

Beaver Falls Area SHS

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Beaver Falls Area SHS		127041503
Address 1		
1701 8th Ave		
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. Douglass Rowe		
Principal Email		
rowed@tigerweb.org		
Principal Phone Number		Principal Extension
7248433420		1302
School Improvement Facilitator Name		School Improvement Facilitator Email
Mr. Steve Wellendorf		wellendorfs@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Donna Nugent	Chief School Administrator	BBFASD	nugentd@tigerweb.org
Steve Wellendorf	District Level Leaders	BBFASD	wellendorfs@tigerweb.org
Douglass Rowe	Principal	BFHS	rowed@tigerweb.org
Dave Woods	Principal	BFHS	woodsd@tigerweb.org
Jenny Barnes	District Level Leaders	BFHS	barnesj@tigerweb.org
Kelly Matsook	Data Analyst	BBFASD	matsookk@tigerweb.org
Jodi Cobb	Education Specialist	BFHS	cobbj@tigerweb.org
Angela Manno	Education Specialist	BFHS	mannoa@tigerweb.org
Leslie Gossett	Education Specialist	BFHS	gossettl@tigerweb.org
Terri Ellinwood	Board Member	BBFASD	
Jamey Trover	Parent	BFHS	
Sheila Bolton	Parent	BFHS	
Kathy Austin	Parent	BFHS	
Elisha Lay	Parent	BFHS	
Sa'miyah Thompson	Student	BFHS	
Christian Dawkins	Student	BFHS	
Aubri Wright	Student	BFHS	
Reina King	Student	BFHS	
Lauren Hahn	Teacher	BFHS	hahnl@tigerweb.org
Da'kyah Turner	Student	BFHS	
James Stewart	Student	BFHS	

Renee Wilcox	Paraprofessional	BFHS	wilcoxr@tigerweb.org
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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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%. However, this is a 7.4% decrease from the 2023-2024 school year.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Percentage of Students with Disabilities increased from 4.3% for the 2023-2024 to 14.8% for meeting the ELA/Literature Proficiency Interim Goal/Improvement Target.
Multi-Racial (not Hispanic)	Percentage of Multi-Racial students remained the same as previous year (50%) but exceeds the Statewide Average goal for meeting the ELA/Literature Proficiency Interim Goal/Improvement Target (49.9%).
White	Percentage of White students remained the same as previous year (58.5%) but exceeds the Statewide Average goal for meeting the ELA/Literature Proficiency Interim Goal/Improvement Target (49.9%).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Percentage of African-American/Black students meeting the ELA/Literature Proficiency Interim Goal/Improvement Target decreased from 55.2% for the 2023-2024 school year to 34.6%.
Economically Disadvantaged	Percentage of Economically Disadvantaged students meeting the ELA/Literature Proficiency Interim Goal/Improvement Target decreased from 51.3% for the 2023-2024 school year to 46.8%.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Math/Algebra - students meeting the Proficiency Interim Goal/Improvement Target increased from 24.8% the previous year to 28.6%. However, this is significantly lower than the Statewide Average of 41.7%.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	Percentage of White students meeting the Math/Algebra Proficiency Interim Goal/Improvement Target increased from 31.6% for the 2023-2024 school year to 35.8%.
Combined Ethnicity	Percentage of Combined Ethnicity students meeting the Math/Algebra Proficiency Interim Goal/Improvement Target increased from 14.9% for the 2023-2024 school year to 21.2%.
Economically Disadvantaged	Percentage of Economically Disadvantaged students meeting the Math/Algebra Proficiency Interim Goal/Improvement Target increased from 14.9% for the 2023-2024 school year to 23.1%.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Percentage of African-American/Black students meeting the Math/Algebra Proficiency Interim Goal/Improvement Target decreased from 16.1% for the 2023-2024 school year to 14.8%.
Students with Disabilities	No Students with Disabilities met the Math/Algebra Proficiency Interim Goal/Improvement Target.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group - 72% of students met the ELA/Literature Standard Demonstrating Growth. This is a 2% increase from the 2023-2024 school year and exceeds the Statewide Growth Standard of 70%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Percentage of African-American/Black students Meeting the Standard Demonstrating Growth for ELA/Literature stayed at 74% which exceeds the Meeting Statewide Growth score of 70%.
Combined Ethnicity	Percentage of Combined Ethnicity students Meeting the Standard Demonstrating Growth for ELA/Literature increased from 70% for the 2023-2024 school year to 75% This exceeds the Meeting the Statewide Growth Standard of 70% and meets the Statewide Average Growth Score of 75%.
Students with Disabilities	Percentage of Students with Disabilities Meeting the Standard Demonstrating Growth for ELA/Literature was 73%. This exceeds the Meeting Statewide Growth Standard of 70%.

Challenges

ESSA Student Subgroups	Indicator
White	Percentage of White students Meeting the Standard Demonstrating Growth for ELA/Literature decreased from 73% for the 2023-2024 school year to 71%.
Economically Disadvantaged	Percentage of Economically Disadvantaged students Meeting the Standard Demonstrating Growth for ELA/Literature decreased from 72% for the 2023-2024 school year to 69%.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group - 78% of students met the Math/Algebra Standard Demonstrating Growth. This is a 28% increase from the 2023-2024 school year and exceeds both the Statewide Average Growth Score (75.3%) and the Statewide Growth Standard (70%).

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Percentage of Combined Ethnicity students meeting the Math/Algebra Standard Demonstrating Growth increased from 57% for the 2023-2024 school year to 81%.
African-American/Black	Percentage of African-American/Black students meeting the Math/Algebra Standard Demonstrating Growth increased from 74% for the 2023-2024 school year to 81%.
Economically Disadvantaged	Percentage of Economically Disadvantaged students meeting the Math/Algebra Standard Demonstrating Growth increased from 50% for the 2023-2024 school year to 79%.

Challenges

ESSA Student Subgroups	Indicator
White	Percentage of White students meeting the Math/Algebra Standard Demonstrating Growth (73%) falls below the Statewide Average Growth Score (75.3%).
Students with Disabilities	Percentage of Students with Disabilities meeting the Math/Algebra Standard Demonstrating Growth (73%) falls below the Statewide Average Growth Score (75.3%).

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Challenges

ESSA Student Subgroups	Indicator
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Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group - percentage of students meeting the Attendance Performance Standard decreased from 67.4% for the 2022-2023 school year to 63.8% for the 2023-2024 school year. This falls below the Statewide Average of 79.6%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities showed a very slight decrease for the Attendance Performance Standard (2.6% from the 2022-2023 school year).

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Percentage of African-American/Black students meeting the Attendance Performance Standard decreased from 69.3% for the 2023-2024 school year to 65.9%.
Multi-Racial (not Hispanic)	Percentage of Multi-Racial students meeting the Attendance Performance Standard decreased from 63% for the 2023-2024 school year to 54.2%.
Economically Disadvantaged	Percentage of Economically Disadvantaged students meeting the Attendance Performance Standard decreased from 64.5% for the 2023-2024 school year to 60.2%.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group - the percentage of students meeting the Career Standards Benchmark (94.7%) exceeded the Statewide Average of 91.5%.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	96.6% of African-American/Black students met the Career Standards Benchmark. This exceeds the Statewide Average of 91.5%.
White	93.1% of White students met the Career Standards Benchmark. This exceeds the Statewide Average of 91.5%.
Economically Disadvantaged	94.1% of Economically Disadvantaged students met the Career Standards Benchmark. This exceeds the Statewide Average of 91.5%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	86.2% of Students with Disabilities met the Career Standards Benchmark. This is a 6.1% decrease from the 2023-2024 school year and does not meet the Statewide Average.

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group - 80.3% of students met the High School Graduation Rate Interim Goal/Improvement Target. This is a 1.6% decrease from last year and does not meet the Statewide Average of 88%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	88.5% of Multi-Racial students met the High School Graduation Rate Interim Goal/Improvement Target. This exceeds the Statewide Average of 88%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	79.1% of Economically Disadvantaged students met the High School Graduation Rate Interim Goal/Improvement Target. This does not meet the Statewide Average of 88% and is a 3.3% decrease from the 2023-2024 school year.
Students with Disabilities	66.7% of Students with Disabilities met the High School Graduation Rate Interim Goal/Improvement Target. This does not meet the Statewide Average of 88% and is a 10.7% decrease from the 2023-2024 school year.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%.
All Student Group - 78% of students met the Math/Algebra Standard Demonstrating Growth. This is a 28% increase from the 2023-2024 school year and exceeds both the Statewide Average Growth Score (75.3%) and the Statewide Growth Standard (70%).
All Student Group - the percentage of students meeting the Career Standards Benchmark (94.7%) exceeded the Statewide Average of 91.5%.
Percentage of Students with Disabilities Meeting the Standard Demonstrating Growth for ELA/Literature was 73%. This exceeds the Meeting Statewide Growth Standard of 70%.
Percentage of Economically Disadvantaged students meeting the Math/Algebra Standard Demonstrating Growth increased from 50% for the 2023-2024 school year to 79%.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Percentage of African-American/Black students meeting the ELA/Literature Proficiency Interim Goal/Improvement Target decreased from 55.2% for the 2023-2024 school year to 34.6%.
No Students with Disabilities met the Math/Algebra Proficiency Interim Goal/Improvement Target.
All Student Group - percentage of students meeting the Attendance Performance Standard decreased from 67.4% for the 2023-2024 school year to 63.8%. This falls below the Statewide Average of 79.6%.
All Student Group - 80.3% of students met the High School Graduation Rate Interim Goal/Improvement Target. This is a 1.6% decrease from last year and does not meet the Statewide Average of 88%.
All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%. However, this is a 7.4% decrease from the 2023-2024 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Assessment	The STAR Reading Assessment was given to English classes in the fall and winter. The All Student Group showed an average growth of 9 points. The fall baseline score was 1075 and the winter baseline score was 1084.

Firefly Literature Assessment	The Firefly Literature Assessment was given to 61 10th grade students in March. No students scored "Prepared," 6 students scored "Near Target," and 55 students scored "Support Needed."
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English Language Arts Summary

Strengths

Firefly Literature Assessment was introduced to 10th grade students.
The All Student Group showed growth from fall to winter on the STAR Reading Assessment.

Challenges

Local assessments need to be given consistently.
Student attendance needs to improve so that students can participate in local testing.
Students often are not motivated to do their best on local assessments.
Based on the pre- to post-test STAR Reading Assessment, only 56% of students showed proficiency.

Mathematics

Data	Comments/Notable Observations
CDT Algebra - Functions & Coordinate Geometry	The CDT Algebra-Functions & Coordinate Geometry was administered to Algebra I students in August and January. The All Student Group showed an average growth of 69 points. The August baseline score was 902 and the January one was 971.
CDT Algebra - Linear Equations & Inequalities	The CDT Algebra-Linear Equations & Inequalities was administered to Algebra I students in August and January. The All Student Group showed an average growth of 59 points. The August baseline score was 949 and the January one was 1008.
CDT Algebra - Operations with Real Numbers & Expressions	The CDT Algebra-Operations with Real Numbers & Expressions was administered to Algebra I students in August and January. The All Student Group showed an average growth of 89 points. The August baseline score was 1031 and the January one was 1120.
Firefly Algebra Assessment	The Firefly Algebra Assessment was given to 77 Algebra I students in March. One students scored "Prepared," 11 students scored "Near Target," and 65 students scored "Support Needed."

Mathematics Summary

Strengths

Firefly Algebra Assessment was introduced to Algebra I students.
The All Student group showed growth from the August Math/Algebra CDT to the January CDT.

Challenges

Local assessments need to be given consistently.
Student attendance needs to improve so that students can participate in local testing.
Students are not motivated to do their best on local assessments.
Based on the pre- to post-test CDT Algebra Assessments, only 29% of students showed proficiency.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT Biology Assessment	The CDT Biology Assessment was administered to students taking Biology, Lab Biology, and Advanced Lab Biology in September and January. The All Student Group showed an average increase of 16 points. The September baseline was 858 and the January baseline was 874.
Firefly Biology Assessment	Students taking Biology, Lab Biology, and Advanced Lab Biology were given the Firefly Biology Assessment in March. 71 students took the assessment. None scored "Prepared," 16 scored "Near Target," and 55 scored "Support Needed."

Science, Technology, and Engineering Education Summary

Strengths

Firefly Biology Assessment was introduced to students.
The All Student group showed growth from the September CDT Biology Assessment to the January CDT.
CDT/Firefly Biology Assessments given consistently.

Challenges

Student attendance needs to improve so that students can participate in local testing.
Students are not motivated to do their best on local assessments.
Based on the pre- to post-test CDT Biology Assessments, only 18% of students showed proficiency.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	Students use the online Smart Futures curriculum to meet their Career Standards Benchmarks. Smart Futures uses PA's Academic Standards for Career Education and Work. 94.7% of students met their Career Standards Benchmarks, which exceeds the Statewide Average of 91.5%.

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.

94.7% of students met their Career Standards Benchmarks using the online Smart Futures curriculum. This exceeds the Statewide Average of 91.5%.
All students have school-provided Chromebooks to complete their Career Standards Benchmarks. The curriculum can also be accessed at home using the Chromebooks.
School counselors monitor student progress for Smart Futures.

96.6% of the Black Student Group met their Career Benchmark Standards, which is higher than the All Student Group (94.7%) and Statewide Average of 91.5%.

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.

Student attendance needs to improve so that students can complete their Career Standards Benchmarks.
School counselors and teachers need to collaborate to determine the best way to have students complete their Career Standards Benchmarks.
86.2% of Students with Disabilities met their Career Standards Benchmarks which is lower than the Statewide Average of 91.5%.

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
STAR Reading Assessment	Based on the pre- to post- Star Reading Assessment data, 33% of Students with Disabilities showed improvement. This is a 35% decline from the previous year.
Regular Attendance	Based on data from the 2023-2024 school year, 59.3% of Students with Disabilities had regular attendance. This is a 2.6% decrease from the 2022-2023 school year and below is the Statewide Average of 79.6%.
CDT Biology Assessment	Based on the pre- to post- CDT Biology Assessment data, 56% of Students with Disabilities showed improvement.
CDT Algebra Assessment	Based on pre- to post- CDT Algebra Assessment data, 36% of Students with Disabilities 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 school year, 60.2% of Economically Disadvantaged students had regular attendance. This is a 4.3% decrease from the 2022-2023 school year and below is the Statewide Average of 79.6%.
STAR Reading Assessment	Based on the pre- to post- STAR Reading Assessment data, 52% of Economically Disadvantaged students showed improvement.
CDT Biology Assessment	Based on the pre- to post- Biology CDT Assessment data, 55% of Economically Disadvantaged students showed improvement. This is a 15% improvement from the previous year.
CDT Algebra Assessment	Based on the pre- to post- Algebra CDT Assessment data, 66% of Economically Disadvantaged students showed improvement. This is a 12% increase from the previous year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Students of Two or More Races had the lowest percentage (54.2%) of Regular Attendance. The percentage for the All Student Group was 63.8% and the Statewide Average was 79.6%.
Black	Black Students had the highest percentage (96.6%) of Career Standards Benchmark completion. The percentage for the All Student Group was 94.7% and the Statewide Average was 91.5%.
White	White Students had the lowest percentage (77.6%) for High School Graduation Rate. The percentage for the All Student Group was 80.3% and the Statewide Average was 88%.

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.

Black Students had the highest percentage (96.6%) of Career Standards Benchmark completion. The percentage for the All Student Group was 94.7% and the Statewide Average was 91.5%.
Based on the pre- to post- Algebra CDT Assessment data, 66% of Economically Disadvantaged students showed improvement. This is a 12% increase from the previous year.
Based on the pre- to post- Biology CDT Assessment data, 55% of Economically Disadvantaged students showed improvement. This is a 15% improvement from the previous year.

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- Star Reading Assessment data, 33% of Students with Disabilities showed improvement. This is a 35% decline from the previous year.
Students of Two or More Races had the lowest percentage (54.2%) of Regular Attendance. The percentage for the All Student Group was 63.8% and the Statewide Average was 79.6%.
Based on data from the 2023-2024 school year, 60.2% of Economically Disadvantaged students had regular attendance. This is a 4.3% decrease from the 2022-2023 school year and below is the Statewide Average of 79.6%.

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	Operational
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	Operational

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?

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Align curricular materials and lesson plans to the PA Standards.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
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.

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?

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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement evidence-based strategies to engage families to support learning.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Collectively shape the vision for continuous improvement of teaching and learning.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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
All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%.	True
All Student Group - 78% of students met the Math/Algebra Standard Demonstrating Growth. This is a 28% increase from the 2023-2024 school year and exceeds both the Statewide Average Growth Score (75.3%) and the Statewide Growth Standard (70%).	True
All Student Group - the percentage of students meeting the Career Standards Benchmark (94.7%) exceeded the Statewide Average of 91.5%.	True
Percentage of Students with Disabilities Meeting the Standard Demonstrating Growth for ELA/Literature was 73%. This exceeds the Meeting Statewide Growth Standard of 70%.	True
Percentage of Economically Disadvantaged students meeting the Math/Algebra Standard Demonstrating Growth increased from 50% for the 2023-2024 school year to 79%.	True
Firefly Literature Assessment was introduced to 10th grade students.	False
The All Student Group showed growth from fall to winter on the STAR Reading Assessment.	False
Firefly Algebra Assessment was introduced to Algebra I students.	False
The All Student group showed growth from the August Math/Algebra CDT to the January CDT.	False
Firefly Biology Assessment was introduced to students.	False
The All Student group showed growth from the September CDT Biology Assessment to the January CDT.	False
CDT/Firefly Biology Assessments given consistently.	False
94.7% of students met their Career Standards Benchmarks using the online Smart Futures curriculum. This exceeds the Statewide Average of 91.5%.	True
All students have school-provided Chromebooks to complete their Career Standards Benchmarks. The curriculum can also be accessed at home using the Chromebooks.	False
School counselors monitor student progress for Smart Futures.	False
96.6% of the Black Student Group met their Career Benchmark Standards, which is higher than the All Student Group (94.7%) and Statewide Average of 91.5%.	False
Black Students had the highest percentage (96.6%) of Career Standards Benchmark completion. The percentage for the All Student Group was 94.7% and the Statewide Average was 91.5%.	False
Based on the pre- to post- Algebra CDT Assessment data, 66% of Economically Disadvantaged students showed improvement. This is a 12% increase from the previous year.	True
Based on the pre- to post- Biology CDT Assessment data, 55% of Economically Disadvantaged students showed improvement. This is a 15% improvement from the previous year.	True
Align curricular materials and lesson plans to the PA Standards.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
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.	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
Percentage of African-American/Black students meeting the ELA/Literature Proficiency Interim Goal/Improvement Target decreased from 55.2% for the 2023-2024 school year to 34.6%.	False
No Students with Disabilities met the Math/Algebra Proficiency Interim Goal/Improvement Target.	False
All Student Group - percentage of students meeting the Attendance Performance Standard decreased from 67.4% for the 2023-2024 school year to 63.8%. This falls below the Statewide Average of 79.6%.	True
All Student Group - 80.3% of students met the High School Graduation Rate Interim Goal/Improvement Target. This is a 1.6% decrease from last year and does not meet the Statewide Average of 88%.	False
Local assessments need to be given consistently.	True
Student attendance needs to improve so that students can participate in local testing.	False
Students often are not motivated to do their best on local assessments.	False
Based on the pre- to post-test STAR Reading Assessment, only 56% of students showed proficiency.	False
Local assessments need to be given consistently.	False
Student attendance needs to improve so that students can participate in local testing.	False
Students are not motivated to do their best on local assessments.	True
Based on the pre- to post-test CDT Algebra Assessments, only 29% of students showed proficiency.	True
Student attendance needs to improve so that students can participate in local testing.	False
Students are not motivated to do their best on local assessments.	False
Based on the pre- to post-test CDT Biology Assessments, only 18% of students showed proficiency.	True
Student attendance needs to improve so that students can complete their Career Standards Benchmarks.	False
School counselors and teachers need to collaborate to determine the best way to have students complete their Career Standards Benchmarks.	False
All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%. However, this is a 7.4% decrease from the 2023-2024 school year.	True
86.2% of Students with Disabilities met their Career Standards Benchmarks which is lower than the Statewide Average of 91.5%.	False
Students of Two or More Races had the lowest percentage (54.2%) of Regular Attendance. The percentage for the All Student Group was 63.8% and the Statewide Average was 79.6%.	False
Based on data from the 2023-2024 school year, 60.2% of Economically Disadvantaged students had regular attendance. This is a 4.3% decrease from the 2022-2023 school year and below is the Statewide Average of 79.6%.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Implement evidence-based strategies to engage families to support learning.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False

Collectively shape the vision for continuous improvement of teaching and learning.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Based on the pre- to post- Star Reading Assessment data, 33% of Students with Disabilities showed improvement. This is a 35% decline from the previous year.	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:** collaborative relationships between district/building administrators, data coordinator, and teachers; improved consistency with delivering local assessments; most students showed growth on local assessments; Career Standards Benchmark completion ****Needs:** interventions to improve attendance; interventions to improve High School Graduation Rate; established local assessment schedule; continue to use data to drive curriculum and instruction; improved process to identify students for remediation; develop programs and events to involve parents/families

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group - percentage of students meeting the Attendance Performance Standard decreased from 67.4% for the 2023-2024 school year to 63.8%. This falls below the Statewide Average of 79.6%.	The rate of Regular Attendance decreased from the previous year. Continue to develop and establish interventions and policies, analyzing data for effectiveness. Strategies should address underlying barriers, enhance family engagement, and establish a supportive and motivating school culture.	True
Local assessments need to be given consistently.	A school-wide assessment plan needs to be developed for English, Biology, and Algebra.	False
Students are not motivated to do their best on local assessments.	Incentives/rewards need to be offered to motivate students to do their best on local assessments so that teachers are working with the most accurate data possible. Teachers need to also stress the importance of these assessments. and recognize students for trying their best.	False
Based on the pre- to post-test CDT Algebra Assessments, only 29% of students showed proficiency.	Teachers will follow the established school assessment schedule. Students will be recognized for growth and proficiency. Teachers will use data to drive curriculum and instruction.	True
Based on the pre- to post-test CDT Biology Assessments, only 18% of students showed proficiency.	Teachers will follow the established school assessment schedule. Students will be recognized for growth and proficiency. Teachers will use data to drive curriculum and instruction.	False
Implement evidence-based strategies to engage families to support learning.	School staff will continue to offer opportunities for parents and families to engage with their child's education. Staff will assess the participation data of each event and make changes as needed.	True

All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%. However, this is a 7.4% decrease from the 2023-2024 school year.	Teachers will follow the established school assessment schedule. Students will be recognized for growth and proficiency. Teachers will use data to drive curriculum and instruction. STAR will no longer be used. Teachers will receive training for IXL.	True
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Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group ELA/Literature - 50% met the Proficiency Interim Goal/Improvement Target. This exceeds the Statewide Average of 49.9%.	Consistent assessment schedule using a variety of assessments (formal, summative, diagnostic). Analyze data to improve instruction. Department meetings with English and History teachers, administrators, and data coordinator.
All Student Group - 78% of students met the Math/Algebra Standard Demonstrating Growth. This is a 28% increase from the 2023-2024 school year and exceeds both the Statewide Average Growth Score (75.3%) and the Statewide Growth Standard (70%).	Consistent assessment schedule using a variety of assessments (diagnostic, formative, summative). Analyze data to improve instruction. Department meetings with Algebra I teachers, administrators, and data coordinator.
All Student Group - the percentage of students meeting the Career Standards Benchmark (94.7%) exceeded the Statewide Average of 91.5%.	Consultation between teachers and counselors for delivery. Progress monitoring by counselors. Continue subscription with Smart Futures.
Percentage of Students with Disabilities Meeting the Standard Demonstrating Growth for ELA/Literature was 73%. This exceeds the Meeting Statewide Growth Standard of 70%.	Consistent assessment schedule using a variety of assessments (diagnostic, formative, summative). Analyze data to improve instruction. Department meetings with Algebra I teachers, special education teachers, administrators, and data coordinator.
Percentage of Economically Disadvantaged students meeting the Math/Algebra Standard Demonstrating Growth increased from 50% for the 2023-2024 school year to 79%.	Consistent assessment schedule using a variety of assessments (diagnostic, formative, summative). Analyze data to improve instruction. Department meetings with Algebra I teachers, administrators, and data coordinator.
94.7% of students met their Career Standards Benchmarks using the online Smart Futures curriculum. This exceeds the Statewide Average of 91.5%.	Consultation between teachers and counselors for delivery. Progress monitoring by counselors. Continue subscription with Smart Futures.
Based on the pre- to post- Algebra CDT Assessment data, 66% of Economically Disadvantaged students showed improvement. This is a 12% increase from the previous year.	Consistent assessment schedule using a variety of assessments (diagnostic, formative, summative). Analyze data to improve instruction. Department meetings with Algebra I teachers, administrators, and data coordinator.
Based on the pre- to post- Biology CDT Assessment data, 55% of Economically Disadvantaged students showed improvement. This is a 15% improvement from the previous year.	Consistent assessment schedule using a variety of assessments (diagnostic, formative, summative). Analyze data to improve instruction. Department meetings with Biology teachers, administrators, and data coordinator.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	BFHS has implemented a variety of programs, field trips, presentations, and student clubs to foster a positive school environment.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	BFHS has implemented a variety of programs, reward systems, and incentives that have helped motivate students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and promoting and sustaining a positive school environment. Establish and follow school policies for attendance. Analyze data and make adjustments as necessary.
	Establish a consistent assessment schedule. Consistent meetings to discuss data, strengths, and challenges. Meet with Algebra I teachers. Use data to inform curriculum and instruction. Increase access to supplementary learning resources and technology. Provide ongoing professional development.
	Establish and promote evidence-based family engagement programs that provide parents and families with the tools and resources needed to actively support their child's learning and academic success.
	Teachers will follow the established school assessment schedule. Students will be recognized for growth and proficiency. Teachers will use data to drive curriculum and instruction. STAR will no longer be used. Teachers will receive training for IXL. Consistent meetings to discuss data, strengths, and challenges. Meet with English 10 teachers.

Goal Setting

Priority: Develop and implement comprehensive strategies to improve student attendance by addressing underlying barriers, enhancing family engagement, and promoting and sustaining a positive school environment. Establish and follow school policies for attendance. Analyze data and make adjustments as necessary.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, increase the All Student Group attendance rate from the current 63.8% to 70% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.			
Measurable Goal Nickname (35 Character Max)			
1 - All Student Group Regular Attendance Boost			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
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	Expand family engagement efforts through workshops, seminars, parent advisory, and individual meetings to strengthen the connection between home and school. Implement support programs tailored to the needs of families, such as mentoring programs, TIP meetings,	Foster a supportive and motivating school culture by continuing to recognize and reward students for maintaining regular attendance. Implement peer support (Link Crew) to encourage accountability and mutual support among students. Conduct regular assessments of the effectiveness of	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

families may also be referred to the Truancy Intervention Program (TIP) of Beaver County. Attendance parties and/or field trips will be used as rewards. Target: 63.8% to 66%	and community partnerships. Continue the use of attendance parties and/or field trips as rewards. Continuously monitor attendance data and adjust as necessary based on progress and feedback. Target: 67% to 68%	implemented strategies and make any needed adjustments to ensure continued progress. Target: 68% to 69%	academic year and celebrate overall improvements. Target: 69% to 70%
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Priority: Establish a consistent assessment schedule. Consistent meetings to discuss data, strengths, and challenges. Meet with Algebra I teachers. Use data to inform curriculum and instruction. Increase access to supplementary learning resources and technology. Provide ongoing professional development.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 28.6% to 35% by implementing targeted support systems and instructional practices, including professional development for High School math teachers, academic resources such as peer tutoring, 21st Century After-School Program, online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.			
Measurable Goal Nickname (35 Character Max)			
2 - All Student Group Algebra Proficiency Boost			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct beginning-of-year assessments using CDT and/or IXL to identify learning gaps and proficiency levels. Identify targeted students scoring 1450-1499 on the spring Algebra 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. Launch additional academic resources such as the 21st Century program, peer tutoring, and online learning tools. Provide professional development	Conduct middle-of-year assessments using CDT and/or IXL to continue identifying learning gaps and proficiency levels. Recognize students showing growth and/or proficiency. Expand tutoring programs and access to online learning tools. Continue with data meetings and professional development. Target: 30% to 32%	Conduct end-of-year assessments using CDT and/or Firefly. Intensify focus on students still struggling by providing one-on-one tutoring and personalized learning plans. Celebrate students achieving growth and/or proficiency on the winter Keystone exam. Assess the effectiveness of remediation courses and strategies. Conduct regular progress monitoring and provide feedback to teachers and students. Target: 32%-34%	Provide intensive review sessions and preparatory workshops for the spring Algebra 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 making significant progress. Target: 34% to 35%

for teachers, including monthly data meetings with Algebra I teachers. Target: 28.6% to 30%			
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Priority: Establish and promote evidence-based family engagement programs that provide parents and families with the tools and resources needed to actively support their child's learning and academic success.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, at least 90% of parents attending a Title I parent/family event will give a rating of 4 out of 5 or higher for overall satisfaction as measured by exit surveys.			
Measurable Goal Nickname (35 Character Max)			
3 - Parent/Family Engagement Event Satisfaction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Begin the school year with the annual "Meet the Teacher" night. Invite community agencies to partner with the school and share resources. In addition to having families meet school staff, set up areas with information about school programs, events, and resources. Target: 75% satisfaction	Conduct a fall Title I meeting and Parent Advisory meeting. Advertise via district phone call, e-mails, website, and social media posts. Welcome parents and families to provide suggestions topics and ideas for school programs and parent/family engagement. Target: 80% satisfaction	Hold a Financial Assistance night for parents of juniors and seniors. Counselors will conduct outreach to help families understand their role, fill out forms, and attend workshops. Target: 85%	Conduct a spring Title I meeting and Parent Advisory meeting. Advertise via district phone call, e-mails, website, and social media posts. Welcome parents and families to provide feedback about the school year and programs and events offered. Target: 90% satisfaction

Priority: Teachers will follow the established school assessment schedule. Students will be recognized for growth and proficiency. Teachers will use data to drive curriculum and instruction. STAR will no longer be used. Teachers will receive training for IXL. Consistent meetings to discuss data, strengths, and challenges. Meet with English 10 teachers.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, increase the percentage of students in the All Student Group meeting the proficiency standard in ELA/Literature from 50% to 60% by implementing targeted support systems and instructional practices, including professional development for High School English teachers, academic resources such as peer tutoring, 21st Century After-School Program, online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.			
Measurable Goal Nickname (35 Character Max)			
4 - All Student Group Literature Proficiency Boost			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Conduct beginning-of-year assessments using IXL to identify learning gaps and proficiency levels. Identify targeted students scoring	Conduct middle-of-year assessments using IXL to continue identifying learning gaps and proficiency levels.	Conduct end-of-year assessments using IXL and/or Firefly. Intensify focus on students still struggling by providing	Provide intensive review sessions and preparatory workshops for the spring Literature Keystone exam. Continue monitoring

1450-1499 on the spring Literature 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. Launch additional academic resources such as the 21st Century program, peer tutoring, and online learning tools. Provide professional development for teachers, including consistent data meetings with English 1`0 teachers. Target: 50% to 52%	Recognize students showing growth and/or proficiency. Expand tutoring programs and access to online learning tools. Continue with data meetings and professional development. Target: 52% to 55%	one-on-one tutoring and personalized learning plans. Celebrate students achieving growth and/or proficiency on the spring Keystone exam. Assess the effectiveness of remediation courses and strategies. Conduct regular progress monitoring and provide feedback to teachers and students. Target: 55% to 58%	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 making significant progress. Target: 58% to 60%
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Action Plan

Measurable Goals

1 - All Student Group Regular Attendance Boost	2 - All Student Group Algebra Proficiency Boost
3 - Parent/Family Engagement Event Satisfaction	4 - All Student Group Literature Proficiency Boost

Action Plan For: All Student Group Regular Attendance Boost

Measurable Goals:
By the end of the 2026-2027 school year, increase the All Student Group attendance rate from the current 63.8% to 70% by developing and implementing comprehensive strategies that address underlying barriers to attendance, enhance family engagement through regular communication and support programs, and establish a supportive and motivating school culture with incentives for regular attendance.

Action Step		Anticipated Start Date	Anticipated Completion Date
Regular Attendance Improvement		2026-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Douglass Rowe/High School Principal Dave Woods/High School Assistant Principal	*District and building level support *Attendance reports *Title I support *TIP/Magistrate support *Parent/family educational resources/materials (BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Funds; any overage will be paid out of the general fund)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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By the end of the 2026-2027 school year, increase the All Student Group attendance rate from the current 63.8% to 70%.	*People: Douglass Rowe, Dave Woods, attendance secretary, Donna Nugent, Steve Wellendorf *Frequency: Quarterly *Method: Attendance Reports
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Action Plan For: All Student Group Algebra Proficiency Boost

Measurable Goals:
By the end of the 2026-2027 school year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 28.6% to 35% by implementing targeted support systems and instructional practices, including professional development for High School math teachers, academic resources such as peer tutoring, 21st Century After-School Program, online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.

Action Step		Anticipated Start Date	Anticipated Completion Date
Math/Algebra Remediation Plan		2026-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Douglass Rowe/High School Principal	*District- and building-level support *District data coordinator/Title I support - access to assessment data *CDT/Firefly/IXL results *BFHS Master Schedule *BVIU technical support *BFHS math data team meetings *Shared Google Drives *BFHS math curriculum *(BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Title I funds; any overage will be paid out of general fund) *After-school tutoring (21st Century CLCC funding)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2026-2027 school year, increase the percentage of students in the All Student Group meeting the proficiency standard in Mathematics/Algebra from 28.6% to 35%.	*People: Douglass Rowe, Kelly Matsook, Steve Wellendorf, Donna Nugent, Susan Emmett, Algebra I teachers *Frequency: Monthly *Method: Assessment Results, Team Meetings, Professional Development

Action Plan For: Parent/Family Engagement Activities

Measurable Goals:
By the end of the 2026-2027 school year, at least 90% of parents attending a Title I parent/family event will give a rating of 4 out of 5 or higher for overall satisfaction as measured by exit surveys.

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent/Family Engagement Satisfaction		2026-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Douglass Rowe/High School Principal Kelly Matsook/District Data Coordinator-Title I	*District and building level administrator support *Title I Support *District Title I Surveys *Shared Google Drive *District IT support *Parent/family materials and resources (BFHS Title I Staff, Title I funds, BBFASD Parent/Family	No	

	Engagement funds; any overage will be paid out of the general fund)		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2026-2027 school year, at least 90% of parents attending a Title I parent/family event will give a rating of 4 out of 5 or higher for overall satisfaction as measured by exit surveys.	People: Donna Nugent, Steve Wellendorf, Douglass Rowe, Kelly Matsook, school counselors Frequency: Quarterly Method: District Title I Surveys

Action Plan For: ELA/Literature Remediation Plan

Measurable Goals:
By the end of the 2026-2027 school year, increase the percentage of students in the All Student Group meeting the proficiency standard in ELA/Literature from 50% to 60% by implementing targeted support systems and instructional practices, including professional development for High School English teachers, academic resources such as peer tutoring, 21st Century After-School Program, online learning tools, and promoting an inclusive learning environment through culturally responsive teaching practices.

Action Step	Anticipated Start Date	Anticipated Completion Date
ELA/Literature Remediation Plan	2026-08-19	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Douglass Rowe/High School Principal	*District- and building-level support *District data coordinator/Title I support - access to assessment data *CDT/Firefly/IXL results *BFHS Master Schedule *BFHS English data team meetings *Shared Google Drives *BFHS English curriculum *(BFHS Title I staff, Title I funds, BBFASD Parent/Family Engagement Title I funds; any overage will be paid out of general fund) *After-school tutoring (21st Century CLCC funding)	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2026-2027 school year, increase the percentage of students in the All Student Group meeting the proficiency standard in ELA/Literature from 50% to 60%.	*People: Douglass Rowe, Kelly Matsook, Steve Wellendorf, Donna Nugent, English 10 teachers *Frequency: Monthly *Method: Assessment Results, Team Meetings, Professional Development

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- All Student Group Regular Attendance Boost - All Student Group Algebra Proficiency Boost - Parent/Family Engagement Activities - ELA/Literature Remediation Plan	BFHS Title I staff salary - Title I funds will be approximately \$85,000 ; any overage will be paid out of the general fund.	85000	
Other Expenditures	- All Student Group Regular Attendance Boost - All Student Group Algebra Proficiency Boost - Parent/Family Engagement Activities - ELA/Literature Remediation Plan	BFHS Title I staff benefits - Title I funds will be approximately \$65,000 ; any overage will be paid out of the general fund.	65000	
Total Expenditures				150000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
All Student Group Algebra Proficiency Boost	Math/Algebra Remediation Plan

Math Data Team Meetings

Action Step		
Math/Algebra Remediation Plan		
Audience		
High School Principal, District Data Coordinator, IU Consultant, Superintendent, Director of Student Services, Algebra I Teachers		
Topics to be Included		
Student data, assessments, data-driven decision making, effective instructional strategies		
Evidence of Learning		
CDT, IXL, Firefly assessment data - student growth and proficiency		
Lead Person/Position	Anticipated Start	Anticipated Completion
Douglass Rowe/High School Principal	2026-08-19	2027-06-04

Learning Format

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

Approvals & Signatures

Uploaded Files
BOE Affirmation for BFHS TSI Plan 2026 2027 SY.pdf

Chief School Administrator	Date
Dr Donna M Nugent	2026-06-19
Building Principal Signature	Date
Douglass Rowe	2026-06-18
School Improvement Facilitator Signature	Date
Steven Wellendorf	2026-06-18