

**Beaver Falls Area SHS**

TSI Title 1 School Plan | 2025 - 2026

**Profile and Plan Essentials**

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

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Douglass Rowe	Principal	Beaver Falls High School	rowed@tigerweb.org
Donna Nugent	Superintendent	BBFASD Administration	nugentd@tigerweb.org
Joyce Depenhardt	Director of Student Services	BBFASD Administration	depenhardtj@tigerweb.org
David Woods	Assistant Principal	Beaver Falls High School	woods@tigerweb.org
Angela Manno	Guidance Counselor	Beaver Falls High School	mannea@tigerweb.org
Kelly Matsook	Data Analyst	Beaver Falls High School	matsookk@tigerweb.org
Michelle Micija	English	Beaver Falls High School	micijam@tigerweb.org
Lauren Hahn	Math	Beaver Falls High School	hahl@tigerweb.org
Michele Benn	Science	Beaver Falls High School	bennm@tigerweb.org
Brian Farkas	Social Studies	Beaver Falls High School	farkasb@tigerweb.org
Jenny Barnes	Special Education Compliance Director	BBFASD Administration	barnesj@tigerweb.org
Maria Stevenson	Parent	Beaver Falls High School	
Tamara Estelle	Student	Beaver Falls High School	
Dr. Kenya Johns	Community Member	Beaver Falls High School	
Jodi Cobb	Teacher	Beaver Falls High School	cobbj@tigerweb.org
Kash Stevenson	Student	Beaver Falls High School	
Reshawn Hazzard	Student	Beaver Falls High School	
David Gill	Community Member	Business Owner	
Isaac Miller	Student	Beaver Falls High School	
Sam Haas	Student	Beaver Falls High School	
Alex Rivera	Student	Beaver Falls High School	
Jessica Ezop	Teacher	Beaver Falls High School	ezopj@tigerweb.org
Miranda Horter	Student	Beaver Falls High School	
Braiden Hunter	Student	Beaver Falls High School	
Darcy Clark	Teacher	Beaver Falls High School	clarkd@tigerweb.org
Cathy Austin	Parent	Beaver Falls High School	
Cynthia Cook	Board Member	BBFASD	
Tom Karczewski	Board Member	BBFASD	
Michelle Manno	Board Member	BBFASD	
Susan Smith	Board Member	BBFASD	
Ron Miller	Board Member	BBFASD	
Darcelle Slappy	Board Member	BBFASD	
Ryan Burger	Teacher	Beaver Falls High School	burgerr@tigerweb.org
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Tom Marshall	Paraprofessional	Beaver Falls High School	marshallt@tigerweb.org
Mark Spilsbury	Student	Beaver Falls High School	
Anisa Alford	Student	Beaver Falls High School	
Avery Miller	Student	Beaver Falls High School	
De'shylene Williams	Student	Beaver Falls High School	
Elana Lay	Student	Beaver Falls High School	
Jennifer Ceriani	Teacher	21st Century Coordinator	cerianij@tigerweb.org

## 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.

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>True 9</b>	<b>True 10</b>	<b>True 11</b>	<b>True 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
The All Student Group meets the standard demonstrating growth for the ELA/Literature Keystone.	Based on 2023-2024 FRPI data, the All Student Group Academic Growth Score is 70%. This meets the statewide growth standard of 70%.
The All Student Group exceeds the performance standard for the career standards benchmark.	Based on 2023-2024 FRPI data, the All Student Group career standards benchmark performance is 95.6%. This exceeds the statewide average of 91.4%.
Although the All Student Group did not meet the statewide performance standard for industry-based learning, all student groups increased from the previous year.	Based on 2022-2023 and 2023-2024 FRPI data for industry-based learning, the All Student Group increased from 10.5% to 23.2%.

### Challenges

Indicator	Comments/Notable Observations
The All Student Group did not meet the performance standard for regular attendance.	Based on 2023-2024 FRPI data, the All Student Group performance standard for regular attendance is 67.4%. The statewide average is 78.1%.
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.	Based on 2023-2024 FRPI data, the All Student Group scoring Proficient or Advanced on the Algebra Keystone is 24.8%. The statewide average is 40.2%.
The Four-Year Cohort All Student Group did not meet the interim goal/improvement target for graduation.	Based on 2023-2024 FRPI data, The All Student Group graduation 4-year cohort percent is 81.9%. The statewide average is 87.6%.

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

### Strengths

<p><b>Indicator</b> The Black student subgroup exceeds the interim goal/improvement target for the ELA/Literature Keystone.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Based on 2023-2024 FRPI data, the Black student subgroup scoring proficient or advanced on the Literature Keystone is 55.2%. The statewide average is 53.9%.</p>
<p><b>Indicator</b> The economically disadvantaged, Black, white, and combined ethnicity student subgroups exceeded the performance standard for the career standards benchmark.</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> Based on 2023-2024 FRPI data, the statewide average for students meeting the career standards benchmark is 91.4%. The economically disadvantaged subgroup scored 93.9%. The Black subgroup scored 97%. The white subgroup scored 95.1%. The combined ethnicity subgroup scored 96.1%.</p>

African-American/Black, Combined Ethnicity, White, Economically Disadvantaged	
<p><b>Indicator</b> The two or more races subgroup exceeds the interim goal/improvement target for the graduation 4-year cohort.</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> Based on 2023-2024 FRPI data, the statewide average for meeting the interim goal/improvement target for the graduation 4-year cohort is 87.6%. The two or more races subgroup scored 88.5%.</p>
<p><b>Indicator</b> All student subgroups showed an increase in industry-based learning.</p> <p><b>ESSA Student Subgroups</b> African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Comparing 2022-2023 and 2023-2024 FRPI data, the Black student subgroup increased from 10% to 25.8%. The white student subgroup increased from 13.2% to 20%. The two or more races subgroup increased from 5% to 21.7%. The economically disadvantaged student subgroup increased from 12.7% to 25.7%. The students with disabilities subgroup increased from 8.7% to 36.4%.</p>
<p><b>Indicator</b> The Black student subgroup exceeded the Algebra Keystone interim goal/improvement target for proficiency.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Based on 2023-2024 FRPI data, the Black student subgroup exceeded the statewide growth standard of 70% with a score of 74%.</p>

### Challenges

<p><b>Indicator</b> The students in the Combined Ethnicity student subgroup did not meet the growth standard for the Algebra Keystone.</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> Based on the 2023-2024 FRPI data, students in the Combined Ethnicity student subgroup scored 57% for the growth standard. The statewide average is 75.3%.</p>
<p><b>Indicator</b> The students with disabilities subgroup did not meet the Algebra Keystone interim goal/improvement target for proficiency.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Based on 2023-2024 FRPI data, no students with disabilities scored proficient or advanced on the Algebra Keystone. This reflected no change based on the 2022-2023 data.</p>
<p><b>Indicator</b> The Black student subgroup did not meet the standard demonstrating proficiency on for the Algebra Keystone.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Based on 2023-2024 data, 16.1% of students in the Black student subgroup met the interim goal/improvement target for proficiency. The statewide average is 40.2%.</p>

## Summary

### Strengths

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

The economically disadvantaged, Black, white, and combined ethnicity student subgroups exceeded the performance standard for the career standards benchmark.
The Black student subgroup exceeds the interim goal/improvement target for the ELA/Literature Keystone.
The All Student Group meets the standard demonstrating growth for the ELA/Literature Keystone.
The All Student Group exceeds the performance standard for the career standards benchmark.
The Black student subgroup exceeds the growth standard for the Algebra Keystone.

### 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 performance standard for regular attendance.
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.
The Black student subgroup did not meet the Algebra Keystone interim goal/improvement target for proficiency.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
STAR Assessment	The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.

### English Language Arts Summary

#### Strengths

The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.
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#### Challenges

Only 3% of the All Student Group earned advanced on the Literature Keystone Exam.
Only 2.2% of the Combined Ethnicity Group earned advanced on the Literature Keystone Exam.

Only 3.4% of the Black Student Group earned advanced on the Literature Keystone Exam.

Only 3.9% of Economically Disadvantaged Students earned advanced on the Keystone Literature Exam.

## Mathematics

Data	Comments/Notable Observations
Mathematics/Algebra CDT data - Linear Equations & Inequalities	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 62% of students currently taking Algebra I showed improvement.
Mathematics/Algebra CDT data - Linear Equations & Inequalities	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 28% of students currently taking Algebra I showed proficiency.
Mathematics/Algebra CDT data - Functions & Coordinate Geometry	Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 69% of students currently taking Algebra I showed improvement.
Mathematics/Algebra CDT data - Functions & Coordinate Geometry	Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 35% of students currently taking Algebra I showed proficiency.

## Mathematics Summary

### Strengths

Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 62% of students currently taking Algebra I showed improvement.

Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 69% of students currently taking Algebra I showed improvement.

### Challenges

Only 28% of students currently taking Algebra I are demonstrating proficiency on the Linear Equations & Inequalities CDT assessment.

Only 35% of students currently taking Algebra I are demonstrating proficiency on the Functions & Coordinate Geometry CDT assessment.

Improving attendance of students will help with both achievement and growth.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science/Biology CDT data	Only 13% of students taking Biology, Lab Biology, and Advanced Lab Biology showed proficiency on the overall Biology CDT assessment.
Science/Biology CDT data	Only 40% of students taking Biology, Lab Biology, and Advanced Lab Biology showed improvement on the overall Biology CDT assessment.

## Science, Technology, and Engineering Education Summary

### Strengths

The Biology CDT assessment was given two times this year.

## Challenges

The Science/Biology CDT should be administered 2-3 times per year, with one administration in the fall, one in winter, and a possible spring administration.
Improving attendance of students will help with both achievement and growth.
Only 25.5% of students in the All Student Group met the interim goal/improvement target on the Biology Keystone Exam. The statewide average was 59.2%.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index - Career Standard Benchmark	Based on 2023-2024 FRPI data, the All Student Group data reflects that 95.6% of students met the performance standard, which is above the statewide average of 91.4%.
Future Ready PA Index - High School Graduation Rate (4-Year Cohort)	Based on 2023-2024 FRPI data, the All Student Group data reflects that only 81.9% of students met the interim goal/improvement target of 87.6% for the four-year cohort graduation rate.
Future Ready PA Index - High School Graduation Rate (5-Year Cohort)	Based on 2023-2024 FRPI data, the All Student Group data reflects that 92% of students met the interim goal/improvement target of 90% for the five-year cohort graduation rate.
Future Ready PA Index - Industry-Based Learning	Based on 2023-2024 FRPI data, the All Student Group data reflects that 23.2% of students met this goal. This is an increase from the previous year, but still below the statewide average of 39.2%.
Future Ready PA Index - Advanced on Industry-Based Competency Assessment	Based on 2023-2024 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 - Rigorous Courses of Study	Based on 2023-2024 FRPI data, the All Student Group data reflects that 52.5% of students enrolled in rigorous courses of study. This is below the statewide average of 56.4%.

### 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 2023-2024 FRPI data, the All Student Group data reflects that 95.6% of students met the performance standard, which is above the statewide average of 91.4%.
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Based on 2023-2024 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.
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Based on 2023-2024 FRPI data, the All Student Group data reflects that 92% of students met the interim goal/improvement target of 90% for the five-year cohort graduation rate.
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### Challenges

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

Based on 2023-2024 FRPI data, the All Student Group data reflects that only 81.9% of students met the interim goal/improvement target of 87.6% for the four-year cohort graduation rate.
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Based on 2023-2024 FRPI data, the All Student Group data reflects that 23.2% of students met the industry-based learning goal. This is an increase from the previous year, but still below the statewide average of 39.2%.
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Based on 2023-2024 FRPI data, the All Student Group data reflects that 52.5% of students enrolled in rigorous courses of study. This is below the statewide average of 56.4%.
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## 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
Algebra CDT data - Functions and Coordinate Geometry	Based on the pre- to post- CDT assessment data, 63% of the Students with Disabilities Group showed improvement.
Algebra CDT data - Linear Equations and Inequalities	Based on the pre- to post- CDT assessment data, 47% of the Students with Disabilities Group showed improvement.
Algebra CDT data - Operations with Real Numbers and Expressions	Based on the pre- to post- CDT assessment data, 64% of the Students with Disabilities Group showed improvement.
STAR Reading Assessment data	Based on the pre- to post- STAR Reading assessment data, 61% of the Students with Disabilities Group showed improvement.
Biology CDT data - Overall	Based on the pre- to post- CDT assessment data, 56% of the Students with Disabilities Group showed improvement.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance	Based on data from the 2023-2024 data, 64.5% of students in the Economically Disadvantaged Student Group had regular attendance. Although this is an increase from the previous year, it still is below the statewide average performance standard of 78.1%.
Algebra CDT data - Linear Equations & Inequalities	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 62% of students currently taking Algebra I showed improvement.
Algebra CDT data - Linear Equations & Inequalities	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 28% of students currently taking Algebra I showed demonstrated proficiency.

Algebra CDT data - Functions & Coordinate Geometry	Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 69% of students currently taking Algebra I showed improvement.
Algebra CDT data - Functions & Coordinate Geometry	Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 35% of students currently taking Algebra I showed demonstrated proficiency.
Biology CDT data - Overall	Based on the pre- to post- Overall assessment data, 40% of students currently taking Biology, Lab Biology, and Advanced Lab Biology showed improvement.
Biology CDT data - Overall	Based on the pre- to post- Overall assessment data, 13% of students currently taking Biology, Lab Biology, and Advanced Lab Biology showed proficiency.
STAR Reading Assessment	The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.

### 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 for Algebra I students, 73% of students showed improvement.
Black	Based on the pre- to post- CDT assessment data for Algebra I students, 37% of students showed proficiency.
Black	Based on 2023-2024 FRPI data, 55.2% of students in this subgroup achieved proficiency on the Literature Keystone, which is above the statewide average of 53.9%.
2 or More Races	Based on 2023-2024 FRPI data, 96.1% of students met the performance standard goal for the Career Standards Benchmark. The statewide average was 91.4%.
White	Based on the pre- to post- CDT assessment data for Algebra I students, 71% of students showed improvement.

### 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- CDT assessment data, 63% of the Students with Disabilities Group showed improvement.
The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.
Based on the pre- to post- CDT assessment data for Algebra I students, 73% of students in the Black Student Group showed improvement.

Based on 2023-2024 FRPI data, 96.1% of students in the 2 More or Races Student Group met the performance standard goal for the Career Standards Benchmark. The statewide average was 91.4%.

### 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.

Based on the pre- to post- CDT assessment data, 47% of the Students with Disabilities Group showed improvement.

Based on the pre- to post- Overall assessment data, 13% of students in the Economically Disadvantaged Student group currently taking Biology, Lab Biology, and Advanced Lab Biology showed proficiency.

Based on the pre- to post- CDT assessment data for Algebra I students, 37% of students showed proficiency.

## 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 economically disadvantaged, Black, white, and combined ethnicity student subgroups exceeded the performance standard for the career standards benchmark.	False
The Black student subgroup exceeds the interim goal/improvement target for the ELA/Literature Keystone.	False
The All Student Group meets the standard demonstrating growth for the ELA/Literature Keystone.	True
The All Student Group exceeds the performance standard for the career standards benchmark.	False
The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.	True
Based on the pre- to post- Linear Equations & Inequalities CDT assessment data, 62% of students currently taking Algebra I showed improvement.	False
Based on the pre- to post- Functions & Coordinate Geometry CDT assessment data, 69% of students currently taking Algebra I showed improvement.	False
The Black student subgroup exceeds the growth standard for the Algebra Keystone.	False
The Black student subgroup exceeds the growth standard for the Algebra Keystone.	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
The Biology CDT assessment was given two times this year.	False
Based on 2023-2024 FRPI data, the All Student Group data reflects that 95.6% of students met the performance standard, which is above the statewide average of 91.4%.	False
Based on 2023-2024 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 2023-2024 FRPI data, the All Student Group data reflects that 92% of students met the interim goal/improvement target of 90% for the five-year cohort graduation rate.	False
Based on the pre- to post- CDT assessment data, 63% of the Students with Disabilities Group showed improvement.	True
The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.	False

Based on the pre- to post- CDT assessment data for Algebra I students, 73% of students in the Black Student Group showed improvement.	True
Based on 2023-2024 FRPI data, 96.1% of students in the 2 More or Races Student Group met the performance standard goal for the Career Standards Benchmark. The statewide average was 91.4%.	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).

Challenges	Check for Consideration in Plan
The All Student Group did not meet the performance standard for regular attendance.	True
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.	True
The Black student subgroup did not meet the Algebra Keystone interim goal/improvement target for proficiency.	True
Only 35% of students currently taking Algebra I are demonstrating proficiency on the Functions & Coordinate Geometry CDT assessment.	False
Based on 2023-2024 FRPI data, the All Student Group data reflects that only 81.9% of students met the interim goal/improvement target of 87.6% for the four-year cohort graduation rate.	False
Only 28% of students currently taking Algebra I are demonstrating proficiency on the Linear Equations & Inequalities CDT assessment.	False
Only 3.4% of the Black Student Group earned advanced on the Literature Keystone Exam.	False
Only 3% of the All Student Group earned advanced on the Literature Keystone Exam.	False
Only 2.2% of the Combined Ethnicity Group earned advanced on the Literature Keystone Exam.	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
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
The Science/Biology CDT should be administered 2-3 times per year, with one administration in the fall, one in winter, and a possible spring administration.	False
Only 3.9% of Economically Disadvantaged Students earned advanced on the Keystone Literature Exam.	False
Improving attendance of students will help with both achievement and growth.	False
Improving attendance of students will help with both achievement and growth.	False
Only 25.5% of students in the All Student Group met the interim goal/improvement target on the Biology Keystone Exam. The statewide average was 59.2%.	False

Based on 2023-2024 FRPI data, the All Student Group data reflects that 23.2% of students met the industry-based learning goal. This is an increase from the previous year, but still below the statewide average of 39.2%.	False
Based on 2023-2024 FRPI data, the All Student Group data reflects that 52.5% of students enrolled in rigorous courses of study. This is below the statewide average of 56.4%.	False
Based on the pre- to post- CDT assessment data, 47% of the Students with Disabilities Group showed improvement.	False
Based on the pre- to post- Overall assessment data, 13% of students in the Economically Disadvantaged Student group currently taking Biology, Lab Biology, and Advanced Lab Biology showed proficiency.	False
Based on the pre- to post- CDT assessment data for Algebra I students, 37% of students showed proficiency.	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.

\*Strengths - strong, positive relationships with students, parents/families, and community; the majority of students showed improvement on local assessments (Algebra CDT, STAR Reading Assessment); students are meeting their career standards benchmarks \*Need - continue to boost local assessment use to drive curriculum and instruction; improve attendance; develop programs and events to welcome and involve parents/families \*Update math textbooks, materials, and resources

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student Group did not meet the performance standard for regular attendance.	Based on the 2023-2024 FRPI data, the All Student Group attendance rate was 67.4%. This does not meet the statewide average of 78% but is an increase from the 2022-2023 school year.	True
The All Student Group did not meet the interim goal/improvement target for Mathematics/Algebra.	Based on 2023-2024 FRPI data, 24.8% of students in the All Student Group met interim goal/improvement target. This falls short of the statewide average; however, it is an increase from the 2022-2023 school year.	True
The Black student subgroup did not meet the Algebra Keystone interim goal/improvement target for proficiency.	Based on the 2023-2024 FRPI data, 16.1% of the students in the Black Student Group met the interim goal/improvement target for proficiency on the Algebra Keystone. This falls short of the statewide average of 40.2%, but is an increase from the 2022-2023 school year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Algebra teachers will develop pacing guides for the 2025-2026 school year. They will utilize the CDT and Firefly assessment. Biology teachers will utilize the CDT at least twice per year.	False
Implement evidence-based strategies to engage families to support learning.	School staff will continue to offer opportunities for parents/families to engage with their child's education. Staff will assess the participation data of each event and make changes as needed.	True

### 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 professional development and make changes as needed.
The All Student Group meets the standard demonstrating growth for the ELA/Literature Keystone.	Continue to analyze data to improve instruction. Consider using the CDT assessment in addition to the STAR Reading Assessment.

The All Student Group showed growth throughout the school year on the quarterly ELA assessments. The average baseline score was 1056 for the fall STAR Reading assessment and the average score for the spring assessment was 1073.	Continue to analyze data to improve instruction. Consider using the CDT assessment in addition to the STAR Reading Assessment.
Based on the pre- to post- CDT assessment data, 63% of the Students with Disabilities Group showed improvement.	Continue to analyze data to improve instruction. The Firefly will be given in addition to the Algebra CDT.
Based on the pre- to post- CDT assessment data for Algebra I students, 73% of students in the Black Student Group showed improvement.	Continue to analyze data to improve instruction. The Firefly will be given in addition to the Algebra CDT.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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.
	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.

## Goal Setting

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.

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2025-2026 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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Goal #1 - Family Engagement Empowerment			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Continue the family engagement initiative with a beginning of year session at "Meet the Teacher Night" 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. Offer personalized support programs, such as parent-teacher conferences, both onsite and virtual, to address individual family needs. Target: Increase family engagement from 10% to 20%.	Conduct a workshop focusing on different aspects of supporting student learning, such as homework help, literacy strategies, 21st Century after-school program, 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 workshops and communication strategies based on survey results to better meet family needs. Expand personalized support programs to include community resources such as libraries, family counseling services, and human service agencies. Target: Increase family engagement from 30% to 40%.	Host a year-end workshop to recognize families who have actively engaged in supporting their children's learning throughout the year. Conduct a comprehensive review based on participation rates, feedback, and student outcomes. Plan for the next 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.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2025-2026 academic year, increase the overall student attendance rates from the current 67.4% 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 cultures with incentives for regular attendance.			

<b>Measurable Goal Nickname (35 Character Max)</b>			
Goal #2 - Attendance Boost			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Identify and assess underlying barriers to attendance such as health concerns, homelessness, or family circumstances. Develop and implement targeted interventions to address identified barriers, such as homelessness assistance, counseling services, or health resources. Students and families may also be referred to the Truancy Intervention Program of Beaver County. Attendance parties and/or field trips will be also be used as rewards. Target: Maintain attendance rate at 67%.	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 education sessions such as TIP, or community partnerships. Continue the use of attendance parties and/or field trips as rewards. Continuously monitor attendance data and adjust interventions as necessary based on progress and feedback. Target: Increase attendance rate from 67% to 68%.	Foster a supportive and motivating school culture by continuing to recognize and reward students for maintaining good attendance. Implement peer support initiatives 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 68% to 69%.	Intensify efforts to reinforce the importance of regular attendance and maintain momentum towards the end-of-year goal. Continue with incentives and rewards. Create an attendance incentive for all students participating in Keystone assessments. Conduct a comprehensive review of attendance data for the academic year and celebrate overall improvements. 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.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2025-2026 academic year, increase the percentage of Black students meeting the Keystone Algebra proficiency standard from the current 16.1% to 20% by implementing target support systems and instructional practices, including professional development for High School math teachers, additional academic resources such as the 21st Century after-school program, online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Goal #3 - Black Student Group Algebra Proficiency Rise			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Conduct professional development sessions for High School math teachers focused on culturally responsive teaching practices and	Continue professional development with a focus on differentiated instruction and data-driven teaching methods. Monitor and assess the	Conduct follow-up professional development sessions to reinforce and build on previous training. Provide additional intensive tutoring	Evaluate the effectiveness of all interventions and professional development activities conducted throughout the year. Prepare

effective intervention strategies. Identify and begin providing targeted academic resources such as 21st Century, Workshop, remediation courses, and online learning tools to Black students struggling in Algebra. Establish baseline data through a beginning-of-year CDT assessment and set up monitoring systems to track progress. Target: Increase proficiency from 16% to 17%.	effectiveness of the 21st Century program, Workshop, remediation courses, and online learning tools and make necessary adjustments to ensure maximum impact. Engage parents/families through workshops and information sessions for supporting their children's learning. Target: Increase proficiency from 17% to 18%.	sessions and expand access to online learning tools in preparation for the Keystone Exams. Assess the effectiveness of remediation courses after receiving the Winter Keystone Exam scores. Target: Increase proficiency from 18% to 19%.	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 improvement. Target: Increase proficiency from 19% to 20%.
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<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2025-2026 academic year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 24.8% to 28% by implementing targeted instructional strategies, providing additional academic resources such as the 21st Century after-school program, online learning tools, and conducting regular assessments to monitor and support student progress.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Goal #4 - All Student Group Algebra Proficiency Rise			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Conduct initial assessments using the CDT to identify proficiency levels and learning gaps. Identify targeted students scoring 1450-1499 on the Spring Keystone Exam and assess what strategies and interventions could move them from Basic to Proficient. Recognize and celebrate students achieving proficiency and/or growth. Assess the effectiveness of remediation courses and strategies. Implement targeted instructional strategies, including differentiated instruction and small group interventions. Launch additional	Continue targeted instructional strategies and adjust based on first quarter CDT results. Expand tutoring programs and increase access to online learning tools, ensuring all students have the necessary tools and support. Conduct mid-year assessments to monitor student progress and identify areas needing further intervention. Target: Increase proficiency from 25% to 26%.	Intensify focus on students still struggling by providing one-on-one tutoring and personalized learning plans. Use mid-year assessment data to refine instructional strategies and resources. Administer the Firefly and analyze data leading up to the Spring Keystone Exam. Celebrate students achieving proficiency and/or growth on the Winter Keystone Exam. Assess the effectiveness of remediation courses and strategies. Conduct regular progress monitoring and provide feedback to students	Provide intensive review sessions and preparatory workshops for the Spring Keystone Exam. 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 27% to 28%.

<p>academic resources such as the 21st Century after-school program, Workshop, remediation courses, and online learning tools. Provide professional development for teachers for effective instructional practices and use of resources. Target: Increase proficiency from 24.8% to 25%.</p>		<p>and teachers. Target: Increase proficiency from 26% to 27%.</p>	
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## Action Plan

### Measurable Goals

Goal #1 - Family Engagement Empowerment	Goal #2 - Attendance Boost
Goal #3 - Black Student Group Algebra Proficiency Rise	Goal #4 - All Student Group Algebra Proficiency Rise

### Action Plan For: BFHS Focus on Algebra Success

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>By the end of the 2025-2026 academic year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 24.8% to 28% by implementing targeted instructional strategies, providing additional academic resources such as the 21st Century after-school program, online learning tools, and conducting regular assessments to monitor and support student progress.</li> <li>By the end of the 2025-2026 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.</li> <li>By the end of the 2025-2026 academic year, increase the overall student attendance rates from the current 67.4% 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 cultures with incentives for regular attendance.</li> <li>By the end of the 2025-2026 academic year, increase the percentage of Black students meeting the Keystone Algebra proficiency standard from the current 16.1% to 20% by implementing target support systems and instructional practices, including professional development for High School math teachers, additional academic resources such as the 21st Century after-school program, online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Math Data Team Meetings		2025-08-21	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Douglass Rowe/High School Principal Kelly Matsook/District Data Coordinator BFHS Math Teachers	*District and building level administration support *District data coordinator support/access to assessment data *BVIU technical support *BFHS math data team meetings *Shared Google Drive *BFHS math curriculum (BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Title I funds, any overage will be paid out of the general fund)	Yes	
Action Step		Anticipated Start/Completion Date	

Math Remediation Plan		2025-08-21	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Douglass Rowe/High School Principal Kelly Matsook/District Data Coordinator BFHS High School Teachers	*District and building level administration support *District data coordinator support/access to assessment data *BVIU technical support *BFHS math data team meetings *Shared Google Drive *BFHS math curriculum *CDT/Firefly results *BFHS master schedule *(BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Title I funds, any overage will be paid out of the general fund) *After-school math tutoring (21st Century CLCC funding)	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Parent/Family Engagement Activities		2025-08-21	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Douglass Rowe/High School Principal, Kelly Matsook/District Data Coordinator, HS Math Teachers	*District and building level administration support *District data coordinator support *BVIU technical support *CDT/STAR/Firefly results *Shared Google Drive *BFHS math curriculum *Parent/family materials/resources (BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Funds, any overage will be paid out of the general fund)	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Attendance Boost		2025-08-21	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Douglass Rowe/High School Principal, David Woods/High School Assistant Principal, Kelly Matsook/District Data Coordinator, HS Math Teachers	*District and building level administration support *District data coordinator support *Attendance reports *TIP/District Magistrate Support *Parent/family educational materials/resources (BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Funds, any overage will be paid out of the general fund)	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Student math achievement will increase from pre- to post-CDT assessments and proficiency will increase using the Firefly benchmark assessment.	CDT pre- and post-CDT math diagnostic and Firefly benchmark assessment results will be used to monitor student math achievement at monthly data team meetings. During these meetings, administrators, math teachers, and the district data coordinator will analyze data to make data-driven decisions including, but not limited to, effective instructional strategies, remediation, enrichment, curriculum alignment adjustments, pacing guides, college and career readiness support, and mentoring/individual support. Based on student

	needs and the outcome of these data team meetings, professional development opportunities may be scheduled.
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## 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>BFHS Focus on Algebra Success</li> </ul>	BFHS Title I staff salary - Title I funds - \$148,929 ; any overage will be paid for our of the general fund.	148929
Other Expenditures	<ul style="list-style-type: none"> <li>BFHS Focus on Algebra Success</li> </ul>	BFHS Title I staff benefits - Title I funds - \$59,571 ; any overage will be paid for our of the general fund.	59971
Other Expenditures	<ul style="list-style-type: none"> <li>BFHS Focus on Algebra Success</li> </ul>	BFHS Title 1 Parent/Family Engagement funds - \$2634.75 ; any overage will be paid out of the general fund.	2689
Total Expenditures			211589

## Professional Development

### Professional Development Action Steps

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

## Math Data Team Meetings

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Math Data Team Meetings</li> </ul>		
<b>Audience</b>		
District Data Coordinator, HS Math Teachers		
<b>Topics to be Included</b>		
Analyze student data, data-driven decision making, effective instructional strategies		
<b>Evidence of Learning</b>		
CDT and Firefly math assessment data: student growth and proficiency		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Douglass Rowe/High School Principal, Ms. Susan Emmett/BVIU Program Specialist, Mrs. Joyce Depenhart/Director of Student Services	2025-08-21	2026-06-05

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2b: Establishing a Culture for Learning</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> <li>4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>BBFASD BOE HS TSI Affirmation.pdf</li></ul>

Chief School Administrator	Date
Dr Donna M Nugent	2025-06-25
Building Principal Signature	Date
Douglass Rowe	2025-06-23
School Improvement Facilitator Signature	Date