Profile and Plan Essentials

School		AUN/Branch
Beaver Falls Senior High School		127041503/0649
Address 1		
Big Beaver Falls Area School District		
Address 2		
1701 8th Avenue		
City	**State**	**Zip Code**
Beaver Falls	PA	15010
Chief School Administrator		**Chief School Administrator Email**
Dr. Donna Nugent		nugentd@tigerweb.org
Principal Name		
Mr. Douglass Rowe		
Principal Email		
rowed@tigerweb.org		
Principal Phone Number		**Principal Extension**
7248437470		*1302
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Mrs. Joyce Depenhart		depenhartj@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mr. Douglass Rowe	Principal	Beaver Falls High School	rowed@tigerweb.org
Dr. Donna Nugent	Superintendent	BBFASD Administration	nugentd@tigerweb.org
Mrs. Joyce Depenhart	Director of Student Services	BBFASD Administration	depenhartj@tigerweb.org
Mr. David Woods	Assistant Principal	Beaver Falls High School	woodsd@tigerweb.org
Ms. Angela Manno	Guidance Counselor	Beaver Falls High School	mannoa@tigerweb.org
Mrs. Debra Shee	Title I/Librarian	Beaver Falls High School	sheed@tigerweb.org
Mrs. Michelle Micija	English	Beaver Falls High School	micijam@tigerweb.org
Mrs. Lauren Hahn	Math	Beaver Falls High School	hahnl@tigerweb.org
Mrs. Michele Benn	Science	Beaver Falls High School	bennm@tigerweb.org
Mr. Brian Farkas	Social Studies	Beaver Falls High School	farkasb@tigerweb.org
Mrs. Mary Beth Leeman	Special Education Compliance Director	BBFASD Administration	leemanm@tigerweb.org
Mrs. Kristie Martel	Parent	Beaver Falls High School	
Mr. Demetrius Taylor	Student	Beaver Falls High School	
Dr. Kenya Johns	Community Member	Beaver Falls High School	
Mrs. Brooke Hoffman	Teacher	Beaver Falls High School	hoffmanb@tigerweb.org
Nevaeh Turner	Student	BFHS	
Aniyah Harris	Student	BFHS	
Na'Talyah Pitts	Student	BFHS	
David Gill	Community Member	Business Owner	
Isaac Miller	Student	BFHS	
Sam Haas	Student	BFHS	
Alex Rivera	Student	BFHS	
Jessica Ezop	Teacher	BFHS	
Miranda Horter	Student	BFHS	
Kingston Batch	Student	BFHS	
Braiden Hunter	Student	BFHS	
Justise Crespo	Student	BFHS	
Darcy Clark	Teacher	BFHS	
Cathy Austin	Parent	BFHS	
Cynthia Cook	Board Member	BBFASD	
Tom Karczewski	Board Member	BBFASD	
Michelle Manno	Board Member	BBFASD	
Susan Smith	Board Member	BBFASD	
Terri Ellinwood	Board Member	BBFASD	

Darcelle Slappy	Board Member	BBFASD	
Ryan Burger	Teacher	BFHS	
Leslie Kisling	Teacher	BFHS	

Vision for Learning

Vision for Learning

Beaver Falls High School is committed to providing a strong educational experience that is built on trust, embraces diversity, and fosters a strong foundation through rigorous and well-rounded educational programs that will prepare students for post-secondary opportunities.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The All Student Group meets/exceeds the interim target in Performance from the Previous Year for ELA/Literature Keystones.	Based on 2022-2023 BFHS FRPI data, the All Student Group data results were 79%, which exceeded the Statewide Average Score of 75.4%.
The All Student Group meets/exceeds the interim target in Performance from the Previous Year for Industry-Based Learning.	Based on 2022-2023 BFHS FRPI data, the All Student Group data results were 10.5%, although this is a slight decrease from the previous year of 13.3%. This group met an interim target in performance.
The All Student Group High School Graduation Five-Year Cohort increased from 2021-2022 to 2022-2023.	Based on the 2022-2023 BFHS FRPI data, under College and Career Measures, the All Group High School Graduation Five-Year Cohort from 2021-2022 to 2022-2023 data results increased from 78.6% to 85.8%.

Challenges

Indicator	Comments/Notable Observations
The All Student Group did not meet the goal for student attendance.	Based on 2021-2022 BFHS FRPI data, the All Student Group data results for Regular Attendance Performance Standard was 54%, which did not meet the Statewide Average Score of 73.9% and well below the Statewide Performance Standard of 94.1%.
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.	Based on 2022-2023 BFHS FRPI data, the All Student Group data results were 13.2%, which did not meet the Statewide Average Score of 38.3%.
The Four-Year Cohort All Student Group did not meet the interim goal/improvement target for graduation.	Based on the 2022-2023 BFHS FRPI data, under College and Career Measures, the All Group High School Graduation Four-Year Cohort was 86.8% and the State Goal was 92.4%.

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

Strengths

Indicator	Comments/Notable Observations
Indicator The African-American/Black Student subgroup exceeds statewide goal - increase in performance from the previous year for ELA/Literature Keystone. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on 2022-2023 BFHS FRPI data, the African-American/Black Student subgroup data results were 87%, which exceeded the Statewide Average Score of 75.4%.
Indicator The African-American/Black Student subgroup meets or exceeds interim target - maintained the same performance from the previous year in the Industry Based Learning category. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on 2021-2022 BFHS FRPI data, The African-American/Black Student subgroup data results were 10% compared to 6.7%.
Indicator The two or more races subgroup exceeds the interim target in the Four-Year Graduation Cohort. **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** Based on 2022-2023 BFHS FRPI data, the two or more races subgroup data results increased from the previous year, 81.8% to 95.5%.
Indicator The Students with Disabilities subgroup exceeds the interim target in the Four-Year Graduation Cohort. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Based on 2022-2023 BFHS FRPI data, the Students with Disabilities subgroup data results increased from 67.9% to 82.9%.

Challenges

Indicator	Comments/Notable Observations
Indicator The Black student subgroup did not meet Algebra Keystone statewide goal/interim target - maintained the same performance from the previous year. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on 2022-2023 BFHS FRPI data, the Black subgroup data reflected a decrease from 21.7% to 4.0% between 2020-2021 and 2022-2023.
Indicator The Students with Disabilities subgroup did not meet the Algebra Keystone statewide goal/interim target - decrease in performance from the previous year. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Based on 2022-2023 BFHS FRPI data, the Students with Disabilities subgroup data reflected in this subgroup decreased from 4.5% to 0.0% between 2020-2021 and 2022-2023.

Indicator The Black student subgroup did not meet the Annual Academic Growth Expectations PVAAS Mathematics/Algebra I. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Based on 2022-2023 BFHS FRPI data, the Black subgroup data reflected a decreased from 55% to 53% between 2021 - 2022 and 2022 - 2023.

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.

The All Student Group meets/exceeds the interim target in Performance from the Previous Year for ELA/Literature Keystones.
The All Student Group meets/exceeds the interim target in Performance from the Previous Year for Industry-Based Learning.
The All Student Group High School Graduation Five-Year Cohort increased from 2021-2022 to 2022-2023.
The African-American/Black Student subgroup exceeds statewide goal - increase in performance from the previous year for ELA/Literature Keystone.
The two or more races subgroup exceeds the interim target in the Four-Year Graduation Cohort.

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.

The All Student Group did not meet the goal for student attendance.
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.
The Four-Year Cohort All Student Group did not meet the interim goal/improvement target for graduation.
The Black student subgroup did not meet Algebra Keystone statewide goal/interim target - maintained the same performance from the previous year.
The Students with Disabilities subgroup did not meet the Algebra Keystone statewide goal/interim target - decrease in performance from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Algebra CDT data	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 63% of students currently taking Algebra I showed improvement.
STAR Assessment	The All Student Group showed growth throughout the school year on the quarterly ELA local assessments.

English Language Arts Summary

Strengths

The All Student Group met or exceeded the interim target - increase in performance from the previous year.
The Black Student Group met or exceeded the statewide goal - increase in performance from the previous year.
The Economically Disadvantaged Group met or exceeded the statewide goal - increase in performance from the previous year.
The Combined Ethnicity Group - met or exceeded the statewide goal - increase in performance from the previous year.

Challenges

Only 1% of the All Student Group earned advanced.
Only 2.5 % of the White Student group earned advanced.
No students from the Economically Disadvantaged Group, 2 or More Races Group, Black Students Group, and Combined Ethnicity Group earned advanced.

Mathematics

Data	Comments/Notable Observations
Mathematics/Algebra CDT data	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 63% of students currently taking Algebra I showed improvement.
Mathematics/Algebra CDT data	Although 17% of students currently taking Algebra I are demonstrating proficiency on the Linear Equations & Inequalities CDT assessment, 83% of students did not meet the proficiency level.
Mathematics/Algebra CDT data	Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 56% of students currently taking Algebra I showed improvement.
Mathematics/Algebra CDT data	Although 9% of students currently taking Algebra I are demonstrating proficiency on the Functions & Coordinate Geometry CDT assessment, 91% of students did not meet the proficiency level.

Mathematics Summary

Strengths

Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 56% of students currently taking Algebra I showed improvement.

Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 63% of students currently taking Algebra I showed improvement.

Although 17% of students currently taking Algebra I are demonstrating proficiency on the Linear Equations & Inequalities CDT assessment, 83% of students did not meet the proficiency level.
Although 9% of students currently taking Algebra I are demonstrating proficiency on the Functions & Coordinate Geometry CDT assessment, 91% of students did not meet the proficiency level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Biology Keystone Exam	While All Student Groups did not meet the interim goal/improvement target, they held steady or improved slightly from the previous year.
Science/Biology CDT data	HS Science department administered the Biology CDT, but didn't use the data to drive instruction or provide targeted remediation.

Science, Technology, and Engineering Education Summary

Strengths

Administered the Science/Biology CDTs as the HS Science local assessment.

Challenges

Although the HS administered the Science/Biology CDTs as the local assessment, the HS administration and science department needs to use this data to drive instruction and targeted remediation. This will ensure all stakeholders understand the needs of our students and provide appropriate instructional/remediation strategies to raise student achievement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index - Career Standard Benchmark All Student Group Performance Standard	Based on 2022-2023 BFHS FRPI data, the All Student Group data reflects that 81.1% of students meet the performance standard, which is below the Statewide Average of 89.6%.
Future Ready PA Index - Career Standard Benchmark All Student Group Performance Standard	Based on 2022-2023 BFHS FRPI data, the All Student Group data reflects that 81.1% of students meet the performance standard. This is an increase in performance from the previous year.
Future Ready PA Index - Career Standard Benchmark the White subgroup Performance Standard	Based on 2022-2023 BFHS FRPI data, the White subgroup data reflects that 81.0% of students meet the performance standard. This is a decrease in performance for this subgroup from the previous year, which was 88.7%.
Future Ready PA Index - Career Standard Benchmark the subgroup Performance Standard	Based on 2022-2023 BFHS FRPI data, the subgroup data reflects that all but one of student subgroups increased in performance from the previous year.

Career and Technical Education (CTE) Programs
True Career and Technical Education (CTE) Programs Omit

Arts and Humanities
True Arts and Humanities Omit

Environment and Ecology
True Environment and Ecology Omit

Family and Consumer Sciences
True Family and Consumer Sciences Omit

Health, Safety, and Physical Education
True Health, Safety, and Physical Education Omit

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

Summary

Strengths

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

Based on 2022-2023 BFHS FRPI data, the All Student Group data reflects that 81.1% of students meet the performance standard. This is an increase in performance from the previous year.
Based on 2022-2023 BFHS FRPI data, the subgroup data reflects that all but one of student subgroups increased in performance from the previous year.

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.

Based on 2022-2023 BFHS FRPI data, the All Student Group data reflects that 81.1% of students meet the performance standard, which is below the Statewide Average of 89.6%.
Based on 2022-2023 BFHS FRPI data, the White subgroup data reflects that 81.0% of students meet the performance standard. This is a decrease in performance for this subgroup from the previous year, which was 88.7%.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Mathematics/Algebra CDT data	Based on the pre- to post- CDT assessment data, 52% of students showed improvement.
Mathematics/Algebra CDT data	Although 14% of students are demonstrating proficiency on the CDT assessment, 86% of students did not meet the proficiency level.
Regular Attendance	Although there was an improvement from the 2021-2022 school year to 2022-2023 school year, this subgroup did not meet the statewide interim target.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Mathematics/Algebra CDT data	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 63% of students currently taking Algebra I showed improvement.
Mathematics/Algebra CDT data	Although 9% of students currently taking Algebra I are demonstrating proficiency on the Functions & Coordinate Geometry CDT assessment, 91% of students did not meet the proficiency level.
Mathematics/Algebra CDT	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 63% of students currently taking Algebra I

data	showed improvement.
Regular Attendance	There was a decline from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target
Mathematics/Algebra CDT data	Although 17% of students currently taking Algebra I are demonstrating proficiency on the Linear Equations & Inequalities CDT assessment, 83% of students did not meet the proficiency level.
Mathematics/Algebra CDT data	Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 56% of students currently taking Algebra I showed improvement.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Based on the pre- to post- CDT assessment data, 42% of students showed improvement.
Black	Although 12% of students are demonstrating proficiency on the CDT assessment, 88% of students did not meet the proficiency level.
Black	There was an increase of 1.3% from the 2021-2022 school year to 2022-2023 school year; but this subgroup did not meet the statewide interim target.
2 or More Races	There was a decline from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.
White	There was a decline from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.

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.

Based on the pre- to post- Linear Equations & Inequalities Algebra CDT assessment data, 63% of students currently taking Algebra I showed improvement.
Based on the pre- to post- Functions & Coordinate Geometry Algebra CDT assessment data, 56% of students currently taking Algebra I showed improvement.
Based on the pre- to post- Algebra CDT assessment data, 42% of students (Black subgroup) showed improvement.

Challenges

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

Although there was an improvement with the Students with Disabilities regular attendance from the 2021-2022 school year to 2022-2023 school year, this subgroup did not meet the statewide interim target.
There was a decline with regular attendance with Economically Disadvantaged students from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.
There was an increase of 1.3% in regular attendance rates in the Black subgroup from the 2021-2022 school year to 2022-2023 school year; but this subgroup did not meet the statewide interim target.
There was a decline of regular attendance rates in the subgroup, two or more races, from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.
There was a decline of regular attendance rates in the white student subgroup from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

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

Align curricular materials and lesson plans to the PA Standards *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Foster a culture of high expectations for success for all students, educators, families, and community members *
Implement a multi-tiered system of supports for academics and behavior *
Identify professional learning needs through analysis of a variety of data *

Challenges

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *
Implement evidence-based strategies to engage families to support learning *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

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
The All Student Group meets/exceeds the interim target in Performance from the Previous Year for ELA/Literature Keystones.	False
The All Student Group meets/exceeds the interim target in Performance from the Previous Year for Industry-Based Learning.	False
The All Student Group High School Graduation Five-Year Cohort increased from 2021-2022 to 2022-2023.	False
The African-American/Black Student subgroup exceeds statewide goal - increase in performance from the previous year for ELA/Literature Keystone.	False
The All Student Group met or exceeded the interim target - increase in performance from the previous year.	False
Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 56% of students currently taking Algebra I showed improvement.	False
The two or more races subgroup exceeds the interim target in the Four-Year Graduation Cohort.	False
Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 63% of students currently taking Algebra I showed improvement.	False
Administered the Science/Biology CDTs as the HS Science local assessment.	False
The Black Student Group met or exceeded the statewide goal - increase in performance from the previous year.	False
The Economically Disadvantaged Group met or exceeded the statewide goal - increase in performance from the previous year.	False
The Combined Ethnicity Group - met or exceeded the statewide goal - increase in performance from the previous year.	False
Based on 2022-2023 BFHS FRPI data, the subgroup data reflects that all but one of student subgroups increased in performance from the previous year.	False
Align curricular materials and lesson plans to the PA Standards *	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	True
Foster a culture of high expectations for success for all students, educators, families, and community members *	True
Implement a multi-tiered system of supports for academics and behavior *	True
Identify professional learning needs through analysis of a variety of data *	True
Based on 2022-2023 BFHS FRPI data, the All Student Group data reflects that 81.1% of students meet the performance standard. This is an increase in performance from the previous year.	False
Based on the pre- to post- Linear Equations & Inequalities Algebra CDT assessment data, 63% of students currently taking Algebra I showed improvement.	False
Based on the pre- to post- Functions & Coordinate Geometry Algebra CDT assessment data, 56% of students currently taking Algebra I showed improvement.	False
Based on the pre- to post- Algebra CDT assessment data, 42% of students (Black subgroup) showed improvement.	False

Challenges

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

Strength	Check for Consideration in Plan
The Black student subgroup did not meet Algebra Keystone statewide goal/interim target - maintained the same performance from the previous year.	True
The All Student Group did not meet the goal for student attendance.	True
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.	True
The Four-Year Cohort All Student Group did not meet the interim goal/improvement target for graduation.	True
The Students with Disabilities subgroup did not meet the Algebra Keystone statewide goal/interim target - decrease in performance from the previous year.	True
Although 17% of students currently taking Algebra I are demonstrating proficiency on the Linear Equations & Inequalities CDT assessment, 83% of students did not meet the proficiency level.	False
Although 9% of students currently taking Algebra I are demonstrating proficiency on the Functions & Coordinate Geometry CDT assessment, 91% of students did not meet the proficiency level.	False
Based on 2022-2023 BFHS FRPI data, the All Student Group data reflects that 81.1% of students meet the performance standard, which is below the Statewide Average of 89.6%.	False
Although the HS administered the Science/Biology CDTs as the local assessment, the HS administration and science department needs to use this data to drive instruction and targeted remediation. This will ensure all stakeholders understand the needs of our students and provide appropriate instructional/remediation strategies to raise student achievement.	False
Only 1% of the All Student Group earned advanced.	False
Only 2.5 % of the White Student group earned advanced.	False
No students from the Economically Disadvantaged Group, 2 or More Races Group, Black Students Group, and Combined Ethnicity Group earned advanced.	False
Implement evidence-based strategies to engage families to support learning *	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	False
There was an increase of 1.3% in regular attendance rates in the Black subgroup from the 2021-2022 school year to 2022-2023 school year; but this subgroup did not meet the statewide interim target.	True
Based on 2022-2023 BFHS FRPI data, the White subgroup data reflects that 81.0% of students meet the performance standard. This is a decrease in performance for this subgroup from the previous year, which was 88.7%.	False
Although there was an improvement with the Students with Disabilities regular attendance from the 2021-2022 school year to	False

2022-2023 school year, this subgroup did not meet the statewide interim target.	
There was a decline with regular attendance with Economically Disadvantaged students from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.	False
There was a decline of regular attendance rates in the subgroup, two or more races, from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.	False
There was a decline of regular attendance rates in the white student subgroup from the 2021-2022 school year to 2022-2023 school year; this subgroup did not meet the statewide interim target.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	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.

Strength - strong, positive relationships with students, parents/families, and community, Need - increase parent/family engagement in order to support education. Need - increase student daily attendance rates. Need - boost local assessment to drive instruction and support students Need - strengthen instructional strategies Enhance - Professional Development to strengthen classroom instruction and remediation Update math textbooks, materials, and resources

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The Black student subgroup did not meet Algebra Keystone statewide goal/interim target - maintained the same performance from the previous year.	The data reflected in this subgroup decreased from 21.7% to 4.0% between 2020-2021 and 2022-2023.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *		False
Implement evidence-based strategies to engage families to support learning *		True
There was an increase of 1.3% in regular attendance rates in the Black subgroup from the 2021-2022 school year to 2022-2023 school year; but this subgroup did not meet the statewide interim target.		False
The All Student Group did not meet the goal for student attendance.	Based on 2021-2022 BFHS FRPI data, the All Student Group data results	True
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.	Based on 2022-2023 BFHS FRPI data, the All Student Group data results were 13.2%, which did not meet the Statewide Average Score of 38.3%.	True
The Four-Year Cohort All Student Group did not meet the interim goal/improvement target for graduation.	Based on the 2022-2023 BFHS FRPI data under College and Career Measures, the All Group High School Graduation Four-Year Cohort was 86.8% and the State Goal was 92.4%.	False
The Students with Disabilities subgroup did not meet the Algebra Keystone statewide goal/interim target - decrease in performance from the previous year.	The data reflected in this subgroup decreased from 4.5% to 0.0% between 2020-2021 and 2022-2023.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards *	Continue to analyze data to improve instruction
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	Schoolwide positive behavior interventions and supports will in turn improve student achievement.
Foster a culture of high expectations for success for all students, educators, families, and community members *	Strong, positive school - parent/family/community relationships. Need to expand this to include and promote educational opportunities.
Implement a multi-tiered system of supports for academics and behavior *	BFHS has implemented various programming, reward systems, and incentives that have helped motivate students but additional supports are needed.
Identify professional learning needs through analysis of a variety of data *	Ongoing need is to increase professional development

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement targeted support systems and instructional practices to improve Black students' performance in Algebra, ensuring they meet the Keystone statewide goal/interim target by enhancing teacher training, providing additional resources, and fostering an inclusive learning environment.
	Establish and promote evidence-based family engagement programs that provide parents/guardians with the tools and resources needed to actively support their children's learning and academic success.
	Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and establishing a supportive and motivating school culture.
	Enhance mathematics instruction and support for all students by integrating data-driven interventions, providing ongoing professional development for educators, and increasing access to supplementary learning resources and technology.

Goal Setting

Priority: Implement targeted support systems and instructional practices to improve Black students' performance in Algebra, ensuring they meet the Keystone statewide goal/interim target by enhancing teacher training, providing additional resources, and fostering an inclusive learning environment.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
By the end of the 2024-2025 academic year, increase the percentage of Black students meeting the Keystone Algebra proficiency standard from the current 4% to 15% by implementing targeted support systems and instructional practices, including professional development for HS Math teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.

Measurable Goal Nickname (35 Character Max)
Goal #1 - Algebra Success Subgroup Initiative

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct initial professional development sessions for HS Math teachers focused on culturally responsive teaching practices and effective intervention strategies. Identify and begin providing targeted academic resources such as tutoring and online learning tools to Black students struggling in Algebra. Establish baseline data for student performance and set up monitoring systems to track progress. Target: Increase proficiency from 4% to 6%.	Continue professional development with a focus on differentiated instruction and data-driven teaching methods. Monitor and assess the effectiveness of tutoring programs and make necessary adjustments to ensure maximum impact. Engage parents/guardians through workshops and information sessions on supporting their children's learning. Target: Increase proficiency from 6% to 8%.	Conduct follow-up professional development sessions to reinforce and build on previous training. Provide additional intensive tutoring sessions and expand access to online learning tools in preparation for the Keystone exams. Foster a supportive learning environment through student mentorship programs and peer study groups. Target: Increase proficiency from 8% to 11%.	Evaluate the effectiveness of all interventions and professional development activities conducted throughout the year. Prepare students with targeted review sessions and practice exams to build confidence and proficiency. Collect and analyze final data on student performance to measure progress and plan for future improvements. Target: Increase proficiency from 11% to 15%.

Priority: Establish and promote evidence-based family engagement programs that provide parents/guardians with the tools and resources needed to actively support their children's learning and academic success.

Outcome Category
Parent and family engagement

Measurable Goal Statement (Smart Goal)
By the end of the 2024-2025 academic year, increase the percentage of families actively engaged in supporting their children's learning to 50% by implementing evidence-based strategies, including monthly workshops, regular communication through multiple channels, and personalized support programs tailored to

family needs.

Measurable Goal Nickname (35 Character Max)
Goal #2 - Family Engagement Empowerment

Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Launch the family engagement initiative with an initial workshop to introduce the program and its benefits. Establish regular communication channels, such as newsletters, emails, and a dedicated website or app, to keep families informed. Begin offering personalized support programs, such as parent-teacher conferences and home visitations, to address individual family needs. Target: Increase family engagement from 10% to 20%.	Conduct monthly workshops focusing on different aspects of supporting student learning, such as homework help, literacy strategies, and fostering a positive learning environment at home. Enhance communication efforts by incorporating social media, text messaging, and phone calls to reach a wider audience. Continue to provide and refine personalized support programs based on feedback and participation rates. Target: Increase family engagement from 20% to 30%.	Introduce mid-year surveys to gather feedback from families on the effectiveness of the workshops and communication efforts. Adjust the content of monthly workshops and communication strategies based on survey results to better meet family needs. Expand personalized support programs to include community resources, such as local libraries, tutoring centers, and family counseling services. Target: Increase family engagement from 30% to 40%.	Host a year-end celebration to recognize and reward families who have actively engaged in supporting their children's learning throughout the year. Conduct a comprehensive review of the initiative's impact, gathering data on participation rates, feedback, and student outcomes. Plan for the next academic year by identifying areas for improvement and setting new engagement goals. Target: Increase family engagement from 40% to 50%.

Priority: Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and establishing a supportive and motivating school culture.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)
By the end of the 2024-2025 academic year, increase the overall student attendance rate from the current 54% to 70% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.

Measurable Goal Nickname (35 Character Max)
Goal #3 - Attendance Boost Initiative

Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Identify and assess underlying barriers to attendance such as transportation issues, health concerns, or family circumstances. Develop and implement targeted interventions to address identified barriers, such as providing transportation assistance,	Expand family engagement efforts through workshops, seminars, and individual meetings to strengthen the connection between home and school. Implement support programs tailored to the needs of families, such as mentoring programs, parent	Foster a supportive and motivating school culture by recognizing and celebrating students with improved attendance through incentives, rewards, or special events. Implement peer support initiatives, such as buddy systems or peer	Intensify efforts to reinforce the importance of regular attendance and maintain momentum towards the end-of-year goal. Provide additional incentives or rewards for consistent attendance, such as recognition ceremonies, privileges, or tangible

health resources, or counseling services. Initiate regular communication with families to inform them of the importance of attendance and available support resources. Target: Increase attendance rate from 54% to 57%.	education sessions, or community partnerships. Continuously monitor attendance data and adjust interventions as necessary based on progress and feedback. Target: Increase attendance rate from 57% to 62%.	mentoring programs, to encourage accountability and mutual support among students. Conduct regular assessments of the effectiveness of implemented strategies and make any needed adjustments to ensure continued progress. Target: Increase attendance rate from 62% to 66%.	rewards. Conduct a comprehensive review of attendance data for the academic year and celebrate overall improvements achieved. Target: Achieve the final attendance rate goal of 70%.

Priority: Enhance mathematics instruction and support for all students by integrating data-driven interventions, providing ongoing professional development for educators, and increasing access to supplementary learning resources and technology.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
By the end of the 2024-2025 academic year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 13% to 23% by implementing targeted instructional strategies, providing additional academic resources such as tutoring and online learning tools, and conducting regular assessments to monitor and support student progress.

Measurable Goal Nickname (35 Character Max)
Goal #4 - All Student Algebra Proficiency Rise

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct initial assessments to identify students' proficiency levels and learning gaps. Implement targeted instructional strategies, including differentiated instruction and small group interventions. Launch additional academic resources such as after-school tutoring programs and online learning tools. Provide professional development for teachers on effective instructional practices and use of resources. Target: Increase proficiency from 13% to 16%.	Continue targeted instructional strategies and adjust based on Q1 assessment results. Expand tutoring programs and increase access to online resources, ensuring all students have the necessary tools and support. Conduct mid-year assessments to monitor student progress and identify areas needing further intervention. Host family engagement workshops to inform parents/guardians about available resources and how to support their children's learning at home. Target: Increase proficiency from 16% to 18%.	Intensify focus on students still struggling by providing additional one-on-one tutoring and personalized learning plans. Use mid-year assessment data to refine instructional strategies and resources. Implement peer mentoring programs to encourage collaborative learning and support. Conduct regular progress monitoring and provide feedback to students and teachers. Target: Increase proficiency from 18% to 21%.	Provide intensive review sessions and preparatory workshops for end-of-year assessments. Continue monitoring progress and offering targeted support to ensure all students are on track to meet proficiency standards. Conduct final assessments to measure overall student improvement and identify successes and areas for future focus. Celebrate achievements and recognize students who have made significant progress. Target: Increase proficiency from 21% to 23%.

Action Plan

Measurable Goals

Goal #1 - Algebra Success Subgroup Initiative	Goal #2 - Family Engagement Empowerment
Goal #3 - Attendance Boost Initiative	Goal #4 - All Student Algebra Proficiency Rise

Action Plan For: BFHS Focus on Algebra Success

Measurable Goals:

- By the end of the 2024-2025 academic year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 13% to 23% by implementing targeted instructional strategies, providing additional academic resources such as tutoring and online learning tools, and conducting regular assessments to monitor and support student progress.
- By the end of the 2024-2025 academic year, increase the overall student attendance rate from the current 54% to 70% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.
- By the end of the 2024-2025 academic year, increase the percentage of families actively engaged in supporting their children's learning to 50% by implementing evidence-based strategies, including monthly workshops, regular communication through multiple channels, and personalized support programs tailored to family needs.
- By the end of the 2024-2025 academic year, increase the percentage of Black students meeting the Keystone Algebra proficiency standard from the current 4% to 15% by implementing targeted support systems and instructional practices, including professional development for HS Math teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.

Action Step		Anticipated Start/Completion Date	
Math Data Team Meetings		2024-08-20	2025-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mr. Doug Rowe, BFHS principal District Data Coordinator BFHS math teachers	BFHS math data team meetings, District and Building Level Administration support, District Data Coordinator support, BVIU technical support, CDTs and CDT student results, shared Google Drive, BFHS math curriculum, (BFHS Title I staff - Title I funds - $$$, any overage will be paid out of the general fund.)	Yes	
Action Step		**Anticipated Start/Completion Date**	
BFHS Math Remediation Plan		2024-08-	2025-06-

		20	04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mr. Doug Rowe, BFHS principal District Data Coordinator BFHS math teachers	BFHS math data team meetings, District and Building Level Administration support, District Data Coordinator support, BVIU technical support, CDTs and CDT student results, shared Google Drive, BFHS math curriculum, BFHS master schedule, (BFHS Title I staff - Title I funds - $$$, any overage will be paid out of the general fund.) Afterschool math tutoring (21st CLCC funding)	No	
Action Step		**Anticipated Start/Completion Date**	
BFHS Parent Engagement Activities		2024-08-20	2025-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mr. Doug Rowe, BFHS principal District Data Coordinator BFHS math teachers	District and Building Level Administration support, District Data Coordinator support, BVIU technical support, CDTs and CDT student results, shared Google Drive, BFHS math curriculum, parent/family educational materials/resources (BFHS Title I staff - Title I funds - $$$ and BBFASD Parent Family Engagement Title I funds - $$$, any overage will be paid out of the general fund.)	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Student math achievement will increase from the pre- to post- CDTs, which are used as the BFHS local math diagnostic assessments.	CDT pre- and post- math diagnostic assessment results will be used monitor student math achievement at monthly data team meetings. During these monthly data team math meetings, the Administration and HS math teachers will analyze student data to make data driven decisions. These decisions may include, but not limited to, effective instructional strategies, remediation, enrichment, curriculum alignment adjustments, pacing guides, college and career readiness support, mentoring/individual support. Based on student needs and the outcome of these data team meetings, professional development opportunities may be scheduled.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• BFHS Focus on Algebra Success	BFHS Title I staff salary - Title I funds - $145,000, any overage will be paid out of the general fund.	145000
Other Expenditures	• BFHS Focus on Algebra Success	BFHS Title I staff benefits - Title I funds $54,983, any overage will be paid out of the general fund.	54983
Other Expenditures	• BFHS Focus on Algebra Success	BFHS Parent Family Engagement Title I funds - $2,860, any overage will be paid out of the general fund.	2860
Total Expenditures			202843

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
BFHS Focus on Algebra Success	Math Data Team Meetings

Math Data Team Meetings

Action Step		
• Math Data Team Meetings		
Audience		
BFHS Math Teachers		
Topics to be Included		
Analyze student data, data driven decision making, effective instructional strategies		
Evidence of Learning		
CDT Math Assessment Data - student growth/proficiency		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mr. Doug Rowe - BFHS Principal Ms. Susan Emmett - BVIU Program Specialist Mrs. Joyce Depenhart - Director of Student Services	2024-08-20	2025-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	
• 3d: Using Assessment in Instruction	
• 2b: Establishing a Culture for Learning	
• 1d: Demonstrating Knowledge of Resources	
• 4a: Reflecting on Teaching	
• 1b: Demonstrating Knowledge of Students	
• 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
• BBFASD BOE Affirmation 24 25.pdf

Chief School Administrator	Date
Dr Donna M Nugent	2024-08-21
Building Principal Signature	**Date**
Douglass Rowe	2024-08-20
School Improvement Facilitator Signature	**Date**