

Beaver Falls MS

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Beaver Falls Middle School		0648
Address 1		
1601 8th Avenue		
Address 2		
City	State	Zip Code
Beaver Falls	PA	15010
Chief School Administrator		Chief School Administrator Email
Dr Donna M Nugent		nugentd@tigerweb.org
Principal Name		
Mr. Thomas House		
Principal Email		
houset@tigerweb.org		
Principal Phone Number		Principal Extension
724-846-5470		1218
School Improvement Facilitator Name		School Improvement Facilitator Email
Mr. Steve Wellendorf		wellendorfs@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Thomas House	Principal-Lead	BFMS	houset@tigerweb.org
Dr. Donna Nugent	Superintendent	District Administration	nugentd@tigerweb.org
Steve Wellendorf	District Level Leaders	District Administration	wellendorfs@tigerweb.org
David Borroni	7th Grade Math teacher	BFMS	borronid@tigerweb.org
Ryan Brown	6th Grade Math teacher	BFMS	brownr@tigerweb.org
Jack D' Addio	6th Grade Math teacher	BFMS	daddioj@tigerweb.org
John Zernick	8th Grade math teacher	BFMS	zernickj@tigerweb.org
Kenya Johns	Community Member	Beaver Falls Mayor	

Dwight Collins	Community Member	Coach	
Stephanie Forbes	Teacher	BFMS	forbess@tigerweb.org
Susan Emmett	Education Specialist	BVIU	susan.emmett@bviu.org
Maria Stevenson	Parent	Parent	
Charles Henderson	Teacher	BFMS	hendersonc@tigerweb.org
Monica Pfeifer	Parent	Parent	
Cynthia Cook	Board Member	BBFASD	
Susan Smith	Board Member	BBFASD	
Tom Karczewski	Board Member	BBFASD	
Jenny Barnes	District Level Leaders	BBFASD	barnesj@tigerweb.org
Michelle Manno	Board Member	BBFASD	
Kelly Matsook	Data Analyst	BBFASD	matsookk@tigerweb.org

Vision for Learning

Vision for Learning

Beaver Falls Middle School ensures every student has access to grade level math instruction that is aligned to the PA core standards and provided by highly qualified BFMS math teachers. In addition and aligned with the BBFASD's Vision for Learning, BFMS 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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The All Student Group exceeds the Standard Demonstrating Growth for Mathematics/Algebra.	Based on 2023-2024 FRPI data, the All Student Group Academic Growth Score is 93%. This exceeds the Statewide Average Growth Score of 75.3% and the Statewide Growth Standard of 70%.
The All Student Group exceeds the Standard Demonstrating Growth for Science/Biology.	Based on 2023-2024 FRPI data, the All Student Group Academic Growth Score is 94%. This exceeds the Statewide Average Growth Score of 75.1% and the Statewide Growth Standard of 70%.
The All Student Group exceeds the Career Standards Benchmark.	Based on 2023-2024 FRPI data, the All Student Group Career Benchmark Score is 98.2% This exceeds the statewide average of 91.4%.

Challenges

Indicator	Comments/Notable Observations
The All Student Group did not meet the Proficiency Interim Goal/Improvement Target for the ELA PSSA.	Based on 2023-2024 FRPI data, 46.9% of the All Student Group scored proficient or advanced on the ELA PSSA. This is below the statewide average of 53.9%.
The All Student Group did not meet the Proficiency Interim Goal/Improvement Target for the Math PSSA.	Based on the 2023-2024 FRPI data, 24.4% of the All Student Group scored proficient or advanced on the Math PSSA. This is below the statewide average of 40.2%.
The All Student Group did not meet the Standard Demonstrating Growth for the ELA PSSA.	Based on 2023-2024 FRPI data, the All Student Group score for Academic Growth is 69%. This is below the Statewide Average Growth Score of 75% and the Statewide Growth Standard of 70%.
The All Student Group did not meet the Performance Standard for Regular Attendance.	Based on 2022-2023 FRPI data, 69.6% of the All Student Group attended school regularly. This is below the Statewide Average of 78.1%.

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

Strengths

Indicator The Economically Disadvantaged and Combined Ethnicity Student Groups exceeded the Standard Demonstrating Growth for the ELA PSSA. ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations Based on 2023-2024 FRPI data, 76% of Economically Disadvantaged students met the Growth Standard for the ELA PSSA. 79% of students with Combined Ethnicity met the Growth Standard. This exceeds the Statewide Average Growth Score of 75% and the Growth Standard of 70%.
Indicator The White Student Group exceeded the Standard for the Proficiency Goal/Improvement Target for the ELA PSSA. ESSA Student Subgroups White	Comments/Notable Observations Based on 2023-2024 FRPI data, 54.1% of White Students scored proficient or advanced on the ELA PSSA. This exceeds the Statewide Average of 53.9%.
Indicator	Comments/Notable Observations

<p>The White Student Group exceeded the Standard for the Proficiency Goal/Improvement Target for the Science PSSA.</p> <p>ESSA Student Subgroups White</p>	<p>Based on 2023-2024 FRPI data, 61.5% of White Students scored proficient or advanced on the Science PSSA. This exceeds the Statewide Average of 59.2%.</p>
<p>Indicator The Black, White, Combined Ethnicity, Economically Disadvantaged, and Students with Disabilities exceeded the Standard Demonstrating Growth on the Mathematics/Algebra PSSA/Keystone.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on 2023-2024 FRPI data, 94% of Black Students, 100% of White Students, 93% of Students with Combined Ethnicities, 100% of Economically Disadvantaged, and 100% of Students with Disabilities exceeded the Statewide Average Growth Score of 75.3% and the Growth Standard of 70%.</p>
<p>Indicator The Black, White, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicities exceeded the Career Standards Benchmark.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on 2023-2024 FRPI data, 100% of Black Students, 96.6% of White Students, 100% of Students with Combined Ethnicities, 100% of Economically Disadvantaged, and 100% of Students with Disabilities exceeded the Career Standards Benchmark of 91.4%.</p>

Challenges

<p>Indicator The Black, Economically Disadvantaged, Combined Ethnicity, and Students with Disabilities Groups did not meet the Proficiency Interim Goal/Improvement Target for the ELA PSSA.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on 2023-2024 FRPI data, 40.7% of Black Students, 41.9% of Economically Disadvantaged Students, 7.9% of Students with Disabilities, and 39.9% of Students with Combined Ethnicities met the Proficiency Goal/Improvement Target for the ELA PSSA. These are below the Statewide Average of 53.9%.</p>
<p>Indicator The Black, White, Economically Disadvantaged, Combined Ethnicity, and Students with Disabilities Groups did not meet the Proficiency Goal/Improvement Target for the Math PSSA.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on 2023-2024 FRPI data, 18.5% of Black Students, 31.5 of White Students, 18.6% of Economically Disadvantaged Students, 1.1% of Students with Disabilities, and 18% of Students with Combined Ethnicities met the Proficiency Goal/Improvement Target for the Math PSSA. These are below the Statewide Average of 40.2%.</p>
<p>Indicator</p>	<p>Comments/Notable Observations</p>

<p>The Black, Economically Disadvantaged, Combined Ethnicities, and Students with Disabilities Groups did not meet the Proficiency Interim Goal/Improvement Target for the Science PSSA, ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Based on 2023-2024 FRPI data, 46.2% of Black Students, 47.3% of Economically Disadvantaged Students, 11.5% of Students with Disabilities, and 47.7% of Students with Combined Ethnicities met the Proficiency Goal/Improvement Target for the Math PSSA. These are below the Statewide Average of 59.2%.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator The Black, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicities Groups did not meet the Statewide Average for scoring Advanced on the ELA PSSA. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on 2023-2024 FRPI data, 7.4% of Black Students, 7.2% of Economically Disadvantaged Students, 0% of Students with Disabilities, and 6.1% of Students with Combined Ethnicities scored Advanced on the ELA PSSA. This is below the Statewide Average of 12.4%.</p>
<p>Indicator The Black, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicities Groups did not meet the Statewide Average for scoring Advanced on the Science PSSA. ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Based on 2023-2024 FRPI data, 7.7% of Black Students, 13.5% of Economically Disadvantaged Students, 0% of Students with Disabilities, and 11.1% of Students with Combined Ethnicities scored Advanced on the Science PSSA. This is below the Statewide Average of 15.8%.</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.

<p>The All Student Group exceeds the Standard Demonstrating Growth for Mathematics/Algebra.</p>
<p>The All Student Group exceeds the Standard Demonstrating Growth for Science.</p>
<p>The All Student Group exceeds the Career Standards Benchmark.</p>
<p>The Economically Disadvantaged and Combined Ethnicity Student Groups exceeds the Standard Demonstrating Growth for the ELA PSSA.</p>
<p>The Black, White, Combined Ethnicity, Economically Disadvantaged, and Students with Disabilities exceeds the Standard Demonstrating Growth on the Mathematics/Algebra PSSA/Keystone.</p>

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 Proficiency Interim Goal/Improvement Target for the ELA PSSA.
The All Student Group did not meet the Proficiency Interim Goal/Improvement Target for the Math PSSA.
The All Student Group did not meet the Standard Demonstrating Growth for the ELA PSSA.
The All Student Group did not meet the Performance Standard for Regular Attendance.
The Black, White, Economically Disadvantaged, Combined Ethnicity, and Students with Disabilities Groups did not meet the Proficiency Goal/Improvement Target for the Math PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading 2024-2025 6th Grade	65% of 6th grade students increased their scale score on the STAR Reading assessment from September to May.
STAR Reading 2024-2025 7th Grade	55% of 7th grade students increased their scale score on the STAR Reading assessment from September to May.
STAR Reading 2024-2025 8th Grade	59% of 8th grade students increased their scale score on the STAR Reading assessment from September to May.

English Language Arts Summary

Strengths

All ELA teachers administered the CDT.
The majority of students in each grade demonstrated growth on the STAR Assessment.

Challenges

The CDT should be administered 3 times during the school year.
Students with truancy issues often miss being assessed.

Mathematics

Data	Comments/Notable Observations
CDT Math Grade 6	Numbers and Operations: 86% of students showed growth from August to January; Algebraic Concepts: 79% of students showed growth from October to November; Geometry: 57% of students showed growth from January to February; Measurement, Data, & Probability: 71% of students showed growth from February to March
CDT Math Grade 7	Numbers and Operations: 65% of students showed growth from August to September; Algebraic Concepts: 64% of students showed growth from September to December; Geometry: 66% of students showed growth from November to February; Measurement, Data, & Probability: 72% of students showed growth from February to March

CDT Math Grade 8	Numbers and Operations: 67% of students showed growth from August to September; Algebraic Concepts: 77% of students showed growth from October to February
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Mathematics Summary

Strengths

By targeting one reporting category at a time on the math CDT test, the students are able to successfully complete each section in one class period and get results almost immediately.
The majority of students continue to show growth on the math CDTs.
Monthly math meetings to discuss data.

Challenges

The majority of students show growth on the math CDTs, but continue to be below grade level benchmarks.
Students who have truancy issues do not show growth on the math local assessments.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEM Related Arts 9 Week Rotation Roster and Lesson Plans	Microbit coding training using resources from PLTW
Tiger Innovators Class Roster and Lesson Plans	8th grade students are selected to take this course. Hands-on, project-based learning STEM Elective Course. Includes a field trip to CCBC in the fall for the Energy and Manufacturing Career Fair.

Science, Technology, and Engineering Education Summary

Strengths

Select 8th grade students participate in a Tiger Innovators elective course.
Adoption of the STEELS curriculum.
Each student participates in a 9 week STEM class.

Challenges

Tiger Innovators class - limited to 8th grade students only due to staffing and time in the master schedule.
Students who have truancy issues do not show growth on local assessments.
Science teachers need to administer the science CDT 3 times per year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	98.2% of students met the Career Standards Benchmark.
Presentations and Field Trips	Students participate in field trips and presentations through CCBC, BCCTC, military, and local employers. Eighth grade students participate in a career fair.
Comprehensive Guidance Plan	School counselors facilitate the completion and administration of the district's comprehensive guidance plan.

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.

Staff work to help students acquire all artifacts through the Smart Futures system for their portfolios.
Students have increased yearly with completing their Career Standards Benchmark documentation/portfolios.
Counselors seek out opportunities for students to participate in presentations and field trips related to college and career readiness.

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.

BFMS students who attend the digital program do not complete their Career Standards Benchmarks at the same rate the as the in-person student population.
BFMS students with truancy issues have difficulty completing school work and Career Standards Benchmark documentation/portfolios.

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 local assessment data, this subgroup of students does not show the same rate of proficiency as the other subgroups. If possible, students are scheduled in an academic study hall for extra help and instruction. All accommodations are followed for testing.
Regular Attendance	Regular attendance in 2022-2023 decreased from the previous year. Mental health therapist will work with truant families.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT/Firefly diagnostic math assessment	Student data continues to provide teachers with information on how to plan for instruction and differentiate for learner needs.

STAR ELA assessment	This data is used to monitor all subgroups to obtain quarterly data and see how students are progressing. Teachers review to make instructional decisions and adjustments for each student.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	This subgroup continues to be monitored through our local assessment within the classroom as well as through CDT/Firefly data to assist with instructional decisions and planning for student progress.

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.

Local assessment ELA and math data indicates student growth for the Economically Disadvantaged subgroup.
The Black Student Group showed an increase in proficiency on the ELA, math, and science PSSA.
The Black Student Group showed the highest increase in regular attendance.

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.

Economically Disadvantaged students did not meet the Statewide Proficiency Goal/Interim Targets for ELA, math, or science.
Math achievement on the PSSAs continues to be a challenge for all student subgroups.
The Students with Disabilities Student Group did not meet the Proficiency Goal/Improvement Target for the ELA, math, or science PSSAs.

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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Continuously monitor implementation of the school improvement plan and adjust as needed.
Identify and address individual student learning needs.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

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?

Continue to establish schoolwide positive behavior interventions and supports.
Prepare staff to differentiate instruction.
Maintain high expectations for learning and achievement for all learners.

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 exceeds the Standard Demonstrating Growth for Mathematics/Algebra.	False
The All Student Group exceeds the Standard Demonstrating Growth for Science.	False
All ELA teachers administered the CDT.	False
Select 8th grade students participate in a Tiger Innovators elective course.	False
The majority of students in each grade demonstrated growth on the STAR Assessment.	False
Adoption of the STEELS curriculum.	False
The All Student Group exceeds the Career Standards Benchmark.	False
The Economically Disadvantaged and Combined Ethnicity Student Groups exceeds the Standard Demonstrating Growth for the ELA PSSA.	False
The Black, White, Combined Ethnicity, Economically Disadvantaged, and Students with Disabilities exceeds the Standard Demonstrating Growth on the Mathematics/Algebra PSSA/Keystone.	False
Identify and address individual student learning needs.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False

The Black Student Group showed an increase in proficiency on the ELA, math, and science PSSA.	False
By targeting one reporting category at a time on the math CDT test, the students are able to successfully complete each section in one class period and get results almost immediately.	True
Staff work to help students acquire all artifacts through the Smart Futures system for their portfolios.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Students have increased yearly with completing their Career Standards Benchmark documentation/portfolios.	False
Local assessment ELA and math data indicates student growth for the Economically Disadvantaged subgroup.	False
The majority of students continue to show growth on the math CDTs.	False
Monthly math meetings to discuss data.	False
Each student participates in a 9 week STEM class.	False
Counselors seek out opportunities for students to participate in presentations and field trips related to college and career readiness.	False
The Black Student Group showed the highest increase in regular attendance.	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 All Student Group did not meet the Proficiency Interim Goal/Improvement Target for the ELA PSSA.	False
The All Student Group did not meet the Proficiency Interim Goal/Improvement Target for the Math PSSA.	True
The All Student Group did not meet the Standard Demonstrating Growth for the ELA PSSA.	False
BFMS students who attend the digital program do not complete their Career Standards Benchmarks at the same rate the as the in-person student population.	False
The majority of students show growth on the math CDTs, but continue to be below grade level benchmarks.	True
BFMS students with truancy issues have difficulty completing school work and Career Standards Benchmark documentation/portfolios.	False
The All Student Group did not meet the Performance Standard for Regular Attendance.	True
The Black, White, Economically Disadvantaged, Combined Ethnicity, and Students with Disabilities Groups did not meet the Proficiency Goal/Improvement Target for the Math PSSA.	False
The CDT should be administered 3 times during the school year.	False
Tiger Innovators class - limited to 8th grade students only due to staffing and time in the master schedule.	False
Math achievement on the PSSAs continues to be a challenge for all student subgroups.	False
Prepare staff to differentiate instruction.	False
Maintain high expectations for learning and achievement for all learners.	False
Students who have truancy issues do not show growth on local assessments.	False

The Students with Disabilities Student Group did not meet the Proficiency Goal/Improvement Target for the ELA, math, or science PSSAs.	False
Economically Disadvantaged students did not meet the Statewide Proficiency Goal/Interim Targets for ELA, math, or science.	False
Students who have truancy issues do not show growth on the math local assessments.	True
Students with truancy issues often miss being assessed.	False
Science teachers need to administer the science CDT 3 times per year.	False
Continue to establish schoolwide positive behavior interventions and supports.	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.

Due to the COVID pandemic, students continue to show learning gaps, especially in math achievement. Additionally, the regular attendance rate of 69.6% continues to be below the statewide average of 78.1%.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The majority of students show growth on the math CDTs, but continue to be below grade level benchmarks.	Although students exceeded the Standard Demonstrating Growth for math at 93%, students do not meet the Proficiency Interim Goal/Improvement Target of 53.9%. Currently only 24.4% met this goal. Based on local CDT data results, students are demonstrating learning gaps far below grade level.	True
Students who have truancy issues do not show growth on the math local assessments.	Only 69.6% of students met the Regular Attendance Standard. This is below the Statewide Average of 78.1% and a decrease from the 2021-2022 school year.	False
The All Student Group did not meet the Proficiency Interim Goal/Improvement Target for the Math PSSA.	Only 24.4% of students met the Proficiency Interim Goal/Improvement Target. This is below the Statewide Average of 40.2%.	True
The All Student Group did not meet the Performance Standard for Regular Attendance.	Only 69.6% of students met the Regular Attendance Standard. This is below the Statewide Average of 78.1% and a decrease from the 2021-2022 school year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Staff work to help students acquire all artifacts through the Smart Futures system for their portfolios.	As staff work with students on Smart Futures and acquiring all requirements, there should be a focus on how this work connects to their core classes and the state standards.
By targeting one reporting category at a time on the math CDT test, the students are able to successfully complete each section in one class period and get results almost immediately.	With securing local assessment data almost immediately, teachers should use this data to drive their instruction and provide remediation/enrichment, as necessary. It is also critical to inform students how they scored and the growth that they are making.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement targeted support systems and instructional practices to improve student performance in math, ensuring they meet the statewide goal/interim targets by enhancing teacher training, providing additional resources, and fostering an inclusive learning environment.
	Enhance math instruction and support for all students by integrating data-driven interventions, providing ongoing professional resources, and fostering an inclusive learning environment.
	Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and establishing a supportive and motivating school culture.

Goal Setting

Priority: Implement targeted support systems and instructional practices to improve student performance in math, ensuring they meet the statewide goal/interim targets 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 2025-2026 academic year, increase the percentage of students that meet the statewide interim goal/improvement target for Mathematics/Algebra from 24.4% to 32% by implementing targeted support systems, enhancing teacher training, providing additional academic resources, and fostering an inclusive learning environment.			
Measurable Goal Nickname (35 Character Max)			
Goal #1 - Increase Math Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

<p>Conduct initial professional development sessions focused on differentiated instruction and culturally responsive teaching practices. Identify students who need additional support through diagnostic assessments and provide targeted intervention strategies, including after-school tutoring and online resources. Implement activities and programs that promote an inclusive and supportive learning environment. Set up regular progress monitoring systems and tools to track student performance. Increase proficiency from 24.4% to 26%.</p>	<p>Continue professional development with a focus on using data to inform instruction and effective use of technology in the classroom. Expand tutoring programs for all students. Engage students in collaborative learning projects and peer mentoring programs to reinforce an inclusive environment. Conduct mid-year assessments to evaluate student progress and adjust intervention strategies as needed. Increase proficiency from 26% to 28%.</p>	<p>Provide refresher training sessions and introduce advanced instructional strategies based on mid-year assessment data. Intensify tutoring sessions and personalized support plans for students who are still struggling. Continue fostering an inclusive environment through schoolwide events and initiatives that celebrate diversity and academic achievement. Perform regular check-ins and formative assessments to ensure students are on track. Increase proficiency from 28% to 30%.</p>	<p>Review and consolidate all professional development efforts, focusing on best practices and lessons learned throughout the school year. Provide intensive review sessions and preparatory workshops for final assessments. Recognize and celebrate student achievements in mathematics through awards and ceremonies. Conduct final assessments and analyze data to measure overall student improvement and effectiveness of implemented strategies. Improve proficiency from 30% to 32%.</p>
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Priority: Enhance math instruction and support for all students by integrating data-driven interventions, providing ongoing professional resources, and fostering an inclusive learning environment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, increase the percentage of students meeting the mathematics/algebra proficiency standard from 24.4% to 32% by implementing targeted support systems and instructional practices, including professional development for math teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment.			
Measurable Goal Nickname (35 Character Max)			
Goal #2 - Improve Math Success			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
<p>Conduct initial professional development sessions for math teachers focused on effective instruction and intervention strategies. Identify and begin providing targeted academic resources such as tutoring and online learning tools to struggling students. Establish baseline data</p>	<p>Continue professional development with a focus on effective 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</p>	<p>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 PSSAs. Foster a supportive learning environment through student mentorship</p>	<p>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</p>

for student performance and set up monitoring systems to track progress. Target: Increase proficiency from 24.4% to 26%.	supporting their child's learning. Target: Increase proficiency from 26% to 28%.	programs and peer study groups. Target: Increase proficiency from 28% to 30%.	and plan for future improvement. Target: Increase proficiency from 30% to 32%.
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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 2025-2026 academic year, increase the overall student attendance rate from 69.6% to 80% 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 - Improve Attendance			
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, health resources, or counseling services. Initiate regular communication with families to inform them of the importance of attendance and available support resources. Increase regular attendance from 69.6% to 72%.	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, or community partnerships. Continuously monitor attendance data and adjust interventions as necessary based on progress and feedback. Increase regular attendance from 72% to 75%.	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 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. Increase regular attendance from 75% to 77%.	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 rewards. Conduct a comprehensive review of attendance data for the academic year and celebrate overall improvements achieved. Increase regular attendance from 77% to 80%.

Action Plan

Measurable Goals

Goal #1 - Increase Math Proficiency	Goal #2 - Improve Math Success
Goal #3 - Improve Attendance	

Action Plan For: Focus on Math Achievement

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2025-2026 academic year, increase the percentage of students that meet the statewide interim goal/improvement target for Mathematics/Algebra from 24.4% to 32% by implementing targeted support systems, enhancing teacher training, providing additional academic resources, and fostering an inclusive learning environment. By the end of the 2025-2026 academic year, increase the overall student attendance rate from 69.6% to 80% 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 2025-2026 academic year, increase the percentage of students meeting the mathematics/algebra proficiency standard from 24.4% to 32% by implementing targeted support systems and instructional practices, including professional development for math teachers, providing additional academic resources such as tutoring and online learning tools, and promoting an inclusive learning environment.

Action Step		Anticipated Start/Completion Date	
Math remediation plan will focus on raising math achievement by implementing targeted support utilizing effective instruction, intervention strategies, and attendance incentives. During the math data team meetings, teams will analyze student data, including student performance, assessment results, and regular attendance. Additionally, students will be monitored throughout the year to track progress and adjust support services, as needed. Teams will also identify the demand for ongoing educational opportunities, as well as supplementary resources and technology.		2025-08-26	2026-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; District Data Coordinator; BFMS Math Teachers	Math data team meetings, district and building level administration support, district data coordinator support, BVIU technical support, CDT and Firefly results, shared Google Drive, math curriculum, master schedule, 21st Century Program (21st CLCC funding), Title I staff (Title I funds, any overage will be paid out of the general fund)	No	
Action Step		Anticipated Start/Completion Date	
Math data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in		2025-08-26	2026-06-04

order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom House, Principal; District Data Coordinator; BFMS Math Teachers	Math data team meetings, district and building level administration support, district data coordinator support, BVIU technical support, CDT and Firefly results, shared Google Drive, math curriculum, parent/family educational materials/resources, Title I staff (Title I funds and BBFASD Parent/Family Engagement Title I funds, any overage will be paid out of the general fund)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student math achievement will increase from pre- to post-CDT/Firefly, which are used as the local math diagnostic assessments. In addition, the regular attendance rate will increase.	CDT/Firefly pre- and post-test results will be used to monitor student math achievement at monthly data team meetings. During these meetings, the administration and math teachers will analyze student data to make data driven decisions in regards to effective instructional strategies, remediation, enrichment, curriculum alignment adjustments, pacing guides, college and career readiness support, regular attendance incentives, and mentoring/individual support. Based on student needs and the outcome of these data team meetings, professional development 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Focus on Math Achievement 	Title I teacher salaries from Title I funds - \$223,393 - extra expenditures will be covered through the general budget.	223393

Other Expenditures	<ul style="list-style-type: none"> Focus on Math Achievement 	Title I teacher benefits from Title I funds - \$89,357 - extra expenditures will be covered through the general budget.	89357
Other Expenditures	<ul style="list-style-type: none"> Focus on Math Achievement 	Parent/Family Engagement Title I funds - \$2,689 - extra expenditures will be covered through the general budget.	2689
Total Expenditures			315439

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Focus on Math Achievement	Math data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring.

Math Data Team Meetings

Action Step		
<ul style="list-style-type: none"> Math data team meetings will provide an opportunity for educators to use various data points to identify areas of strength and concern to raise math achievement. By analyzing student and subgroup data, teams will identify strengths and areas of concern in order to provide targeted support, educational resources, additional regular attendance resources, and inclusive learning environments. Data team will also identify the demand for ongoing educational opportunities, differentiated instruction, effective teaching practices, regular attendance resources, and progress monitoring. 		
Audience		
Math Teachers		
Topics to be Included		
Analyze student data; Data-driven decision making; Effective instructional strategies		
Evidence of Learning		
CDT/Firefly Math Assessment Data - Student Growth/Proficiency		
Lead Person/Position	Anticipated Start	Anticipated Completion

Tom House, principal; Susan Emmett, BVIU Program Specialist; Steve Wellendorf, Director of Student Services	2025-08-26	2026-06-04
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Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date