

# **Blue Mountain SD**

## **Comprehensive Plan | 2023 - 2026**

## Profile and Plan Essentials

<b>LEA Type</b>	AUN	
Blue Mountain School District	129540803	
<b>Address 1</b>		
685 Red Dale Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Orwigsburg	Pennsylvania	17961
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. David H. Helsel		dhhelsel@bmsd.org
<b>Single Point of Contact Name</b>		
Gwendolyn Witmer-Belding		
<b>Single Point of Contact Email</b>		
gjbelding@bmsd.org		
<b>Single Point of Contact Phone Number</b>		
5703660515		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
James McGonigle	Administrator	BM Middle School	jsmcgonigle@bmsd.org
Kristin Frederick	Administrator	BM Elementary West	kfrederick@bmsd.org
Sean Palmer	Administrator	BMSD Technology	sepalmaer@bmsd.org
Amanda Muncy	Parent	BMSD Community	amuncy@gotrberks.org
Regina Fanelli	Parent	BMSD Community	ginarfanelli@gmail.com
Roy Heim	Community Partner	BMSD Community	royh@heimconstructionco.com
Michelle Vesay	Community Member	BMSD Community	vesayjewelers@hotmail.com
Corey Smith	Staff Member	BM Middle School	clsmith@bmsd.org
Rosanne Zelusky	Community Member	Blue Mountain SD	rzelusky@bmsd.org
Cindy Brooks	Staff Member	BM Elementary West	clbrooks@bmsd.org
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Audrey Lantz	Staff Member	BM High School	allantz@bmsd.org
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Krista Kantner	Teacher	BM Elementary East	kmkanger@bmsd.org
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Megan Hughes	Administrator	BM School District	mjhughes@bmsd.org
C. Eric Schaeffer	Administrator	BM High School	ceschaeffer@bmsd.org
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Janelle Hooper	Teacher	BM Middle School	jahooper@bmsd.org
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David Helsel	Administration - Superintendent	Blue Mountain SD	dhhelsel@bmsd.org
Katie Hubiak	Administrator	BM Elementary East	kahubiak@bmsd.org
Tim Gombar	Administrator	Blue Mountain Middle School	trgombar@bmsd.org
Sondra Steinruck	Teacher	BM Elementary West	snsteiny@bmsd.org

## LEA Profile

The Blue Mountain School District is a rural school district located in southern Schuylkill County, Pennsylvania. The school district, which adjoins the city of Pottsville, includes medium-sized residential areas with fertile farms. The economic status is favorable based upon comparison with other communities in Schuylkill County. Blue Mountain serves a community of a citizens living in a 127 square mile area. The citizens reside in East Brunswick, North Manheim, Wayne, or West Brunswick Townships, and the boroughs Auburn, Cressona, Deer Lake, New Ringgold, or Orwigsburg. All of the aforementioned townships and boroughs comprise the Blue Mountain School District. The Blue Mountain School District has at least 8000 housing units. Most of the Blue Mountain School District residents obtain employment in well-diversified agricultural and industrial sectors of the Schuylkill County labor market area. The top company employers in the area are: state government, Hydro Industries, Geisinger Health Network, Lehigh Valley Health Network, Lowe's Home Centers, Inc., Home Depot, Walmart Associates, Inc., and Federal Government. Local community resources include, but are not limited to, Service Access and Management, ACCESS Services, Schuylkill County Probation, Children and Youth, Geisinger Medical, Career Link, and Schuylkill County Intermediate Unit. Organizational resources include Blue Mountain Recreation, Blue Mountain Eagle Foundation, and school Parent-Teacher Organizations. The Pennsylvania State University operates a 60 acre campus in Schuylkill Haven, Pennsylvania. The Campus offers two years of baccalaureate degree work as well as other two year associate degree programs. It also provides night school facilities. Alvernia University also operates undergraduate and graduate courses at a facility located in Pottsville. Some Blue Mountain High School students have participated in dual enrollment courses. Organizational resources include but are not limited to parent-teacher organizations, Lions Clubs, Blue Mountain Eagle Foundation, Blue Mountain Recreation, and Orwigsburg Free Library.

The district has one high school, one middle school and two elementary schools, Blue Mountain Elementary East and Blue Mountain Elementary West. The total number of served in the district is 2501. The building breakdown of students served is as follows: Blue Mountain Elementary East School 625, Blue Mountain Elementary West School 468, Blue Mountain Middle School 571, and Blue Mountain High School 765. The type of students served districtwide includes Asian / Pacific Islander = 23, Black non-Hispanic = 30, Latino/Hispanic = 112, American Indian = 2, Multi-Racial/Ethnic = 71, and White non-Hispanic 2261. The district offers a wide array of services. The district offers Title I reading support as well as intervention-based reading at the primary elementary grade levels. The district has developed a virtual academy program that is capable of providing on-line and hybrid education alternatives from elementary school through high school. An overwhelming number of the students receive special education and related services in the district by both district employed and contracted personnel. The district serves students with disabilities classified as Section 504 and IDEA eligible. The district also provides services for students identified as gifted. Special education services and supports include learning support, autistic support, emotional support, life skills support, multiple-disabilities support, deaf and hard of hearing support, blind-visually impaired support, speech and language support, physical support. Related services include, but are not limited to, speech and language, occupational therapy, physical therapy, personal care assistants, assistive technology services, specialized transportation, nursing services, psychological counseling provided by a social worker, psychological, and other services required by IEP teams. The district offers the community numerous opportunities to enjoy cultural and sporting events facilitated by the district and sponsors. The district is developing education and business partnerships that will benefit students and the community as a whole. Generally, the community and organizational entities have been very supportive of the public education entity. There seems to be a good feeling tone and a spirit of cooperation between the entities. However, the district is focused on continuous improvement and is engaging in aggressive public outreach to improve relationships with the community.

## **Mission and Vision**

### **Mission**

The Blue Mountain School District will provide a comprehensive educational program to inspire all students to reach their full potential.

### **Vision**

The Blue Mountain School District envisions an educational system that:

- Provides a dynamic, rigorous curriculum that creates life-long learners.
- Promotes a proud climate of acceptance, continuous improvement, collaboration, perseverance, and character.
- Ensures an environment is safe, accommodating, and welcoming.

## **Educational Values**

### **Students**

The Blue Mountain School District Students Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

### **Staff**

The Blue Mountain School District Staff Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among stakeholders Integration of technological skills throughout the entire educational community Respect for diversity and mindfulness of implicit bias Maintenance of a positive and safe learning environment that fosters student growth and development Empowering students to develop their personal, social, and physical well-being with awareness of selfcare Preparation of students for a variety of post secondary endeavors with the goal of becoming contributing members of society.

### **Administration**

The Blue Mountain School District Administrators Value: A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Positive development of personal, social, and emotional wellness Skilled and supportive faculty and staff Students becoming contributing members of society for a variety of post-secondary endeavors Integration of technological skills throughout the entire educational community Respect for diversity of all Maintenance of a positive and safe learning environment that fosters student growth and achievement

### **Parents**

The Blue Mountain School District Parents Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration among students, parents, staff, community and business Students becoming contributing members of society at all age levels Integration of technological skills throughout the entire educational community Preparation of students for a variety of post- secondary endeavors Respect and inclusion of all members of the school community Maintenance of a positive and safe learning environment that fosters student growth and personal, social, and physical development.

### **Community**

The Blue Mountain School District Community Members Value: Student learning and achievement A culture of continuous improvement in order to meet student needs Communication and collaboration

among students, parents, staff, community and business Development of personal, social and physical attributes Students becoming contributing members of society Integration of technological skills throughout the entire educational community Respect for diversity of races, creeds, nations and cultures Maintenance of a positive and safe learning environment that fosters student growth and development Preparation of students for a variety of post- secondary endeavors

**Other (Optional)**

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Graduation Rate	According to the PA Future Ready Index, Blue Mountain High School's four-year cohort graduation rate has risen to 94% (above state average of 86.7% and 2030 goal of 92.4%).
Keystone Exams Performance	According to the PA Future Ready Index, students drastically exceed the state average of 14.6% Advanced on Keystone Exams.
PA Future Ready Index	According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76.2%) and 2030 goal (70%) for demonstrating goal in the area of Algebra.
PA Future Ready Index	According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.
Attendance - PA Future Ready Index	BMEW - According to the Future Ready Index, we have exceptional attendance rate of 91% which exceeds state average of 82.2%.

#### Challenges

Indicator	Comments/Notable Observations
PA Future Ready Index - Mathematics	There was a drastic drop in achievement in Algebra in the Spring of the 2022-2023 school year.
Attendance - PA Future Ready Index	According to the PA Future Ready Index, historically underperforming subgroups did not meet the Regular Attendance Performance Measure (below statewide average of 82.2%)

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

#### Strengths

<b>Indicator</b> PA Future Ready Index <b>Grade Level(s) and/or Student Group(s)</b> Students with Disabilities	<b>Comments/Notable Observations</b> According to the PA Future Ready Index, 45.2% of students with disabilities are achieving a score of Advanced on industry-based competency exams.
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b>	<b>Comments/Notable Observations</b>



## Challenges

<p><b>Indicator</b> PA Future Ready Index - Literature</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Historically Underperforming Subgroups</p>	<p><b>Comments/Notable Observations</b> According to the PA Future Ready Index, historically underperforming subgroups did not meet interim progress goals in the area of Literature. (2030 Goal 81.1%, State Average 51.4%)</p>
<p><b>Indicator</b> PA Future Ready Index - Biology</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Historically Underperforming Subgroups</p>	<p><b>Comments/Notable Observations</b> According to the PA Future Ready Index, historically underperforming subgroups did not meet interim progress goals in the area of Biology. According to the PA Future Ready Index, 30% of students with disabilities met their interim progress goal in the area of biology. (2030 Goal 83%, State Average 55.6%)</p>

## 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.

According to the PA Future Ready Index, Blue Mountain High School's four-year cohort graduation rate has risen to 94% (above state average of 86.7% and 2030 goal of 92.4%).

According to the PA Future Ready Index, students drastically exceed the state average of 14.6% Advanced on Keystone Exams.

According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.

### 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.

There was a drastic drop in achievement in Algebra in the Spring of the 2022-2023 school year.

According to the PA Future Ready Index, historically underperforming subgroups did not meet the Regular Attendance Performance Measure (below statewide average of 82.2%)

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
ELA Keystone	According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.
PSSA ELA	BMEW - 2022 and 2023 ELA PSSA: The last two years of overall proficiency on PSSA ELA has been consistent (range 71.8% to 73.7%). Each year was above the state average of 52.7% (PDE 2022).
PSSA ELA	BMEW - 2023 ELA PSSA: When looking at ELA proficiency scores by grade level, each grade level exceeded the state average and ranged from 59.5% to 82.6% of the students meeting proficiency.

### English Language Arts Summary

#### Strengths

According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.
BMEW - 2022 and 2023 ELA PSSA: The last two years of overall proficiency on PSSA ELA has been consistent (range 71.8% to 73.7%). Each year was above the state average of 52.7% (PDE 2022).
BMEW - 2023 ELA PSSA: When looking at ELA proficiency scores by grade level, each grade level exceeded the state average and ranged from 59.5% to 82.6% of the students meeting proficiency.

#### Challenges

BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.
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### Mathematics

Data	Comments/Notable Observations
Mathematics PSSA	BMEW - 2022 and 2023 Math PSSA: The last two years of overall proficiency on PSSA Math has been consistent (range 53% to 61.3%). Each year was above the state average of 41.8% (PDE 2022).
Mathematics PSSA	BMEW - 2023 Math PSSA: When looking at Math proficiency scores by grade level, each grade level exceeded the state average and ranged from 56.6% to 68.8% of the students meeting proficiency.
PSSA Math (Open-Ended scores and PVAAS)	BMEW - Although 2023 PSSA Math Scores (61.3% proficient or higher) exceed district and state average, the scores continue to be lower than ELA (73.7% proficient or higher) and Science (79.8% proficient or higher). Additional data to support this weakness is the 2022 PVAAS Growth Indicator which indicated Well Below for the 2022 Grade 4 Math PSSA.
BMMS Keystone Algebra	Keystone Math scores for 8th grade- 2022-2023- 96.1% proficiency; 2021-2022- 100% proficiency; 2020-2021- 93% proficiency
BMMS PSSA Math	PSSA Math Scores below the state average (6th grade ranged from 23%-33%), (7th

grade ranged from 24% to 30%), and (8th grade ranged from 22% to 27%) State averages were as follows: 2022- 6th grade- 32.3%; 7th grade- 27%; 8th grade- 22.6%
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## Mathematics Summary

### Strengths

BMEW - 2022 and 2023 Math PSSA: The last two years of overall proficiency on PSSA Math has been consistent (range 53% to 61.3%). Each year was above the state average of 41.8% (PDE 2022).
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BMEW - 2023 Math PSSA: When looking at Math proficiency scores by grade level, each grade level exceeded the state average and ranged from 56.6% to 68.8% of the students meeting proficiency.
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Keystone Math scores for 8th grade- 2022-2023- 96.1% proficiency; 2021-2022- 100% proficiency; 2020-2021- 93% proficiency
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### Challenges

BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.
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BMEW - Although 2023 PSSA Math Scores (61.3% proficient or higher) exceed district and state average, the scores continue to be lower than ELA (73.7% proficient or higher) and Science (79.8% proficient or higher). Additional data to support this weakness is the 2022 PVAAS Growth Indicator which indicated Well Below for the 2022 Grade 4 Math PSSA.
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PSSA Math Scores below the state average (6th grade ranged from 23%-33%), (7th grade ranged from 24% to 30%), and (8th grade ranged from 22% to 27%)
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science	BMEW - 2022 and 2023 Science PSSA: The last two years of overall proficiency on PSSA Science has been consistent (range 79.8% to 93.4%). Each year was above the state average of 73.7% (PDE 2022).
PSSA Science	PSSA Science scores for 8th grade- 2022-2023- 66.8% proficiency; 2021-2022- 71% proficiency; 2020-2021- 62% proficiency

## Science, Technology, and Engineering Education Summary

### Strengths

PSSA Science scores for 8th grade- 2022-2023- 66.8% proficiency; 2021-2022- 71% proficiency; 2020-2021- 62% proficiency
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### Challenges

BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Industry Credentials	According to the PA Future Ready Index, 45.2% of students with disabilities are achieving a score of Advanced on industry-based competency exams.
Blue Mountain Middle School Career Readiness Benchmarks	Career Standards Benchmark- reached 99% in 2021-2022

### 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

### Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### Partnering Institution

The Pennsylvania State University

### Agreement Type

### Program/Course Area

List of courses eligible for the Program will be provided by the University

### Uploaded Files

## 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.

According to the PA Future Ready Index, 45.2% of students with disabilities are achieving a score of Advanced on industry-based competency exams.
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BMMS - Career Standards Benchmark- reached 99% in 2021-2022
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### 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.

Increase number of available industry credentials at BMHS.
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Increase dual enrollment/college in the high school offerings.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
EL Population	The EL population in BMUSD has shown significant growth from 2021 through 2023.
EL Population	The proficiency level (at entry) of the increased EL population is low. This results in a significant amount of instructional need.

### Students with Disabilities

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

Data	Comments/Notable Observations
Special Education Plan	15.6% higher than state average identification of Specific Learning Disability
Special Education Plan	3.8% lower than state average identification of Intellectual Disability
Special Education Plan	3.8% lower than state average identification of Autism
Special Education Plan	3.9% lower than state average identification of Emotional Disturbance
Special Education Plan	14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

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

Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to devices both at school and at home.

### 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.

English Learners: The EL population in BMSD has shown significant growth from 2021 through 2023.
Special Education: 14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)

## Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Multiple strengths and challenges listed below.
Student Services/PA Youth Survey	Mental Health According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, 18.8% of 6th grade students feel “All in all, I am inclined to think that I am a failure.” In 2017, only 10.2% of 6th grade students reported feeling that way. Over a four-year span, the number of students increased and is approaching the state average of 21.5%. According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, the suicide risk for 6th grade students exceeds state averages. 26.1% reported to being “so sad stopped doing usual activities” compared to state average of 24.2%. 13.5% reported “seriously considered suicide” compared to state average of 12.2%. 10.6% reported to “planned suicide” compared to state average of 9.9%.
K-12 Guidance Plan (339 Plan)	Counseling Program follows advisory council compliance recommendations.
Technology Plan	Multiple strengths and challenges listed below.
English Language Development Programs	Increase in ESL population from 2021 through 2023. Increase in the need for EL instructors.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Technology: Cyber Security - The District has increased our network security posture by implementing stricter controls to prevent spamming, email phishing, malware, viruses, etc.
Technology: E-Rate Program - Gained extensive knowledge and took advantage of the government E-Rate Program to aid in the purchase of hardware at a 60% discount.
Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to devices both at school and at home.
Special Education: Updated, comprehensive, and responsive Gifted Universal Screener, Screening Matrix, and Evaluation Matrix
Special Education: Transition skills through Coffee Shop and The Nutrition Group at BMHS

### 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.

English Learners: Increases in the number of EL students across the district for 2021 through 2023. The instructional need (low English proficiency) has also experienced an increase.
Special Education: 15.6% higher than state average identification of Specific Learning Disability
Mental Health According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, 18.8% of 6th grade students feel “All in all, I am inclined to think that I am a failure.” In 2017, only 10.2% of 6th grade students reported feeling that way. Over a four-year span, the number of students increased and is



approaching the state average of 21.5%. According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, the suicide risk for 6th grade students exceeds state averages. 26.1% reported to being “so sad stopped doing usual activities” compared to state average of 24.2%. 13.5% reported “seriously considered suicide” compared to state average of 12.2%. 10.6% reported to “planned suicide” compared to state average of 9.9%. 3.8% lower than state average identification of Autism 3.9% lower than state average identification of Emotional Disturbance

Special Education: 14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)

Technology: New Technology and Infrastructure Hardware - Evaluate and keep up to date on new upcoming educational applications that can be used for instruction as well as continue to replace and upgrade antiquated infrastructure hardware to maximize each building's efficiency.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

BMSD partners with local educational agencies, universities, and businesses to evaluate the how well the district does to prepare students for success after leaving school.
BMSD coordinates effectively with the local career and technical school (Schuylkill Technology Centers) and has greatly increased the number of students enrolled in the STC.

BMSD leverages state, federal and local funds to effectively and efficiently support educational services at all schools.

### **Challenges**

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Administration, working with mentors and teacher leaders, will identify educators/classrooms that need to incorporate effective teaching practices which are research based and support the use of these practices in the classrooms.

Ongoing updates to curriculum and access to all curriculum and resources.

## 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
According to the PA Future Ready Index, Blue Mountain High School's four-year cohort graduation rate has risen to 94% (above state average of 86.7% and 2030 goal of 92.4%).	False
According to the PA Future Ready Index, students drastically exceed the state average of 14.6% Advanced on Keystone Exams.	False
According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.	False
According to the PA Future Ready Index, Blue Mountain High School students exceed the state average (76%) and 2030 goal (70%) for demonstrating goal in the area of ELA/Literature.	False
BMEW - 2022 and 2023 ELA PSSA: The last two years of overall proficiency on PSSA ELA has been consistent (range 71.8% to 73.7%). Each year was above the state average of 52.7% (PDE 2022).	False
BMEW - 2023 ELA PSSA: When looking at ELA proficiency scores by grade level, each grade level exceeded the state average and ranged from 59.5% to 82.6% of the students meeting proficiency.	False
BMSD partners with local educational agencies, universities, and businesses to evaluate the how well the district does to prepare students for success after leaving school.	True
BMSD coordinates effectively with the local career and technical school (Schuylkill Technology Centers) and has greatly increased the number of students enrolled in the STC.	False
BMSD leverages state, federal and local funds to effectively and efficiently support educational services at all schools.	False
Technology: Cyber Security - The District has increased our network security posture by implementing stricter controls to prevent spamming, email phishing, malware, viruses, etc.	False
Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to devices both at school and at home.	True
BMEW - 2022 and 2023 Math PSSA: The last two years of overall proficiency on PSSA Math has been consistent (range 53% to 61.3%). Each year was above the state average of 41.8% (PDE 2022).	False
BMEW - 2023 Math PSSA: When looking at Math proficiency scores by grade level, each grade level exceeded the state average and ranged from 56.6% to 68.8% of the students meeting proficiency.	False

Keystone Math scores for 8th grade- 2022-2023- 96.1% proficiency; 2021-2022- 100% proficiency; 2020-2021- 93% proficiency	False
Technology: E-Rate Program - Gained extensive knowledge and took advantage of the government E-Rate Program to aid in the purchase of hardware at a 60% discount.	False
Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to devices both at school and at home.	False
Special Education: Updated, comprehensive, and responsive Gifted Universal Screener, Screening Matrix, and Evaluation Matrix	False
Special Education: Transition skills through Coffee Shop and The Nutrition Group at BMHS	False
PSSA Science scores for 8th grade- 2022-2023- 66.8% proficiency; 2021-2022- 71% proficiency; 2020-2021- 62% proficiency	False
According to the PA Future Ready Index, 45.2% of students with disabilities are achieving a score of Advanced on industry-based competency exams.	False
BMMS - Career Standards Benchmark- reached 99% in 2021-2022	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
There was a drastic drop in achievement in Algebra in the Spring of the 2022-2023 school year.	False
According to the PA Future Ready Index, historically underperforming subgroups did not meet the Regular Attendance Performance Measure (below statewide average of 82.2%)	False
BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.	False
BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.	False
BMEW - Although 2023 PSSA Math Scores (61.3% proficient or higher) exceed district and state average, the scores continue to be lower than ELA (73.7% proficient or higher) and Science (79.8% proficient or higher). Additional data to support this weakness is the 2022 PVAAS Growth Indicator which indicated Well Below for the 2022 Grade 4 Math PSSA.	False
PSSA Math Scores below the state average (6th grade ranged from 23%-33%), (7th grade ranged from 24% to 30%), and (8th grade ranged from 22% to 27%)	True

Administration, working with mentors and teacher leaders, will identify educators/classrooms that need to incorporate effective teaching practices which are research based and support the use of these practices in the classrooms.	False
English Learners: Increases in the number of EL students across the district for 2021 through 2023. The instructional need (low English proficiency) has also experienced an increase.	False
Special Education: 15.6% higher than state average identification of Specific Learning Disability	False
Mental Health According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, 18.8% of 6th grade students feel “All in all, I am inclined to think that I am a failure.” In 2017, only 10.2% of 6th grade students reported feeling that way. Over a four-year span, the number of students increased and is approaching the state average of 21.5%. According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, the suicide risk for 6th grade students exceeds state averages. 26.1% reported to being “so sad stopped doing usual activities” compared to state average of 24.2%. 13.5% reported “seriously considered suicide” compared to state average of 12.2%. 10.6% reported to “planned suicide” compared to state average of 9.9%. 3.8% lower than state average identification of Autism 3.9% lower than state average identification of Emotional Disturbance	True
Special Education: 14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)	False
Technology: New Technology and Infrastructure Hardware - Evaluate and keep up to date on new upcoming educational applications that can be used for instruction as well as continue to replace and upgrade antiquated infrastructure hardware to maximize each building's efficiency.	False
English Learners: The EL population in BMSD has shown significant growth from 2021 through 2023.	False
Special Education: 14.7% lower than state average for students receiving special education services included 80% or more of the school day (Least Restrictive Environment)	False
BMEW - After carefully reviewing disaggregated data from our 2022-23 PSSA scores, it is evident that our students are struggling on open-ended responses. Grades 3-5 scored 56% on the ELA open-ended response section. In math, they only scored 43% collectively, and in science scored 53% on open-ended questions.	False
Increase number of available industry credentials at BMHS.	False
Increase dual enrollment/college in the high school offerings.	False
Ongoing updates to curriculum and access to all curriculum and resources.	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.

The mental health challenges experienced by all the Blue Mountain Schools were noted in comprehensive plan discussion meetings. Additionally, this was discussed by the Comprehensive Planning Committee and indicated as the top challenge that the district is facing.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>Mental Health According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, 18.8% of 6th grade students feel “All in all, I am inclined to think that I am a failure.” In 2017, only 10.2% of 6th grade students reported feeling that way. Over a four-year span, the number of students increased and is approaching the state average of 21.5%. According to the Blue Mountain School District 2021 Pennsylvania Youth Survey, the suicide risk for 6th grade students exceeds state averages. 26.1% reported to being “so sad stopped doing usual activities” compared to state average of 24.2%. 13.5% reported “seriously considered suicide” compared to state average of 12.2%. 10.6% reported to “planned suicide” compared to state average of 9.9%. 3.8% lower than state average identification of Autism 3.9% lower than state average identification of Emotional Disturbance</p>		True
<p>PSSA Math Scores below the state average (6th grade ranged from 23%-33%), (7th grade ranged from 24% to 30%), and (8th grade ranged from 22% to 27%)</p>		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
<p>BMSD partners with local educational agencies, universities, and businesses to evaluate the how well the district does to prepare students for success after leaving school.</p>	<p>Ongoing collaboration between BMSD, partnering agencies, higher education, CTE, businesses, and community partners is a priority of BMSD to continue to prepare students for success beyond graduation.</p>
<p>Technology: One-to-one - The District continues to invest and support quality instruction and learning through our one-to-one program. This program allows ALL students equitable access to devices both at school and at home.</p>	<p>This was a goal from the last BMSD Comprehensive Plan and it was swiftly accomplished when education plans were impacted by COVID. The ongoing support of the 1:1 initiative as well as training on effectively integrating technology into learning in an ongoing goal.</p>

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	<p>The BMSD needs to address not only the academic growth of our students but also their mental and social health in order for them to be successful learners and citizens.</p>
	<p>BMSD needs to address the academic success of students in the area of mathematics. This need is shown in all grades at Blue Mountain Middle School on their PSSA scores which are below state averages. Additionally, this area of academic need is shown in declining Keystone proficiency levels at Blue Mountain High School. This was indicated by the Comprehensive Planning Committee as a priority area of need.</p>



## Goal Setting

**Priority: The BMSD needs to address not only the academic growth of our students but also their mental and social health in order for them to be successful learners and citizens.**

<b>Outcome Category</b>		
Social emotional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
The BMSD will provide social and emotional supports to all students indicating a need through school based programs, school level interventions and training for educators.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Social and Emotional Learning Support		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Increase school based social and emotional health resources offered in all schools.	Provide training for educators and resources for school based interventions in all BMSD schools.	The BMSD will provide social and emotional supports to all students indicating a need through school based programs, school level interventions and training for educators.

<b>Outcome Category</b>		
Social emotional learning		
<b>Measurable Goal Statement (Smart Goal)</b>		
All educators will participate in training to identify students with at-risk behaviors or students with indicators of need for support with social, emotional and mental health supports.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Identifying students at risk		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Train at least 33% of staff in identification of students in need of social, emotional, and mental health supports.	Train an additional 33% (up to a total of 66%) of staff in identification of students in need of social, emotional, and mental health supports.	All educators will participate in training to identify students with at-risk behaviors or students with indicators of need for support with social, emotional and mental health supports.

**Priority: BMSD needs to address the academic success of students in the area of mathematics. This need is shown in all grades at Blue Mountain Middle School on their PSSA scores which are below state averages. Additionally, this area of academic need is shown in declining Keystone proficiency levels at Blue Mountain High School. This was indicated by the Comprehensive Planning Committee as a priority area of need.**

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Increase student proficiency as demonstrated on the PSSA and Keystone Algebra to exceed state		

averages.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Mathematics Proficiency Priority Areas		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Identify two priority areas of need in mathematics in each grade and Algebra 1 as indicated by past PSSA and Keystone scores and increase scores in each of those two areas.	Identify two additional priority areas of need in mathematics in each grade and Algebra 1 as indicated by past PSSA and Keystone scores and increase scores in each of those four areas.	Increase student proficiency as demonstrated on the PSSA and Keystone Algebra to exceed state averages.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Implement research based effective instructional practices into all mathematics classrooms to increase academic achievement.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Instructional Practices		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Identify 3 priority instructional practices to increase learning in math classrooms. Train teachers on the use of these practices and support/monitor the implementation of these practices.	Identify 3 additional priority instructional practices to increase learning in math classrooms. Train teachers on the use of these practices and support/monitor the implementation of these practices as well as the practices from prior implementation.	Implement research based effective instructional practices into all mathematics classrooms to increase academic achievement.

<b>Outcome Category</b>		
Mathematics		
<b>Measurable Goal Statement (Smart Goal)</b>		
Provide more students with effective mathematics intervention, both within the school day and beyond.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Math Intervention		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Measure the baseline of students receiving math intervention and increase this number by 10%	Increase the number of students receiving mathematics intervention from the prior year by 10%	Provide more students with effective mathematics intervention, both within the school day and beyond.

## Action Plan

### Measurable Goals

Social and Emotional Learning Support	Identifying students at risk
Mathematics Proficiency Priority Areas	Math Instructional Practices
Math Intervention	

### Action Plan For: Trauma-Informed Practices/SEL

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All educators will participate in training to identify students with at-risk behaviors or students with indicators of need for support with social, emotional and mental health supports.</li> <li>The BMSD will provide social and emotional supports to all students indicating a need through school based programs, school level interventions and training for educators.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.		2024-01-02	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Tyler Herman	Trauma Informed Training resources, such as Lakeside. Resources on SEL practices and strategies. Support from local agencies such as LVHN and St. Lukes.	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evidence of increased resources available in all schools to provide support for social, emotional and mental health learning.	Surveys to measure type and amount of services available for students - completed at the end of each year (used to show progress and identify areas of need)

### Action Plan For: Analysis of Academic Data for Instructional Change

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase student proficiency as demonstrated on the PSSA and Keystone Algebra to exceed state averages.</li> </ul>

Action Step	Anticipated Start/Completion Date

Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.		2023-09-01	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Elementary and Secondary Education Lead Math Teachers Principals	SAS Resources PSSA and Keystone scores (raw scores and reports)	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
After a review and analysis of prior year's PSSA scores, each grade and/or course will identify at least 2 areas on the assessment that are priority areas for improvement.	Identify annually for input into instructional planning for the school year.

### Action Plan For: Research Based Instructional Practices in Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Implement research based effective instructional practices into all mathematics classrooms to increase academic achievement.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Train and implement the Building a Thinking Classroom in Mathematics strategies.		2023-10-09	2025-05-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Superintendent Principal and Assistant Principals Lead Teachers in Mathematics Director of Elementary and Secondary Education	Building Thinking Classrooms in Mathematics (K-12) books Resources, such as vertical wipe off boards) to implement strategies in all math classrooms	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
For each year of training, the teachers in math classrooms will implement research based mathematical practices (at least 3 new strategies each year) on a consistent basis.	Principals and Assistant Principals evaluate through quarterly walk-throughs and observations (1 per year).

## Action Plan For: Effective Intervention

### Measurable Goals:

- Provide more students with effective mathematics intervention, both within the school day and beyond.

Action Step		Anticipated Start/Completion Date	
Provide effective intervention in mathematics through after-school, summer, and/or in-school intervention. This intervention should be assigned when students are not passing math classes, have areas of need shown on common curriculum assessments, and/or are not proficient on PSSA/Keystone Exams.		2023-11-01	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals and Assistant Principals Director of Elementary and Secondary Education	Intervention resources aligned with essential curriculum standards/objectives.		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the amount of students involved in mathematics intervention.	Monitor the types/amount of intervention opportunities available for students in mathematics and measure how many students participate in these interventions (quarterly by marking period)

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Trauma-Informed Practices/SEL	Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.
Analysis of Academic Data for Instructional Change	Complete an analysis of assessment data on at least an annual basis to identify areas of academic need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.
Research Based Instructional Practices in Math	Train and implement the Building a Thinking Classroom in Mathematics strategies.

### Trauma-Informed Practices and SEL

Action Step		
<ul style="list-style-type: none"> <li>Increase the amount of support from Trauma Informed practices, SEL strategies, and agency supports in all BMSD schools.</li> </ul>		
Audience		
Classroom Teachers Principals/Assistant Principals Support Staff/Paras		
Topics to be Included		
There has been a ongoing initiative to train cohorts of educators on implementing Trauma-Informed practices (comfort corners). This initiative will continue to be offered to train more educators and support personnel on these strategies and supporting the implementation of these strategies. More strategies will be identified to address SEL needs in the district.		
Evidence of Learning		
Surveys will be given each year to determine the type and amount of services offered in BMSD to address SEL and mental health needs. Over the years of these surveys, increases in the amount of services and the students who participate in these services will be expected.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tyler Herman, Director of Student Support Services	2023-06-01	2026-06-01

### Learning Format

Type of Activities	Frequency
Workshop(s)	Training on Trauma Informed practices and/or other SEL practices will be offered at least 2 times each school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

### Analysis of Academic Data for Instructional Change

Action Step
<ul style="list-style-type: none"> <li>Complete an analysis of assessment data on at least an annual basis to identify areas of academic</li> </ul>

need in mathematics. These areas will be targeted for instructional training, resource development and scheduling.		
<b>Audience</b>		
All teachers of mathematics Principals/Assistant Principals Director of Elementary and Secondary Education		
<b>Topics to be Included</b>		
Upon the receipt of assessment data from PSSA, Keystone Exams, and other mathematics assessments, teachers will analyze the data to identify specific areas of need. These areas will be targeted for curriculum improvement through resource development, assessment planning and instructional professional development.		
<b>Evidence of Learning</b>		
The topics identified by each grade/course from the data analysis will be included in revised classroom lessons as evidenced through classroom walkthroughs, lesson plans, and professional development discussions.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Math Curriculum Lead Teachers Principals/Assistant Principals Director of Elementary and Secondary Education	2024-06-03	2026-08-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Analysis of PSSA/Keystone data at least annually when it becomes available.
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Research Based Instructional Practices in Mathematics

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Train and implement the Building a Thinking Classroom in Mathematics strategies.</li> </ul>		
<b>Audience</b>		
All mathematics Teachers Principals/Assistant Principals		
<b>Topics to be Included</b>		
14 Strategies from Building a Thinking Classroom in Mathematics		
<b>Evidence of Learning</b>		
Evidence that the strategies are implemented in all math classrooms through classroom observations.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principals/Assistant Principals Superintendent Director of Elementary and Secondary Education	2023-10-09	2025-05-12

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Training on strategies from Building a Thinking Classroom in Mathematics at least 3 times per year.

<b>Observation and Practice Framework Met in this Plan</b>
<b>This Step Meets the Requirements of State Required Trainings</b>



## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
Effective Intervention	Provide effective intervention in mathematics through after-school, summer, and/or in-school intervention. This intervention should be assigned when students are not passing math classes, have areas of need shown on common curriculum assessments, and/or are not proficient on PSSA/Keystone Exams.

### Effective Intervention

<b>Action Step</b>		
<b>Audience</b>		
Teachers Administrators Parents		
<b>Topics to be Included</b>		
Communicate to all stakeholders the intervention opportunities that students struggling in math have access to.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principals and Assistant Principals	2024-01-02	2026-04-01

### Communication

Type of Communication	Frequency
Posting on district website	Monthly

### Communication

Type of Communication	Frequency
Newsletter	Quarterly

## Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"> <li data-bbox="97 1701 678 1736">BMSD Board Affirmation Statement.pdf</li> </ul>

<b>Chief School Administrator</b>	<b>Date</b>
David Helsel	2024-02-06