

Targeted Support and Improvement Plan
Bellefonte Area High School
July 2026

Steering Committee:

Mike Fedisson, Principal
Katrina Lee, Vice Principal
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High School Department Chairs
District Instructional Coach
BAHS Parent Council
Superintendent's Student Advisory Committee

Areas of Focus:

- Students with Disabilities subgroup
 - Achievement in ELA and Math
 - Growth in ELA and Math
 - Regular Attendance
 - Career Standards Benchmarks

Indicator	BAHS Score	Cut Score	Benchmark
Achievement: Math and ELA combined <i>11th grade cohort Keystone and PASA</i>	14.06% <i>(from '24-'25)</i>	At or below 21.4%	Percentage of students that passed the Keystone Exam
Growth: Math and ELA combined <i>All testers administered a Keystone in '24-'25</i>	-2.17	When below 0 PVAAS	Percentage of students that met expected growth
Regular Attendance <i>All students with disabilities</i>	60.49% <i>(from '23-'24)</i>	Below 74.87%	Percentage of students enrolled at least 50% of days and in attendance at least 90% of those days
Career Standards Benchmark <i>11th grade cohort</i>	76.47% <i>(from '24-'25)</i>	Below 87.4%	Percentage of students completing all eight (8) artifacts related to Career and Work Standards

Data Review:

- [Future Ready PA Index](#)
- [Student Performance Data](#)
- [PA Essential Practices for Schools](#)
 - [Results](#)
- [Fishbone Diagram Exercise: Factors and Causes](#)

Summary of Strengths and Challenges:

Select 2-4 challenges as priorities for our improvement plan. Add a root cause for those priorities.

Challenges	Discussion
Assessments: we have some common assessments and benchmark assessments. However, moving benchmark assessments to content courses can increase buy-in from students and create more relevance for content teachers.	First, we found that it was important to switch from MAP benchmark assessments to CDTs or Firefly. These assessments have a predictive model that aligns to Keystone Exams. Further, moving our testing practice from homerooms to content classes allows teachers to help students make meaningful connections to their data and achievement.
While we have common planning time for teachers, we could improve time for more teachers to work together across content areas and spend more time analyzing data and planning instruction.	
We have instructional coaches in our district. We could utilize them to help with data collection and analysis.	While we have data points from MAP assessments and classroom common assessments, teachers feel they have little time to analyze the data. Utilizing our instructional coaches can help give teachers more time to focus on interventions from the data.
Planning time following curriculum writing cycles to review and update curriculum between writing cycles.	
Expanding data teams to include other staff and board members to best understand our challenges and increase communication with families.	Students and families may not see the connection between school attendance and success outside of the classroom. We need to be more consistent with our expectations for students and communicate that to families along with providing the necessary supports for student attendance.

Students can be highly motivated only by grades.	
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Strengths	Discussion
Curriculum alignment to standards. With this in place, we can look more closely at student data and determine which skills/standards are being addressed well and which need more attention.	Curriculum alignment is becoming a strength. By eliminating gaps and overlap, individual teachers and courses can focus on specific skills and interventions.
There are many opportunities for staff to join committees and have shared leadership. This can create buy-in from staff in identifying needs and working to implement and monitor effectiveness of interventions. We also have a collaborative environment that would support risk-taking and leadership.	We have a culture where teachers are empowered to join committees and have a voice in the direction of our school. Adding teachers to our district data teams will provide an opportunity to share data vertically.
The school has a budget that would allow for necessary materials and training for students and staff.	Resources are available for professional learning and resources such as testing platforms, instructional coaches, and training.
There are a variety of course offerings to help meet students at their learning level. Additionally, other supports for academic, social, and emotional wellbeing are in place.	There are a variety of course offerings to meet students' learning needs. Programs like CTC offerings and AP/Dual Enrollment courses provide choice and motivation for students.
We offer a variety of pathways for professional learning and monitoring of its impact.	Our professional learning model has teacher and staff input. After each session, feedback is collected from all participants and analyzed by the committee to plan future sessions.

Priority Challenges:

Priority Challenges	Priority Statements
Assessments: we have some common assessments and benchmark assessments. However, moving benchmark assessments to content courses can increase buy-in from students and create more relevance for content teachers.	We must change our assessment structure by embedding benchmark and common evaluations directly into regular content courses rather than utilizing isolated testing environments. Changing this structural practice will better support educators by making assessment data immediately relevant to their daily instruction, while simultaneously increasing student buy-in by anchoring tests within their familiar learning environments.
Expanding data teams to include other staff and board members to best understand our challenges and increase communication with families.	We must expand our data team to include chronic absenteeism. Adding this layer will better support our educators in accurately diagnosing attendance barriers and will better support parents and guardians through proactive communication that reinforces the critical role daily attendance plays in long-term student success.

Goal Setting:

ELA/Math/(Biology)

Measurable Goal:

Ninety percent (90%) of students will meet or exceed their individual growth goals as measured by a change in their scores from the baseline assessment to the end-of-year assessment.

Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4
100% of students will complete the benchmark assessment and create growth goals.	90% of students will meet their individual growth goal.	90% of students will meet their individual growth goal.	90% of students will meet their individual growth goal.

Regular Attendance

Measurable Goal:

By the end of the 2026-2027 school year, 90% of students will demonstrate regular attendance.

Target Quarter 1	Target Quarter 2	Target Quarter 3	Target Quarter 4
By the end of the first quarter, 98% of students will demonstrate regular attendance.	By the end of the first quarter, 95% of students will demonstrate regular attendance.	By the end of the first quarter, 93% of students will demonstrate regular attendance.	By the end of the first quarter, 90% of students will demonstrate regular attendance.

Action Steps:

- Classroom teachers will conduct the ELA/Biology/Algebra CDT three times during the 26-27 school year.
- Benchmark data will be collected at the beginning of the 26-27 school year using an initial CDT assessment followed by two additional rounds of assessing students using the CDTs based on the approved assessment calendar.
- Administration will hold tri-weekly data meetings for Keystone course teachers to analyze common and summative assessments and refine instruction.
- Provide professional learning opportunities for staff and conduct ongoing learning walks to ensure effective strategies are being used in the classroom, with specific training provided for ELA/Biology/Algebra.
- Provide professional learning to assist teachers in developing individual action plans for students falling behind and provide academic tutoring, Tier II support groups, and alternate scheduling as needed.
- Consistently draft and display learning objectives in student-friendly language at the start of each lesson.
- Implement a structured formative assessment—such as an exit ticket, quick check, or digital poll—at the conclusion of every lesson to collect concrete evidence of student comprehension.
- Model effective goal-setting and formative assessment strategies during monthly Extended Tuesday meetings or faculty sessions.
- Provide information to families (and students) that includes total number of days missed and types (exc, unv, ill, med) at the midpoint of each quarter and at the end of each quarter.
- During Tier 2 data meetings identify students at risk (lower than 90%) and utilize staff (social workers, counselors, SRO, AEP, case managers) to provide specific and targeted intervention. Utilize Check and Connect framework.
- Increase administrative visibility during morning arrival to monitor tardies and increase accuracy in tracking students who are regularly late to school.
- Provide quarterly incentives for students who have 90% attendance or higher.
- Communicate attendance data by grade level to all staff through bi-weekly data newsletters.
- Implementation of 9th Grade Academy—monthly lessons targeting specific skills needed for successful transition to high school. Monthly themes will be incorporated into classes for all grades to reinforce skills. Student ambassadors will provide support for 9th grade homerooms. (Technology and Teamwork, Organization, Self-Advocacy, Stress Management, Giving Back (Service), Study Skills, Perseverance, Time Management, Test Prep)
- Expanded tutoring opportunities: addition of AM math tutoring during S2 of '25-'26 SY. Additional tutoring available during lunch mods during '26-'27 SY