

ANNUAL LSIC REPORT

FINDINGS AND RECOMMENDATIONS ON SCHOOL DISCIPLINE

TO: Brooke County Board of Education
FROM: Brooke Middle School Local School Improvement Council
DATE: January 10, 2022

LSIC Report Requirements

Part I

a. List of Committee Members:

LSIC Team:

RLA: Megan Harless
Mathematics: Rachel Reardon & Dana Stoll
Science: Tammy Cutshall
Social Studies: Stephanie Alexander
STEM: Julie Dennis
Service Personnel: Regina Zolman & Melissa Salatino
Spanish: Brian Rea
Special Education: Cheryl Bland
Parent: Miranda Sperringer
Counselor: Karen Stuck
CIS: Ben Arthurs
Admin: Jenn Sisinni, Jeff Blundon, Rich Whitehead
Business Partner: Brian Taylor, Municipal Mutual Insurance
Student representative:
Co-chair 1 – **Stephanie Alexander**
Co-chair 2 – **Julie Dennis**
Secretary – **Megan Harless**
Community outreach **Ben Arthurs (until Dec. 13, 2021)**

Part II

a. Evidence of Academic Achievement

Referencing ZoomWV, our proficiency rates are as shown below for the WWSA taken during the 2020-21 school year. These are referencing the students who were in the grades shown for the 2020-21 school year.

Our 2021 Mathematics Proficiency Rates for exceeding or meeting standards are:

25% for 5th Grade State (29%)

19% for 6th Grade State (22%)

21% for 7th Grade State (26%)

17% for 8th Grade State (24%)

Our 2021 Reading Language Arts Proficiency Rates for exceeding or meeting standards are:

34% for 5th Grade State (40%)

32% for 6th Grade State (39%)

37% for 7th Grade State (38%)

21% for 8th Grade State (43%)

Our 2021 Science Proficiency Rates for exceeding or meeting standards:

24% for 5th grade

14% for 8th grade

We have taken one of the two benchmark assessments for both RLA and Math in October. We will take the second in February. (Highlighted Comparison from last year to this year's students; ie: Yellow highlighted 5th grade during Spring 2021 WVGSA to the yellow highlights of this year's 6th grade on the Fall CIA.) On the initial Benchmark Assessment with Proficiency Rates as follows:

Math

+6% for 5th grade (1% above mastery/5% at mastery) State Comparison 5% (1% above/4% at)

5% for 6th grade (0% above mastery/5% at mastery) State Comparison 6% (1% above/5% at)

7% for 7th grade (3% above mastery/4% at mastery) State Comparison 12% (3% above/9% at)

+12% for 8th grade (6% above mastery/6% at mastery) State Comparison 8% (3% above/5% at)

RLA

+28% for 5th grade (13% above mastery/15% at mastery) State 23% (7% above/16% at)

16% for 6th grade (3% above mastery/13% at mastery) State 22% (4% above/18% at)

+31% for 7th grade (8% above mastery/23% at mastery) State 29% (7% above/22% at)

=26% for 8th grade (5% above mastery/21% at mastery) State 26% (6% above/20% at)

Looking at the state comparison of the CIA's taken in October, our students have a similar proficiency rate in RLA. The second on grade level benchmark assessment will be given in February. Therefore results are not in. (key: = proficiency rate is equal to state performance, + higher proficiency rate than the state.)

It is imperative to keep in mind that this Benchmark test is designed to test students' performance on ALL concepts to be taught in each individual grade. It would be expected, especially in Mathematics, to have exceptionally low scores considering the extensive amount of remote time we have experienced since March of 2020 and only receiving instruction on a relatively small period of time.

At the beginning of the year, our RLA and Math teachers were required to come up with a plan on how and when they would be implementing daily exposure to the Cambium questions for test prep. Many of them have opted to create their own Google slides with these questions on them. Our internet instability and frequent "issues" getting online, they did not want to rely on having to log on to utilize the questions each day. The implementation plans are all included at the end of this report. In addition to implementing regular exposure to the questions obtained from the Cambium testing portal, they were also required to develop an assessment plan mapping out when they would use the various assessment tools available on Cambium. Those plans are also included at the end of this report.

We also continued to utilize the practice tests on the Cambium portal in which students are given the opportunity to practice the type of questions and testing format that will be used when taking the Summative Assessment at the conclusion of the 2021-2022 school year.

Chart of Proficiency on WV Summative Assessment/all students:

	2018-2019 BMS	2020-2021 BMS
	Math	
Level 4	98 students (11.25%)	58 students (7%)
Level 3	138 students (15.75%)	98 students (13%)
Level 2	271 students (31%)	239 students (31%)
Level 1	369 students (42.5%)	385 students (49%)
	RLA	
Level 4	67 students (7.75%)	60 students (8%)
Level 3	161 students (18.75%)	182 students (23%)
Level 2	294 students (33.25%)	257 students (33%)
Level 1	355 students (40.75%)	280 students (36%)

- Notable comparisons – Far fewer students in Level 2 and 1 on the 2020-2021 RLA WVGSAs compared to the 2018-2019 results.
- Greater percentage of student population receiving Level 3 or 4 on the 2020-2021 RLA WVGSAs compared to the 2018-2019 results

	2019-20 BMS 1 st CIA (2 nd not given/COVID)	2020-2021 BMS 1 st CIA Grade <i>below</i>	2020-2021 BMS 2 nd CIA	2021-2022 BMS 1 st CIA
Math				
5 th Grade	8% Proficient	31% Proficient	13% Proficient	6% Proficient
6 th Grade	21% Proficient	18% Proficient	12% Proficient	5% Proficient
7 th Grade	6% Proficient	17% Proficient	14% Proficient	7% Proficient
8 th Grade	16% Proficient	12% Proficient	7% Proficient	12% Proficient
RLA				
5 th Grade	8% Proficient	52% Proficient	34% Proficient	28% Proficient
6 th Grade	3% Proficient	43% Proficient	35% Proficient	16% Proficient
7 th Grade	5% Proficient	42% Proficient	35% Proficient	31% Proficient
8 th Grade	8% Proficient	32% Proficient	13% Proficient	26% Proficient

- Comparing the 1st CIA in 2019 (Pre-COVID, on grade level) to the 1st CIA in 2021 (Post-COVID, on grade level) While it is apparent that the math scores have declined, if you compare RLA scores and the percentage of students performing in the proficient range during the first, on-grade level CIA previously (19-20) to the percentage of students performing in the proficient range during the first, on-grade level CIA this year (21-22), the amount has increased drastically.

b. Academic Considerations

Brooke Middle School allows for academic considerations of all students. We offer a variety of Special Education Classes for qualified individuals. We have eight “sections” of each 5th, 6th, 7th, and 8th grade students. In each grade, there are two classes in Reading and Mathematics that are taught in collaboration with a special education teacher. There are remediation and enrichment opportunities for both Reading and Mathematics instruction. This year, in addition to our Algebra I class for 8th graders and an accelerated math for our 7th graders who are interested in taking Algebra I in 8th grade.

In addition to the advanced math classes, we also have a variety of other elective opportunities for students. There are four different STEM classes available for students: Flight and Space/Magic of Electrons, Automation and Robotics/Design & Modeling, Computer Science for Innovators & Makers/App Creators, and Medical Detectives/Science of Technology. We have plans to implement two additional courses taught within the Flight and Space/Magic of Electrons and Medical Detectives/Science of technology courses. Next year we will be offering a basic introduction to the STEM courses in the fifth-grade fine arts rotation. In addition to the STEM electives, we also offer an Introduction to Spanish and Spanish I. There

are also a variety of other elective classes as well. These include: Yearbook, Bruin's Cave Business (Student run school store), a life skills class, Art Enrichment, chorus, and band. We have plans to incorporate an introduction to the STEM courses in the fifth-grade fine arts rotation for next year.

Our RLA classes are ability grouped this year for the newly implemented SFA (Success For All) reading program. There is an "Honors" group in each grade level, where the students go further in the SFA Curriculum.

We recognize students for a variety of academic successes. Last year, we were particularly proud of our newly established National Junior Honor Society, recognizing exemplary eighth grade students. For the 2021-2022 School Year, we have expanded that to include 7th graders as well. On November 30, 2021, we held our second induction ceremony in which forty-nine new members were inducted into the BMS NJHS.

Each nine weeks, we honor the students who have made grades to place them on the Honor Roll or Principal's Honor Roll. Principal's Honor Roll students are honored with a special treat after lunch. We have continued our "Positive note home" at each nine weeks end. Teachers choose five students who they have in class who have shown improvement in class, are especially helpful or kind, or have exemplary performance, and send a "Positivity Postcard" home in the mail.

c. Professional Development Matches Needs

We have offered a variety of Staff Development throughout the school year in addition to what is offered at the county level.

Specifically, at BMS, we have offered several after school professional development for our staff. Previous trainings and PD Sessions have included: EdMentum, ALICE, STOPit, WVGSA Administration, and a variety of Math PD for our Math department in topics ranging from training on the ViewSonic TVs, CBA reflections and cluster checkpoints, Pearson Realize, BER Training update (instructional strategies shared from those who went to the training, and WV Tree.)

This year we will be focusing on SFA (Success for All) training for our RLA teachers in addition to the SREB (Southern Regional Education Board) audit and subsequent school improvement processes for the entire school.

In addition, our entire school is part of the SREB School Improvement Process. On October 19, 2021, the SREB Team came in for a Curriculum Instruction Review. During the visit, they performed walk through visits in many of our classes and looked for areas of strength and areas of needed improvement. On November 2, 2021, we had our debriefing workshop in which the results of their observations were shared with us. During the "Sharing Results Workshop," our SREB Team was tasked with finding three Problems of Practice that we would be addressing. We had to develop a plan including our theory of school improvement, how

we would test our theory, and obtain data from our testing to determine if the change in our practice resulted in an improvement toward the goal.

At the conclusion of the workshop, the next Check in Meeting to gauge our progress was set for December 7, 2021. Throughout the school year, we will continue to hold Check in Meetings with the SREB Team to determine what changes need to occur in order to improve our school's achievement. The three "Areas of Change" are documented below.

Names of people addressing the change idea:	District:	School:	What is your theory of improvement? If we (change idea) then (PEERS goal) will improve.	To test this we will... (Describe implementation plan: who, what, when, how)	We will know if this change is an improvement if... "Identify data or artifacts that will indicate improvement in the PEERS goal."
Megan Oleksy, Dana Stoll, Renee Pinacchio	Brooke	BMS	If we use SFA rubrics in all content areas, then writing across the curriculum will improve.	To test this we will have four SREB members use rubrics for two writing assignments by January 3, 2022.	We will know this change is an improvement if student examples correlate with SFA rubrics when grading.
Jen Turbanic & Karen Stuck	Brooke	BMS	If we change that asking for help is bad, then our social/emotional health will improve.	To test this we will issue a survey for students through Google Forms by December 15, 2021 to assess student emotional/social needs.	We will know this change is an improvement if discipline referrals drop, attendance rates increase, and counselor referrals increase.
Jennifer Sisinni, Tammy Cutshall, Amy Ludewig	Brooke	BMS	If we implement career exploration in all content area classes, then student learning will improve.	Throughout the content area classes, teachers will decide upon an activity of their choice to showcase a career within their content area.	Prior to completing the activity, teachers will give a "Pretest" in the form of a Google Form to gauge their knowledge about the career to be taught. Following the career activity/lesson, students will take the same Google Form as a "Post Test" to determine knowledge gained.

Part III

a. Activities to Involve Parents/Guardians/Custodians

At Brooke Middle School, we offer an after-school tutoring. The program runs on Tuesday and Thursday from 3:00 until 5:00. Each night, approximately 60 children stay after school for tutoring, homework assistance. Many of our teachers offer lunch time tutoring, giving up their "free time" at lunch to help struggling students.

This year the Pandemic, again, resulted in a self-guided walking tour for our upcoming 5th graders rather than a full 5th Grade Orientation. We held the schedule pick up and self-guided tour for our 5th grade students on August 11th. While specifically geared toward our

incoming 5th graders, students of any grade were permitted to come in, get their schedule, and walk through the building to find their classrooms.

We have continued our partnership with Jason Rine and the WVU Extension office. With the help of the WVU Extension Office, we have also offered many other experiences to our students throughout the three years we have been at Brooke Middle. During the 2018-19 school year, we developed the Brooke Middle 4-H Club. They successfully planted a school garden that has been used to give Energy Express fresh vegetables through the summer months. Brooke Middle 4-H Members even harvested vegetables for themselves at the beginning of this school year. WVU Extension has continued each year to purchase plants for the garden, and this year have also partnered with our Life Skills class, an elective option for some of our special education students, to plant and care for the school garden. Jason has done several presentations for Mrs. Haught's life skills class to talk about gardening, show students how to set up seed trays, and get the seeds planted so that they may begin growing indoors before the planting season arrives.

Our 4-H Club has been meeting after school with the WVU Extension office and high school mentors. They average around 40 students per meeting. This program is made possible with a grant written for BMS by the WVU Extension Service. The goal of 4-H is to increase positive peer groups of members, connect them with positive role models, and help them build stronger ties with the community and their families.

Below are lists of some of the things 4-H has done:

Monthly 4-H Meetings

- 9/22/21 - Ice Breaker and team build games in the gym.
- 10/12/21 - Health Rocks Walk with the theme of healthy relationships and positive chalk messages left for students and teachers
- 11/17 - Health Rocks Substance Misuse Prevention Program, making Christmas ornaments for nursing home residents, and leaving positive messages for students throughout the school.

Family Night Out Events

- 9/11/21 - All BMS 4-H Members were given 2, 1 day passes to the Brooke County Fair for themselves and a family member.
- 11/17/21 - Provided snacks and a take-home STEM Kit for the BMS Science Night.
- 12/10/21 - Paint and snack with 4-H Members and parents/guardians.

Past accomplishments (Prior to the start of the 2021 school year)

- BMS 4-H and the National Honor Society partnered on a school beautification project. 4-H Members planted flowers and trees around the school and in decorative pots.
- The BMS 4-H Garden was planted by both Life Skills Students and 4-H'ers before summer.
- BMS 4-H Monthly meetings resumed when COVID-19 restrictions on meetings were lifted.

- Service projects for the community or school during the monthly meetings.
- BMS Garden was maintained over the summer by Energy Express Mentors and students in the Energy Express Program were able to take vegetables home to their families.

Other Programs

- Code Your World - All 5th-grade math classes are learning computer coding in scratch. This is then relating it back to algorithms, sequencing, and problem solving involved in math. 4 Different lessons are taught throughout the year.
- LifeSkills Classes - provided classes with seed starter kits. The Life Skills Class was able to plant their sprouts directly in the BMS raised beds.

As part of our Title I Compliance, we have scheduled several Parental Engagement activities. The first of which was our Metric Madness Makers Night. This was held for our 5th grade students on September 28, 2021. We had a little over fifty families sign up to attend the event with their student. This activity was funded through a grant through the WV Math4life initiative. National Metric Day is October 10, 2021 (10/10)! In order to celebrate our 5th graders designed and built bottle cars to race in the Metric Madness Competition. This competition pitted car against car in a basketball style March Madness tournament that left the best bottle car meters above the rest. This STEM activity brought all content areas together as students learned measuring and conversations in math, the energy and physics principles to make their cars go farther in science, the history of the metric system in Social Studies, and even crossed over into language arts with writing commercials, reports, and researching in Reading.

Through this Metric Madness event the students learned how to measure, convert measurements, problem solve, apply scientific principles, and present and interpret data. The students designed and built bottle cars that were propelled by a balloon. Through trial and error, the students made adjustments and modified their bottle cars in order to increase the cars' distance. During the tournament the students recorded how far each car travels and determined how to present the results. The car that travels the farthest (not the fastest) was the winner.

Our second Title I Parental Engagement activity was our annual Fall Open House held for all students, grade 5 through 8, on November 10, 2021. Our CIS (Community In Schools) grant provided refreshments for all attendees. Our staff members compiled donations to create baskets for our raffle, which raised over \$500 for our BMS Student Activities Fund. The money raised will go toward paying for bus trips, PBIS, and other student needs.

The next Title I Parental Engagement activity was our Science Fun Night. Fun was had by all who attended our BMS Science Fun Night on Wednesday, November 17, 2021 from 5:00-7:00 pm. The response from our students and their family members was amazing, with 120 in attendance. First, dinner was served in the school cafeteria. Then, attendees could get their pictures taken at our photo booth, play a guess-to-win game at our estimation table, and grab a take-home science activity provided by the Brooke County Extension Service. Finally, they

traveled from classroom-to-classroom to explore science through hands-on activities including "Thanksgiving Table Engineering", "21 Elephants", "Save Fred", and "Paper Aviation".

We are planning to hold a Science Fair as well. The Brooke Middle School Science Fair will be held on Wednesday, January 19, 2022, in the school cafeteria. We have received thirty-eight student entries. Parents and students will be invited to an awards ceremony where all participants will receive certificates. The winning projects will be announced during the fair and students will receive an award. Winners of the school fair will progress to the WV Regional Science and Engineering Fair at the WLU Highlands Event Center in Wheeling, WV on February 12, 2022.

b. Involvement of Business Community and Business Partnerships

We currently have many local business partners who are actively involved with our school and students. Our business partners include Municipal Mutual Insurance, Main Street Bank, Reasner's Funeral Home, Brooke Hills Park, Drover's Inn, Spicy Gringos, Dairy Queen, Station Grille, Bravo in Robinson, Weirton Walmart, 100.1 WAMO Pittsburgh Radio, Mullenbach Funeral Home, Wheeling Nisshin, Alliance Coal, Reisbeck's, Hood's Pharmacy, Lyle's Auto, Follansbee Flower Shop, and McDonald's.

The involvement of our business partners varies upon the business. For example, in years past, Main Street Bank has provided us with PBIS funds, involved our eighth graders in a Billboard contest to design the Christmas Billboard for Main Street Bank branches throughout the valley, and rewarded the students who participated in the contest with gift cards to area businesses. Station Grille, Drover's, and The Crooked Dock had always provided us with "discounted" rates for PBIS lunches for various catered in events. Drover's Inn opened during non-business hours to provide a catered-in lunch to our students who earned the highest level of performance on the WVGSA. This was something we were not able to do for the 2020-21 school year. Mullenbach's, Alliance Coal, and Main Street Bank have always funded our Honor's Lunch, held at Drover's in the fall. Hopefully, this is something we can return to providing for our students after COVID is under control. Many of these businesses have provided monetary donations to our school PBIS funds, sponsored students to attend field trips, and provided us with donations to help our academic teams and athletic teams.

On Friday, November 19, we held a career fair in our gym for our 7th and 8th graders. It was held during their Fine Arts periods. Our school counselor's, Mrs. Geib, 5th and 6th Mrs. Stuck, 7th and 8th grade, and our CIS coordinator Mr. Arthurs helped to organize the event.

We sent out over 40 letters to local businesses asking them to attend and had 30 people respond that they would. On the day of the event, we had 20 different businesses attend, representing at least 14 of the 16 career clusters. Each student attending got a worksheet, listing the businesses that were in attendance and the career clusters. They were to match the business to the right cluster and get a signature from at least 6 of the businesses in attendance. They turned the papers into Mrs. Stuck.

The feedback from the businesses was positive. The students asked good questions and visited their displays. We also had a breakfast after for the presenters. We got donations from Kroger of Wellsburg and Shop n Save of Weirton. We purchased coffee from Sheetz in Follansbee. Overall, we feel it was a positive experience for our students and exposed them to the types of jobs that we have in our area. We plan on continuing this in the future.

c. **School Volunteer Program**

Our parent volunteers work closely with the athletic teams to provide the team with dinner before games and run the concession stands. We have also utilized parent volunteers for field trip chaperones, now that COVID restrictions have been lifted.

d. **Mentorship Program**

Our county runs a mentorship program that aides new teachers throughout their first year. We have seven staff members who have gone through the training to be an approved Teacher Mentor on board. Their specialties vary from Elementary Teacher, Mathematics, Science, and Special Education.

Having two of our Mentors as certified Special Education Teachers has been exponentially valuable over the past several years, as the Special Education Staff always has a large turnover. Special Education teachers, in general, have a great deal of training they must go through with the creation of IEPs using the state WVEIS program. Having “in building” mentors is beneficial because they are readily available if the new teacher has questions or concerns on a day-to-day basis.

Part IV

a. **Safe School Provisions:**

We have taken a variety of measures to assure a Safe School Environment at Brooke Middle School.

We consistently follow Policy 4373 in both disciplinary consequences for student actions and in rewarding Positive Behavior for students who have not violated the Student Code of Conduct. The Student Code of Conduct is clearly communicated to family members in the Student Services Handbook (County Level), referenced in our Classroom Management Plans (distributed on the first day of school and present on our school website), and reiterated throughout the first days of school for students.

In addition to following Policy 4373 and providing documentation as described above we also have the following Safe School Measures in place:

- Locked doors (outside entry and inside classroom)
- One point of entry for students (front main doors)
- Secure foyer with security guard throughout the day.
- Supervised entry point during morning arrival
- Front “buzzer” system to gain entry to the locked, guarded foyer area. Once visitors are in the building, we must physically let them in through the office door to gain entry to the rest of the building.
- School PRO Paul Pownall
- Video surveillance cameras in the hallways

- Safety drills—practiced periodically throughout the school year.
- ALICE training for all Professional staff (completed in January). Service personnel will be in February.

b. An Expansion of the Student Code of Conduct and guidelines (Policy 4373)

As quoted per Policy 4373, State Code: §126CSR99 Chapter 3:

“The School and Community Social Skills Standards outlined in Chapter 1 are student focused and articulate the dispositions that students in West Virginia public schools are expected to develop throughout their school career. The WVBE believes that school systems have a fundamental responsibility for creating the opportunity for students to master the standards. However, the full responsibility rests collectively with school systems, students, families, and communities. All entities must work collaboratively to plan, implement, and evaluate a systemic approach to shaping the valued dispositions that students must have as they develop into active, respectful, and responsible citizens. The system must include schools, families, and communities in the effort to teach, support and acknowledge valued dispositions and provide appropriate and meaningful interventions for inappropriate behavior.

Parent, family, and community involvement at early childhood, middle and adolescent levels is absolutely fundamental to an effective system of public education. Strong partnerships between homes, schools and communities are needed to ensure a quality education for all children. Parents, teachers, and community members, by fostering a sense of cooperative responsibility, can reinforce one another’s efforts. Parents, as their children’s first and most enduring teachers, can complement their children’s school learning and behavior by serving as collaborators in the educational process. Community involvement, including strong business partnerships, promotes a safe and supportive school climate/culture that connects students to a broader learning community. Home-school-community partnerships are essential to the successful implementation of Policy 4373.

In order to convey a pervasive and consistent message that the valued dispositions are a priority, all students, staff and public guests of West Virginia public schools shall behave in a manner that promotes a school climate/culture that is safe and supportive and conducive to developing our valued dispositions. Conduct expectations apply to all students, staff and public guests on school property, school owned/leased buses and vehicles, school bus stops and school sponsored events.

School climate/culture refers to the quality and character of school life and its responsibilities to student success and growth. School climate/culture is based on patterns of people’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures. A sustainable, positive school climate/culture fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate/culture includes norms, values and expectations that support people feeling socially, emotionally, intellectually, and physically safe.

The code states: staff are engaged and respected. Students, families, and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits and satisfaction from learning. Each person contributes to the operations of the school and the care of the physical, social, and emotional environment. School climate/culture and procedures that support the development of positive school climate/culture are addressed through West Virginia Code and WVBE Policies such as:

- 2322 - Standards for High Quality Schools
- 2460 - Safe and Acceptable Use of the Internet by Students and Educators
- 2510 - Assuring Quality of Education: Regulations for Education Programs
- 5202 - Licensure of Professional/Paraprofessional Personnel
- 5310 - Performance Evaluation of School Personnel
- 5314 - Service Personnel Responsibilities and Performance Standards
- 5800 - Standards of Professional Practice
- 5902 – Employee Code of Conduct

School climate/culture is also addressed in various county board of education policies, procedures, and programs. The shaping of student behaviors is not confined to any one school personnel group or program; therefore, it is the collective responsibility of all school staff and community partners to assume an appropriate role in shaping behavior and creating safe and supportive schools.

Responsibilities of the WVBE and WVDE

Policy Development: The WVDE shall review Policy 4373 Expected Behaviors in Safe and Supportive Schools at least bi-annually, with appropriate stakeholders, and advise the WVBE of needed revisions based on emerging federal and state law as well as research and best practice related to school climate/culture and student behavior. The Department shall also develop model policy and procedure documents to support the policy development requirements of county boards of education.

Partnership Development: School systems cannot provide all the resources and intervention services that may be required to meet the more severe behavioral needs of students or to address high need concerns within a specific community. For this reason, partnerships with other agencies and organizations are essential in order to coordinate a seamless delivery of necessary services and support to implement this policy.

The WVDE shall establish state agency and organization partnerships that enhance the policy development, supports and resources to shape behaviors in safe and supportive schools. These partnerships may be both formal and informal.

At the state level, formal partnerships are long-term operationalized through memoranda of understanding and/or contracts that clearly articulate roles and responsibilities, procedural operations and resource commitments that should be sharing agreements. These formal agreements are necessary when funding, human resources and/or data are being shared.

Informal partnerships may be short or long-term commitments that may or may not require written agreements. These partnerships usually involve collaborative groups that form around common mission and goals to coordinate events, initiatives, resource development/dissemination, service delivery, local partnership development and/or professional development. They do not require formal agency agreements.

In the spirit of promoting successful partnerships at the regional, county and school levels, the WVDE shall provide sample partnership agreements, protocols, and best practice documents to guide successful partnership development of this nature.

Training and Technical Assistance: The WVDE shall provide training and technical assistance to school systems and schools in:

- Implementing research-based, effective models for developing and supporting positive school climate/culture (including but not limited to positive behavior programs, character education, peer mediation, conflict resolution and prevention of bullying, harassment, intimidation and substance abuse);
- Addressing school climate/culture improvement within the school improvement planning process.
- Collection and reporting of incident data via the WVEIS; and
- Developing interventions to assure school success for all students.

Evaluation of Effectiveness: The WVDE shall prepare an annual report to the WVBE to include:

- evidence of school climate/culture improvement efforts within county and school strategic plans.
- reported incidents of inappropriate behavior.
- training and staff development offered by the WVDE
- trend analysis from school climate/culture survey tools (as available); and
- a report analyzing cost implications of providing comprehensive school-based intervention programs."

Part V

Guidelines for Instruction/Rehabilitation for suspended or Expelled Students:

Brooke Middle utilizes an in-school suspension program. Our in-school suspension program is run by one teacher employed as our Internal Suspension Teacher. Students who violate Policy 4373, Safe and Supportive Schools, may be assigned to the program as a step toward rehabilitation or as a consequence for their disciplinary action. We have a room that is designated as the Detention and Internal Suspension Room. The ISS program runs through the entire school day.

In addition to the ISS program, we also have a lunch detention program, which is also supervised by the ISS teacher or fine arts teacher as part of their regularly scheduled duty, and an after-school detention program that operates from 2:40 until 5:00 when the activity bus arrives. During both ISS and after school detention, students are required to do reflective Character Education activities designed to encourage better decision making.

Expelled students receive homebound instruction, either at the JDRC (Juvenile Day Report Center), Probation Office, or through individualized homebound instruction. This year, have one student who had been expelled. We have very few students who are receiving instruction at the ALC. This year there have only been long term placements there, as any short term placement was denied.

a. Description and recommendation process of in-school suspension program:

The students are introduced to the rules they are expected to follow, referred to as "The Brooke Middle School Expected Behaviors," throughout the first days of school. Students are also "taught" these rules in homeroom and in each classroom, including practical and fine arts, during the first several weeks of class. The rules are enforced each day during morning announcements, and during our student created "BMS Morning News Show."

As another layer of protection, we utilize the STOPit Bullying Prevention. The first year, many of the reports were unsubstantiated or "bogus" reports. However, it is now being used appropriately. Students or families have the opportunity to anonymously report severe issues. As December 1, 2021, we have had three reported incidents this school year. Out of those three incidents, one of them was a legitimate concern voiced by a student, one was a "prank" report, and one was an unsubstantiated threat.

In following through with discipline at BMS, we also "teach" the school discipline policy which follows the guidelines set forth in Policy 4373, Safe and Supportive Schools. Teachers spend the first several weeks reviewing the school discipline referral form, and reviewing what infractions constitute noon detention, Internal School Suspension, or Out of School Suspension. If there is an incident that involves filing a "discipline referral form" on a student, the student is sent to the office where the appropriate disciplinary measures will be issued. In some cases, the student and witnesses or others involved will write an incident report, and the incident will be entered into the WVEIS system with the appropriate codes, based on the Brooke County Middle School Discipline Policy.

Our in-school suspension program, as stated above, is run by various teachers assigned to a "duty" of covering the ISS program. Students who violate Policy 4373, Safe and Supportive Schools, may be assigned to the program as a step toward rehabilitation or as a consequence for their disciplinary action. We have a room that is designated as the Detention and Internal Suspension Room.

In order for a student to be given "ISS" placement, they had to violate Policy 4373 with a Level 2, or higher, offense. Students who are chronic conduct offenders may be placed in ISS as a result of frequent Level 1 offenses. For example, a student receiving more than four placements in our lunch detention program will be given an ISS placement as a form of "progressive discipline" rather than a fifth placement in lunch detention.

b. Possible alternative settings with schedules for instruction, program and implementation schedule:

Our major concern of internal or external suspension was always that the student did not receive instruction from his/her teacher. The goal of suspension is not to miss the education, but to be separated from the social aspects of school. As stated the past several years, the possibility of a Saturday school or an after school program would be a way to combat the missing instruction. This is something to consider, if a teacher would be employed to cover this duty. However, I know that is probably not a feasible solution.

This year, we have very few students who were placed at the ALC due to violations of the school discipline policy, major offenses, or a difficulty showing success in a large group setting. There has been one placement due to a disciplinary issue, as all the students at the ALC were there previously and have shown success there.

W.Va. Code §18A-5-1(c) allows a teacher to exclude a student from their classroom for any of five reasons. The same code section states: "The Legislature finds that isolating students or placing them in alternative learning centers may be the best setting for chronically disruptive students. The county board shall create more alternative learning centers or expand its capacity for alternative placements, subject to funding, to correct these students' behaviors so they can return to a regular classroom without engaging in further disruptive behavior."

c. System of Effective Communication and Coordination between school and local emergency services agencies.

Brooke Middle School has a Safety committee that continually works on a school and county level to examine the safety conditions and equipment of the school. The school also has emergency plans for fire, in school emergency (Internal and External Lockdown drills), and evacuation plan that utilizes Dollar General Market. (This would be for bomb threats, gas leak, etc.) The primary mode of communication within the building is a public address system, individual classroom walkie-talkies, and telephones in each classroom. These phones are programmed to call other classrooms and the office. They are able to receive call from the outside, transferred through the office, as well as make calls to an outside line. They also have the capability to "page" areas of the school, although we have had a great deal of difficulty getting these to work effectively in a manner which can be heard clearly anywhere in the building. As a new building, many of our drills have required some "tweaking" to allow them to run smoothly and effectively. For example, our Evacuation Drills were changed from all lining up in the softball field to standing in rows behind the bottom concession stand, where we go for our fire drills, and then exiting up the access road behind the science rooms to Bruin Drive. Lining them up at the bottom of the hill and then proceeding to Bruin Drive via rear access road bypassed the bottle neck area created by both middle school and high school students attempting to exit the gate to the softball field and allowed students to get out and accounted for more quickly and effectively.

Our security officer is alerted on his monitor when an outside door has been left ajar for more than 20 seconds. This helps us keep tabs on whether doors have been inadvertently left

open after entry or exit from the building. If cameras were to be installed facing each entry to the school, it would make the alarm much more effective. Cameras would allow us to see why the door is ajar: someone holding it open to move materials in or out of the school, someone accidentally leaving the door open after exit or entry, or an intruder gaining entrance to our building. The alarm serves not as a tool to keep BMS safe, but rather just a tool that alerts us to an open point of entry.

d. Preventive Discipline Program

Brooke Middle School implemented a school wide student behavior management plan to enforce expected behavior in the classroom and throughout the school. Each teacher was able to develop their own classroom management plan and procedures to implement in their classroom, but we also had a school wide plan that each of those individual plans partnered with. Our school-wide plan involves following five expected behaviors which can be seen posted throughout the building, on our school website, and on all teachers' classroom management plans. They are also referenced in our detention and ISS "responsibility packets" that are completed by students who violate the disciplinary policy.

The 5 Expected Behaviors/Student Expectation are:

Be here – Come to school every day unless you are sick.

Be on time – Be here for the start of homeroom.

Be present for class – No lingering in the halls.

Be respectful – Show consideration for the rights, feelings, and property of others.

Be prepared – Come to class ready to learn and complete your class assignments on time.

As part of our PBIS Program, Brooke Middle School also awarded good behavior. At the end of each nine weeks, the students can participate in various Positive Behavior activities planned by the individual teams. These events varied from movies to various after school activities and field trips.

e. Student Involvement Program

Our second National Honor Society Induction Ceremony was held on November 30, 2021 in which our newly inducted 7th and 8th grade members were recognized. Throughout their membership at BMS, students will focus on student leadership activities throughout the school year as well as community service projects.

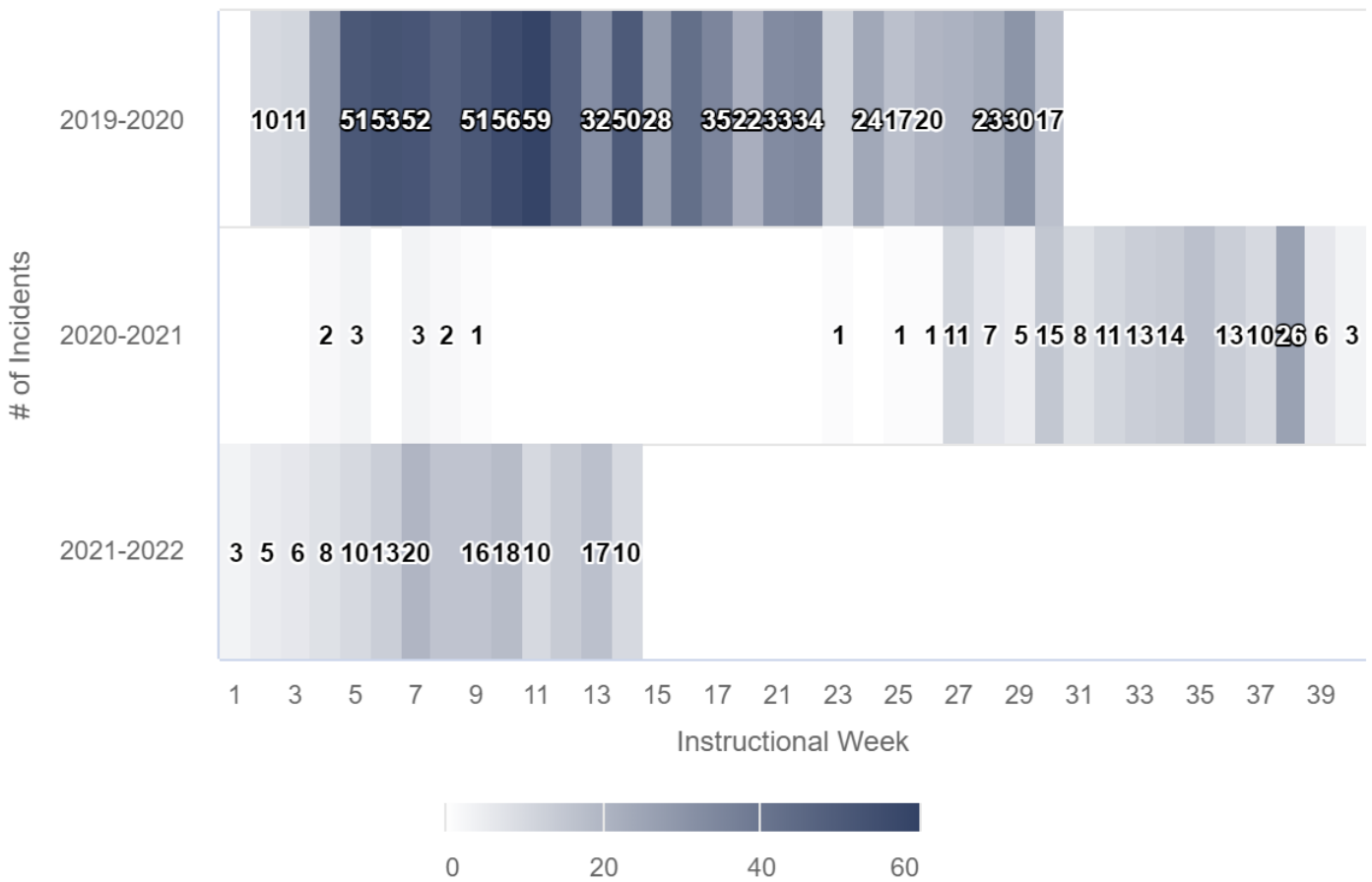
Ben Arthurs, our Community In Schools Coordinator, also initiated an Ambassadors Program this year. Mr. Arthurs selected two students, one male and one female, from each grade level to serve as the CIS Ambassadors. CIS Ambassadors work with him to help identify any grade level needs or school needs they think are important to address. It was their responsibility to be involved with CIS Events and to help plan school-wide incentives. The requirements to be a CIS Ambassador were as follows: overall good grades, good classroom behavior, and good attendance.

Part VI

Based upon our examination of student discipline at Brooke Middle School, we hereby make the following findings:

a. Disciplinary Measures

The following disciplinary measures are as of December 10, 2021. Since we were on Remote or Hybrid instruction for a large portion of the 2020-2021 school year, the results shown below for that year were not typical and cannot be compared to any of the current or previous years' disciplinary data.



What is the change in incidents by year?

Filter Criteria:			
District/County	[All Districts]	School	[All Schools]
School Type	[All School Types]	Grade	[All Grades]
Staff	[All Staff]	Ethnicity	[All]
Gender	[All]	Students with IEPs	[All]
Gifted Students	[All]	English Learners	[All]
Economically Disadvantaged	[All]	Student Group	[None Selected]
Incident Group	[All Incident Types]	Incident Type	[All Incident Types]

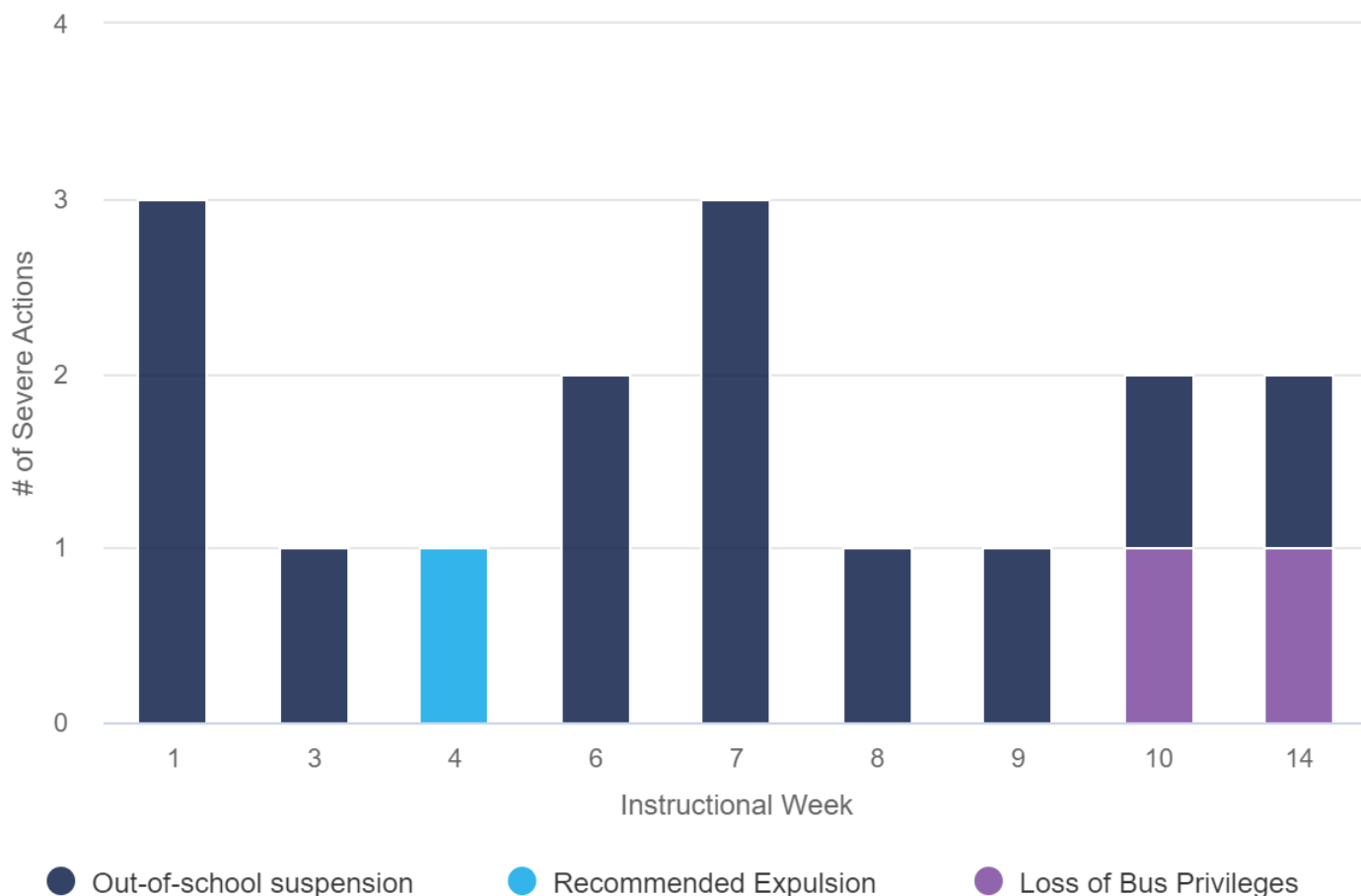
Severity Level	Type	Year	2018-2019	2019-2020	2020-2021	2021-2022	Totals
4	Battery Against a School Employee		4	1			5
	Illegal Substance Related Behaviors: Use/Possession of Illicit Drugs			1			1
3	Battery Against a Student		9	25		1	35
	Defacing School Property/ Vandalism		2	9		2	13
	False Fire Alarm		1				1
	Harassment/Bullying/Intimidation		4	9			13
	Larceny		2			1	3
	Possession/Use of Substance Containing Tobacco and/or Nicotine		3	1	4	5	13
	Sexual Misconduct		1	3		2	6
	Threat of Injury Against An Employee or A Student		7	10	3	2	22
	Verbal Assault Against a School Employee			1	1		2
	Verbal Assault Against a Student			4	1	2	7
2	Habitual Violation of School Rules or Policies		20	27	10	3	60
	Insubordination		24	45	10	15	94
	Leaving School Without Permission				1		1
	Physical Fight Without Injury		23	23	7	7	60
	Possession of Knife not meeting Dangerous Weapon Definition (West Virginia Code ?61-7-2)		1		1		2
	Profane Language/ Obscene Gesture/ Indecent Act Toward An Employee or A Student		13	24	8	9	54
	Technology Misuse		15	8	6	2	31
1	Cheating				1	2	3
	Deceit		9	4	4	2	19
	Disruptive/Disrespectful Conduct		190	155	47	80	472
	Failure to Serve Detention		1	1		2	4
	Inappropriate Display of Affection			1	1		2
	Inappropriate Language		23	16	2	12	53
	Possession of Inappropriate Personal Property		1	4	1	1	7
	Skiping Class		8	22	6	8	44
Tardiness		1	8	1	4	14	
0	Involved as non-offender or target of incident		8	24	3	4	39

What is the change in action usage by year?

Filter Criteria:			
District/County	[All Districts]	School	[All Schools]
School Type	[All School Types]	Grade	[All Grades]
Staff	[All Staff]	Ethnicity	[All]
Gender	[All]	Students with IEPs	[All]
Gifted Students	[All]	English Learners	[All]
Economically Disadvantaged	[All]	Student Group	[None Selected]
Incident Group	[All Incident Types]	Incident Type	[All Incident Types]

Action Group	Action	Year	2018-2019	2019-2020	2020-2021	2021-2022	Totals
Administrator/Teacher and Student Conference	Administrator/student conference or reprimand		150	75	20	20	265
	Teacher/student conference or reprimand		4	4	1	1	10
Alternative Education Placement	Removal of a student to an alternative education placement		10				10
	Removal of student with a disability to an Interim Alt Ed Setting by school personnel		6	1			7
Detention	Detention		54	8			62
	Detention - after school		8	6			14
	Detention - lunch		511	373	65	71	1,020
	Detention - lunch (2nd sitting)		1	1			2
	Detention - lunch (3rd sitting)			1			1
	Detention - lunch (4th sitting)			1			1
Exclusion from Classroom	Immediate exclusion by teacher from the classroom		20	7			27
Expulsion	Expulsion		1				1
	Recommended Expulsion			3		1	4
In-school suspension	In-school suspension		200	144	38	27	409
Invalid Action Code	Invalid Action Code		3				3
Law Enforcement Involvement	Law enforcement notification if warranted		4				4
Loss of Privileges	Confiscation of inappropriate item		1	6			7
	Denial of participation in class and/or school activities		5	1			6
	Loss of Bus Privileges		12	6		2	20
	Revocation of privileges		2	4	2	3	11
No Action Warranted	No Action Warranted		28	53	5	5	91
Out-of-school suspension	Out-of-school suspension		139	114	22	13	288
Parent Involvement	Administrator and teacher-parent/guardian conference		17	22			39
	Administrator/Parent Contact		17	4	4	3	28
	Teacher parent contact		7	3	1	3	14
Referral for Services	Counseling referrals and conference to support staff or agencies		12	1	2	4	19
	Referral to IEP Team		6	3	1		10
	Referral to support staff or agencies for counseling or other therapeutic services		6		1	1	8
Supportive Interventions	Behavioral contracts			1			1
	Change in the student's class schedule		11	9		2	22
	Daily/weekly progress reports			2			2
Warning	Warning		79	55	11	10	155

Is the use of severe actions as a response decreasing?



b. Fairness and Consistency of Disciplinary Action at the School

We strive to implement a “firm, fair, and consistent” discipline policy here at BMS. Our discipline policy follows that of the Brooke County Discipline Policy. Students are made aware of the consequences of violating the discipline policy throughout the first several weeks of school. Those consequences are also clearly labeled on our discipline sheet. The discipline policy is available online, in the student agenda, and was also provided to the parents at the beginning of the school year. Parents were required to sign a “release” that said they saw the Student Code of Conduct.

The consequences for a violation of the student code of conduct are decided upon based on several factors. We review the circumstances; conduct an interview with the student and sometimes witnesses, take into consideration the teacher’s statement and possibly a conversation with the parents. The consequences are then determined by the Brooke County Discipline Policy (based upon the WVDE Safe and Supportive Schools, Policy 4373) and our county discipline referral sheet.

c. An Expansion of the Student Code of Conduct and guidelines (Policy 4373)

The expansion of the Student Code of Conduct and guidelines (Policy 4373) is located in Part IV, section b of this report. **Please see pages 11 through 13 for this information.**



Interim Assessment Practice

School: Brooke Middle School

Grade level: 5-8

Identify specific actions and demonstrable evidence of progress for each time block. Focus on the current block of time yet think ahead to future blocks. Each month block will have a set of actions and evidence to guide your efforts and assess your progress.

Types of interims: CA-CIA, FF-CIA, Interim Module Assessments (IMAs), Diagnostic Assessments (DIAs) and Science Interim Assessments (SIAs) ELPA21 Practice Tests, Science Practice Tests, ELA and Math Practice Tests.

- **Comprehensive Interim Assessment** available Oct. 1 until GSA, fixed form, 30-40 items not confidential, available in teacher item preview, and report in airways.
- **Interim Module Assessment** available Oct. 1 until GSA, fixed form, 5-20 items used for class instruction, not secure or confidential, title of IMA will tell you the cluster, report in airways and available in teacher item previewer
- **Science Interim Assessments** fixed form, 10-20 items grade band test for both 3-5 and 6-8 they are cluster test. They are not comprehensive, scored using assertion and outcomes, in teacher item reviewed at grades 5 and 8
- **Diagnostic Assessments** written by WV teachers, fixed form, 5-20 items not secure or confidential, title indicates what will be assessed in teacher item previewer.

The following pages contain the charts for RLA, Math, and Science plans for implementation of any practice assessments given throughout the school year.

Reading/Language Arts--*Will use one test question a week (Remote Wednesdays) using Google Forms

TIME	ACTION	DEMONSTRABLE EVIDENCE OF PROGRESS
October	All students in school complete the CA-CIA in the grade below their current grade for Reading and Writing.	The purpose is to review and analyze below grade-level benchmark data. This will help educators make actionable plans to improve any student learning gaps on below grade level content standards.
November	Literary Text Interim	The purpose is to review and analyze present levels of literary elements. This will help educators make actionable plans to improve any student learning gap.
December	Informative Writing Interim	The purpose is to review and analyze present levels of writing informatively. This will help educators make actionable plans to improve any student learning gap.
January (postponed to February)	All students in school complete the CA-CIA in the grade on their current grade for Reading, Writing, and Mathematics.	By administering the current grade level CA-CIA, educators will know and understand what their students learned after instruction on their current grade level.
February	Informational Text Interim	The purpose is to review and analyze present levels of informational text. This will help educators make actionable plans to improve any student learning gap.
March	Argumentative Writing Interim	The purpose is to review and analyze present levels of writing argumentatively. This will help educators make actionable plans to improve any student learning gap.
April	Editing Interim	The purpose is to review and analyze present levels of editing. This will help educators make actionable plans to improve any student learning gap.

Math

TIME	ACTION	DEMONSTRABLE EVIDENCE OF PROGRESS
October	All students in school complete the CA-CIA in their current grade for Mathematics.	The purpose is to review and analyze below grade-level benchmark data. This will help educators make actionable plans to improve any student learning gaps on below grade level content standards.
November	As of 09/30/2021, our plan is to assign one IMA or Diagnostic per month remotely using the new at home options. The specific topics of the IMAs and Diagnostics will vary by grade and will be determined by what is being covered in class.	Results will be entered here upon completion.
December	As of 09/30/2021, our plan is to assign one IMA or Diagnostic per month remotely using the new at home options. The specific topics of the IMAs and Diagnostics will vary by grade and will be determined by what is being covered in class.	Results will be entered here upon completion.
January	All students in school complete the CA-CIA in the grade on their current grade for Mathematics.	By administering the current grade level CA-CIA, educators will know and understand what their students learned after instruction on their current grade level.
February	As of 09/30/2021, our plan is to assign one IMA or Diagnostic per month remotely using the new at home options. The specific topics of the IMAs and Diagnostics will vary by grade and will be determined by what is being covered in class.	Results will be entered here upon completion.
March	As of 09/30/2021, our plan is to assign one IMA or Diagnostic per month remotely using the new at home options. The specific topics of the IMAs and Diagnostics will vary by grade and will be determined by what is being covered in class.	Results will be entered here upon completion.
April	As of 09/30/2021, our plan is to assign one IMA or Diagnostic per month remotely using the new at home options. The specific topics of the IMAs and Diagnostics will vary by grade and will be determined by what is being covered in class.	Results will be entered here upon completion.

Science

TIME	ACTION	DEMONSTRABLE EVIDENCE OF PROGRESS
October	All students in school complete the CA-CIA in the grade below their current grade for Reading, Writing, and Mathematics.	The purpose is to review and analyze below grade-level benchmark data. This will help educators make actionable plans to improve any student learning gaps on below grade level content standards.
November	Middle School Earth Space Science - History of Earth 1 Interim (One day during the week of November 2nd) Middle School Earth Space Science - History of Earth 2 Interim (One day during the week of November 16th)	We will utilize two days per month to practice the test using the Airst site. We will complete the questions together to show the students how many steps it takes to find the information. We want the students to look at all of the information given before they try to answer the question. We will familiarize the students with the setup of the computer-based questions; showing the students how to read the graphs/charts and manipulate the data to answer the questions.
December	Middle School Earth Space Science- Human Impacts (One day during the week of December 1st) Middle School Earth Space Science- Space Systems 1 (One day during the week of December 15th)	We will utilize two days per month to practice the test using the Airst site. We will complete the questions together to show the students how many steps it takes to find the information. We want the students to look at all of the information given before they try to answer the question. We will familiarize the students with the setup of the computer-based questions; showing the students how to read the graphs/charts and manipulate the data to answer the questions.
January	All students in school complete the CA-CIA in the grade on their current grade for Reading, Writing and Mathematics.	By administering the current grade level CA-CIA, educators will know and understand what their students learned after instruction on their current grade level.
February	Middle School Earth Space Science- Space Systems 2 Interim (One day during the week of February 1st) Middle School Earth Space Science- Weather and Climate Interim (One day during the week of February 15th)	We will utilize two days per month to practice the test using the Airst site. We will complete the questions together to show the students how many steps it takes to find the information. We want the students to look at all of the information given before they try to answer the question. We will familiarize the students with the setup of the computer-based questions; showing the students how to read the graphs/charts and manipulate the data to answer the questions.
March	Middle school Life Science- Growth, Development and Reproduction of Organisms 1 Interim (One day during the week of March 1st) Middle school Life Science- Growth, Development and Reproduction of Organisms 2 Interim (One day during the week of March 15th)	We will utilize two days per month to practice the test using the Airst site. We will complete the questions together to show the students how many steps it takes to find the information. We want the students to look at all of the information given before they try to answer the question. We will familiarize the students with the setup of the computer-based questions; showing the students how to read the graphs/charts and manipulate the data to answer the questions.
April	Middle School Life Science- Independent- Independent Relationships in Ecosystems Interim (One day during the week of April 6th) Middle School Life Science- Matter and Energy in Organisms and Ecosystems (One day during the week of April 19th)	We will utilize two days per month to practice the test using the Airst site. We will complete the questions together to show the students how many steps it takes to find the information. We want the students to look at all of the information given before they try to answer the question. We will familiarize the students with the setup of the computer-based questions; showing the students how to read the graphs/charts and manipulate the data to answer the questions.

