the 6 co-teaching models, and co-plan and co-teach with general education teachers to plan for high impact lessons for EL and SWD students.</p>	Formative		
	BOY	MOY	EOY

Significant Action 1: All BRMS Language Arts, ESOL and SPED teachers will take part in a refresher course with a focus on effective co-teaching models. Teachers will plan and create lessons with a focus on selecting highly effective co-teaching models

Target Start Date: October 16, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Lesson plans. Observations.

Staff Responsible for Monitoring: Teachers, Principal and Assistant Principal

Alignment to Strategic Plan Objective(s): Learning and Achievement for All.

Progress Monitoring: Informal and Formal Observation summary notes.

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If all science teachers identify prioritized standards and revisit and cycle through previous learned objectives from other grades with focused lesson on the scientific method and have the Signet teachers follow a push in model with science classes,	then teachers will have greater opportunity to integrate the knowledge, skills, and methods of inquiry used into science and link them to prior and future learning	which will lead to increased opportunities for students to engage in critical thinking skills which will improve the pass advanced rates on SOL's and the number of students earning 90% or better on science unit assessments.

Impact/Implementation Goal 1 Details	Formative Reviews		
<p>Impact/Implementation Goal 1</p> <p>Impact Goal: 25% or more of students will score 90% or higher on 6th, 7th and 8th grade end of unit science assessments</p> <p>Implementation Goal: 100% of 7th and 8th grade Science teachers will generate lessons with 6th and 7th grade objectives that will be cycled into weekly lesson plans based on gaps in learning as identified by the 2022-2023 Science SOL data.</p>	Formative		
	BOY	MOY	EOY

Significant Action 1: Science teachers will meet once a weekly in collaborative learning teams. Teachers will plan activities that focus on reviewing information from previous grade level SOL's in Science.

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: End of Unit Assessment in Science. CLT meeting Notes

Staff Responsible for Monitoring: Science teachers, Principal and Assistant Principals

Alignment to Strategic Plan Objective(s): Learning and Achievement for All. All Student Groups In Grades 3-11 Will Increase Pass Advance Rates On The Reading, Math, And Science SOL Tests By 10 Percentage Points

Progress Monitoring: End of Unit Science Assessment Review and Analysis.

Incomplete

Progress Notes: None

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Impact Goal: 25% or more of students will score 90% or higher on 6th, 7th and 8th grade end of unit science assessments. Implementation Goal: 100% of science teachers will collaboratively discuss student data using the 3 step data discussion protocol and create actionable next steps to support students' needs.	Formative		
	BOY	MOY	EOY

Significant Action 1: Science teachers will use the 3 step data discussion protocol to review student data at the end of each unit assessment. Science teachers will analyze the data and implement remediation and enrichment lessons and then reassess students on specific SOL's

Target Start Date: September 25, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: CLT notes and end of unit assessment scores

Staff Responsible for Monitoring: Science teachers, Principal, Assistant Principal

Alignment to Strategic Plan Objective(s): Learning and Achievement for All. All Student Groups In Grades 3-11 Will Increase Pass Advance Rates On The Reading, Math, And Science SOL Tests By 10 Percentage Points

Progress Monitoring: CLT notes with 3 step process documented.

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Impact Goal: 25% or more of students will score 90% or higher on 6th, 7th and 8th grade end of unit science assessments. Implementation Goal: 100% of science teachers will collaboratively plan and deliver lessons to promote critical thinking skills in science.	Formative		
	BOY	MOY	EOY

Significant Action 1: All science teachers will plan using the 5 E model which promotes collaborative, active learning in which students work together to solve problems and investigate new concepts. The 5 E model includes strategies for engagement, exploration, explanation, elaboration and evaluation.

Deliverables/Evidence: CLT Notes, observations of Lessons.

Staff Responsible for Monitoring: Science teacher, Administrative Team

Alignment to Strategic Plan Objective(s): Learning and Achievement for All. All Student Groups In Grades 3-11 Will Increase Pass Advance Rates On The Reading, Math, And Science SOL Tests By 10 Percentage Points

Incomplete

Progress Notes: None

Commitment 2: Positive Climate and Culture

Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging., 2.3 PWCS facilities will be welcoming, safe, and sustainable.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we identify students with 5 or more unexcused absences	then the counseling department and administrative team will create specific individual support interventions	which lead to a decrease in the number of students will chronic absenteeism. BRMS will reduce chronic absenteeism to 14%.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Impact Goal: Decrease the number of students who are chronically absent from school. Implementation Goal: Counselors will meet with 100% of students who have 5 or more unexcused absences to problem solve attendance concerns. Counselors will meet with students who have 10 or more unexcused absences to develop a specific and individualized plan for support and success.	Formative		
	BOY	MOY	EOY

Significant Action 1: Students will be identified at the beginning of the school year with unexcused absences. Students will brainstorm ideas and input a positive incentive plan to improve attendance of specific students

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Attendance data

Staff Responsible for Monitoring: Counselors

Alignment to Strategic Plan Objective(s): Positive Climate and Culture: 5% Decrease In Students Who Are Chronically Absent

Progress Monitoring: Quarterly review of attendance data

Incomplete

Progress Notes: None

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Impact Goal: Decrease the number of students who are chronically absent from school. Implementation Goal: BRMS will establish a Student Support Team to engage students and parents and recognize good and improved attendance from tiered level of support. The SST will meet once a month to monitor attendance data, provide personalized outreach to parents and develop programs to recognize improved attendance.	Formative		
	BOY	MOY	EOY

Significant Action 1: The BRMS Student Support Team will prepare meeting agenda with a focus on monitoring data. The team will also explore individual, grade level and school side systems of support to promote good attendance at school.

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Monthly meeting agenda with notes and follow up action plans

Staff Responsible for Monitoring: Administrative team and counselors.

Alignment to Strategic Plan Objective(s): Positive Culture and Climate: 5% Decrease In Students Who Are Chronically Absent

Progress Monitoring: Monthly Meetings with Student Support Team

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Impact Goal: Decrease the number of students receiving exclusionary discipline for all student groups. Implementation Goal: 100% of teachers will implement the SOAR/PBIS program daily. (how will you know this is occurring?)	Formative		
	BOY	MOY	EOY

Significant Action 1: The SOAR/PBIS committee will work together on a monthly basis to review discipline data and create classroom SOAR lessons to promote a positive climate and culture in the school. The lessons will be implement weekly. The SOAR committee will also explore conflict resolution strategies and restorative practices with the staff.

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Lessons. Observations of SOAR lesson by administrative team

Staff Responsible for Monitoring: SOAR committee team and administrative team

Alignment to Strategic Plan Objective(s): Positive Culture and Climate: 10% Decrease In Students Receiving Exclusionary Discipline For All Student Groups

Progress Monitoring: Monthly walkthroughs by administrative team to check for implementation. Review discipline data on a monthly basis.

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Impact Goal: Decrease the number of black students and students with disabilities receiving exclusionary discipline for code of behavior violations. Implementation Goal: Create Tier 2 levels of support for students who have 3 or more discipline referrals from 2022-23 SY. Students will be assigned a mentor, weekly check-in and check out program. Create Tier 3 levels of support for students who have 5 or more discipline referrals for the 2022-2023 SY.	Formative		
	BOY	MOY	EOY

Significant Action 1: Students with 3 or more discipline referrals will take part in our weekly mentorship program. Students with 5 or more discipline referrals will take part in a check in and check out program

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Discipline referral data monitoring

Staff Responsible for Monitoring: SOAR team and administrative team

Alignment to Strategic Plan Objective(s): Positive Culture and Climate: 10% Decrease In Students Receiving Exclusionary Discipline For All Student Groups

Progress Monitoring: Monthly Data review

Incomplete

Progress Notes: None

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we advertise the purpose and opportunities of parent involvement events during the school year	then a greater number of parents will be informed of the different educational tools that are available	which lead to increased parental involvement in each students educational experience. The Family engagement trust domain on the parent survey results will be 85% or higher.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Impact Goal: Increase the number of parents involved in learning opportunities through school events. Increase the number of English Learner parents to be involved in learning opportunities through the school. Implementation Goal: Bull Run Middle School will host 5 parent seminars during the school year with a focus on the topics of Student Activities(School clubs, sports, extracurricular events), Canvas/ParentVue, Tutoring Services, Grading/Homework, and Reading and Writing at home.	Formative		
	BOY	MOY	EOY

Significant Action 1: The school administrative team, parent liaison and school social work will plan and communicate specific parent engagement activities during the school year. The goal is to increase parent capacity in helping parents with tools to support their students at home.

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Parent meeting agenda and sign-in sheet. The goal is to have 25 or more parents at the meetings

Staff Responsible for Monitoring: Administrative team, parent liaison and school social worker.

Alignment to Strategic Plan Objective(s): Family and community engagement: PWCS will engage families as authentic partners in education to support academic progress.

Progress Monitoring: Documentation of 5 family events

Incomplete

Progress Notes: None

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Impact Goal: Increase the number of family activities for military connected families during the school year. Implementation Goal: Bull Run Middle School will host 3 specific events for military connected families during the school year. The events will increase awareness of academic programs available to families through PWCS and BRMS.	Formative		
	BOY	MOY	EOY

Significant Action 1: The BRMS administrative team and counseling staff will plan and prepare specific family engagement events for our families with a connection to the armed forces. These planning meetings will take place during the weekly BRMS administrative team meetings

Target Start Date: September 11, 2023

Target End Date: June 7, 2024

Deliverables/Evidence: Host actual events with agenda and sign-in sheets.

Staff Responsible for Monitoring: Administrative team and counseling staff

Alignment to Strategic Plan Objective(s): Family and Community Engagement: PWCS will engage families as authentic partners in education to support academic progress.

Progress Monitoring: Meeting agenda notes and event flyers.

Incomplete

Progress Notes: None

Commitment 4: Organizational Coherence

Division Objective:

4.2 PWCS will remove barriers to communication to facilitate collaboration across offices, schools, and families in the spirit of customer service.

Title I

1: Component 1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment requirement for Title I is embedded within the Current State component of our Continuous Improvement Logic Model. Please refer to the Current State section of this plan.

Component 4: Strategies to address students at risk for not meeting challenging standards