

# School Improvement Plan – Guidelines and Process

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## I. School Level Narrative

### *School Building Information*

Local Education Agency (LEA) Name

Wilkes Barre Area School District

School Building Name

Elmer L Meyers JSHS

4-Digit School Building Code

3009

School Street Address

341 Carey Ave. Wilkes Barre, PA 18702

### *A. School Improvement Committee*

Committee Members and Positions in School/Community:

Name	Position/Role	Building/Group/Organization
Robert Watkins	Senior High Principal	Meyers
Michael Grebeck	Junior High Principal	Meyers
Michele A. Williams	Director of Federal Programs	Administration Building
Diane McFarlane	Senior High Guidance	Meyers
Gerry McGroarty	Junior High Guidance	Meyers
Tanya Kirkutis	Teacher	Meyers
Britanny Scarnulis	Teacher	Meyers
Robert Makaravage	Director	Administration Building
Lydia McFarlane	Student Government	Meyers
Corinne Drost	Math Supervisor	Administration Building
Tom Zelinka	English Supervisor	Administration Building
Sara Morris	Student Government	Meyers
Olyvia Jackson	Student Government	Meyers

Name	Position/Role	Building/Group/Organization
Sierra Warman	Student	Meyers
Ellyse Rosarioo	Student	Meyers
Mrs. Warman	Parent	Meyers
Lois Grimm	Parent	Meyers
John Gosciewski	Teacher	Meyers
Sean McLaughlin	Teacher	Meyers
Sarah Edwards	Teacher	Meyers
Dave Lewis	Teacher	Meyers
Marianne Aboutanos	Teacher	Meyers
Amy Basham	Teacher	Meyers
Beth	Director	Head Start

Outline efforts school leaders took to ensure that the committee is comprised of a diverse group of stakeholders who are involved and invested in LEAs, schools, programs, and outcomes for students (leadership, teachers, parents, students, community partners, LEA leadership or staff, governing board leadership or designee, elected officials advocacy organizations).

- A SKYALERT was sent out on March 13, 2019 alerting parents that they will be given an opportunity to take a survey. They would be allowed to do this at the upcoming conference night or on their own time. This was also posted on the district website.
- On March 14, 2019, parent-teacher conferences were held at the school. Parents were informed of the opportunity to be apart of the school-improvement committee and took the survey. The survey allowed parents to express their feelings regarding school environment and staff.
- Building inservice was held on March 21, 2019 to explain the need for the school improvement plan to all faculty and to invite them to be apart of the plan.

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

The committee members represent a diverse cross section of our community stakeholders and school leaders which plays a significant role in establishing a distinctly important connection between the two very important groups providing collaboration for positive outcomes on a well-developed improvement plan that will generate the kind of results to propel our students to better achievement. The committee members will be responsible for the oversight of the various stages of the development and continuous evaluation of the plan as it evolves. The committee must evaluate student progress and be prepared to render recommendations about educational needs, student learning goals and evaluation of strategies being carried out to assist in raising achievement for effectiveness, while offering new ideas as alternatives. Regular meetings will be necessary to provide time to collaborate and discuss points of interest throughout the school year.

***B. School Level Vision for Learning***

Long-term Vision and the Measures of Success

<p><b>Long-Term Vision for Students</b>  <i>What will students know and be able to demonstrate upon leaving the school?</i></p>	<p><b>Measures of Success</b>  <i>How will you know you are on track to achieving your vision or students?</i></p>
<ul style="list-style-type: none"> <li>The mission of Elmer L. Meyers High School, a diverse and progressive school in the Wilkes-Barre Area School District, is to educate, enlighten, and inspire each student to grow as a responsible and productive citizen. This mission is accomplished through a dynamic, comprehensive curriculum and collaboration among school, family and community members.</li> </ul>	<ul style="list-style-type: none"> <li>- By 2025, 100% of teachers will be proficient or distinguished on yearly evaluations.</li> <li>- By 2025, 100% of students will be on-track for post-secondary training or employment.</li> <li>- By 2030, 85% of students will score proficient or advanced on Pennsylvania state testing.</li> </ul>

**II. School Level Needs Assessment**

***A. Identified School Community Needs:***

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data (e.g., student, educator, and community demographics; student achievement and growth; student and teacher attendance; student behavior; documents; classroom observations; surveys; focus groups; budget/allocation of finances) to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

On May 1, 2019 members of a newly formed A-TSI committee at Meyers High School met to discuss ways the school can improve as a whole. The first part of improvement starts by identifying the strengths and needs of Meyers High School. After examining data such as student, parent, and teacher surveys, PVAAS, attendance data, discipline referrals, and the PA Future Ready Index, stakeholders gave their input in order to assess needs of the school. Weekly meetings were conducted as stakeholders narrowed down their ideas toward school improvement.

***B. Based on your data analysis, what are your data-supported strengths?***

Strengths	Supporting Evidence from Needs Assessment
Teachers/Administration	According to the 2019 Parent Survey question 3A, 87.8% of parents feel that their child is treated with respect at Meyers High School. Responses from Question 5B show that 61.2% of parents feel they are provided with regular feedback of their child's progress. According to the 2019 Student Survey question 2A, 68.1% of students agree or strongly agree that teachers make sure all students are planning for life after graduation. Responses from question 2B show that 67% of students feel that teachers work hard to make sure that all students are learning.
School Climate	74.9% of students feel safe or very safe in the hallways of school according to the Student Survey question 5A. According to the Parent Survey, 79.5% of parents feel welcome at Meyers High School (question 2f).
English Language Arts/Literature	According to the PA Future Ready Index, all student groups exceed the standard for demonstrating growth (81.3% of students). 44.9% of students scored proficient or advanced, meeting the state goal.

**C. Based on your data analysis, what are your data-supported challenges? (You will need to identify two or three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.**

<b>Challenges</b>	<b>Supporting Evidence from Needs Assessment</b>	<b>Priority for Planning</b>	<b>Primary Root Cause</b>
Regular Attendance	Based off of data from the PA Future Ready Index, all student groups did not meet the performance standard of 85.4% for regular attendance. Meyers was 69.7% with ELL being the lowest of 58.1%.	Yes	Perception of students toward school's importance, achieving academically, and connecting curriculum to future career plans.
Parent Involvement	Based on data from the parent survey, 38.8% of parents feel they are not notified of school meetings and special events. 79.6% of parents said they do not receive e-mails, newsletters, or notes home saying what their child is learning in school.	Yes	Lack of communication between school and home.
Mathematics Growth/ Keystone Exams	Based off of data from the PA Future Ready Index, all student groups did not meet the standard for demonstrating growth of 75.2%. Meyers was 56% with white being the lowest of 50%.	Yes	Student attitudes toward state assessments and test preparation, attendance, and lack of parent involvement
Teacher Collaboration	According to the 2019 Educator Survey, 66.3% of teachers have not collaborated at all or more than once or twice about instructional strategies or worked on developing materials and activities for particular classes. 62% of	No	Lack of substitutes, lack of common planning time and location of classrooms are not near each other for subject areas.

	teachers believe there is no time set aside to collaborate with one or more teachers during work hours.		
		Choose an item.	

***D. Established Priorities and Aligned Outcome Categories***

Based on your prioritized challenges, develop, in specific detail, two to three high-leverage priority statements to focus your improvement plan. In drafting priority statements, your team will turn each prioritized challenge into an actionable statement that explains how the school plans to address the primary root cause of the challenge. Indicate which Outcome Category will be most directly impacted by focusing on the priority statement, by selecting the category that is best aligned to the priority statement from the drop-down menu under “Outcome Category.”

<b>Priority Statements</b>	<b>Rationale</b>	<b>Outcome Category</b>
1. Implement an evidence-based positive reinforcement system to inspire better attendance	If students are given clear expectations and routines they will develop into responsible and productive citizens consistent with our vision for the future.	Student Attendance
2. Implement evidence-based strategies to engage parents/guardians in their child's education by improving communication and having opportunities for parent involvement.	If parent involvement increases, students are likely to be more motivated to do well in school. Due to the extra support at home, student positivity will increase along with their regular attendance.	Community Engagement
3. Implement evidence-based strategies to expose students to mathematical problems that involve more reading and writing.	If students are exposed to more problems in the classroom where they have to read, write and apply the math, they are likely to perform better on state assessments.	Mathematics

### III. Measurable Goal Statements

**Measurable Goals:** Develop SMART Goals for each established Priority. To maintain focus on priorities, no greater than 2 measurable goals per priority is recommended.

**Priority Statement #1:** Implement an evidence-based positive reinforcement system to inspire better attendance.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
The percent of regular attendance will meet or exceed the current PA future ready index statewide average of 85.4% by June 30, 2020.	Regular student attendance will meet or exceed 75% by student day 45.	Regular student attendance will meet or exceed 80% by student day 90.	Regular student attendance will meet or exceed 85% by student day 135.

**Priority Statement #2:** Implement evidence-based strategies to engage parents/guardians in their child's education by improving communication having opportunities for parent involvement.

Measurable Goals	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
75 stakeholders will attend each informational session or community night held at the school by June 30, 2020.	15 stakeholders will attend each informational session or community night held at the school by October 10 <sup>th</sup> , 2019.	30 stakeholders will attend each informational session or community night held at the school by January 2, 2020.	55 stakeholders will attend each informational session or community night held at the school by April 1, 2020.

**Priority Statement #3:** Implement evidence-based strategies to expose students to mathematical problems that involve more reading and writing.

<b>Measurable Goals</b>	<b>Quarterly Benchmark #1</b>	<b>Quarterly Benchmark #2</b>	<b>Quarterly Benchmark #3</b>
100% of math teachers will use problems in their math classrooms where students are reading and writing by June 30, 2020.	25% of all math teachers will use problems in their classrooms where students are reading and writing by day 45.	50% of all math teachers will use problems in their classrooms where students are reading and writing by day 90.	75% of all math teachers will use problems in their classrooms where students are reading and writing by day 135.
75% of all other subject-area teachers (other than math) will include some type of math in their classrooms several times throughout the school year by June 30, 2020.	18% of all other subject-area teachers will include some type of math in their classrooms several times throughout the school year by day 45.	48% of all other subject-area teachers will include some type of math in their classrooms several times throughout the school year by day 90.	67% of all other subject-area teachers will include some type of math in their classrooms several times throughout the school year by day 135.

## IV. Action Plans

### A. Evidence-Based Strategies

Once needs have been identified, the school improvement committee (in consultation with other stakeholders) will select evidence-based strategies that align with your priority statements that the school community has the capacity to implement. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully.

For each measurable goal, identify an evidence-based strategy that has a high likelihood of success in your school.

**Priority Statement #1: Implement an evidence-based positive reinforcement system to inspire better attendance**

<b>Measurable Goals</b>	<b>Evidence-Based Strategy</b>
The percent of regular attendance will meet or exceed the current PA Future Ready Index statewide average of 85.4% by June 30, 2020	Implement a Positive Behavioral Intervention and Supports (PBIS) system with a three tiered approach focusing and rewarding Tier 1 (all students) while identifying Tier 2 (targeted groups) and Tier 3 (individuals).

**Priority Statement #2: Implement evidence-based strategies to engage parents/guardians in their child's education by improving communication having opportunities for parent involvement.**

Measurable Goals	Evidence-Based Strategy
75 stakeholders will attend each informational session or community night held at the school by June 30, 2020.	Informational sessions or community nights will be held at the school quarterly. According to National Education Agency President, Dennis Van Roekel, "Parents, families, educators, and communities- there's no better partnership to assure that all students have the support and resources they need to succeed in school and in life."

**Priority Statement #3: Implement evidence-based strategies to expose students to mathematical problems that involve more reading and writing.**

Measurable Goals	Evidence-Based Strategy
100% of math teachers will use problems in their math classrooms where students are reading and writing by June 30, 2020.	According to an article by Educational Leadership, "Why Should Students Write in Math Class", "Mathematical writing is a tool that can further students' reasoning and communication." According to the book, Literacy Strategies for Improving Mathematics Instruction by Joan M. Keeney, "If we intend for students to understand mathematical concepts rather than to produce specific performances, we must teach them to engage meaningfully with mathematics texts."
75% of all other subject-area teachers (other than math) will include some type of math in their classrooms several times throughout the school year by June 30, 2020	According to the International Commission on Mathematical Instruction, "Mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art."

***B. Action Plan Steps***

An Action Plan template is provided to develop action steps to meet each measurable goal.

Each Action Plan has these critical components for each Priority/Measurable Goal:

- Action Steps – List what is to be accomplished in each step.
- Material/Resources/Supports Needed

- Person/Position Responsible
- Implementation Timeline
- Anticipated Outputs – what do we want to accomplish within each Action Step?
- Monitoring/Evaluation Plan
- If a professional development action step or component of this goal, complete Professional Development Plan information template.

**Expenditures:**

Describe how funding will be used to implement the Action Plans. Include a brief description of each expenditure, funding source (Title 1, General fund, IDEA, etc.), and costs for each needed expenditure.

**Professional Learning Opportunities:**

The following information is to be completed for professional development components for each of the Priority Goals:

- Goal Statement – General Description of Presentation
- Audience,
- Topics to be Included
- Evidence of Learning
- Anticipated Timeframe
- Lead Person/Position

## School Level Action Plans

**Priority #1 – Measurable Goal #1: \_The percent of regular attendance will meet or exceed the current PA Future Ready Index statewide average of 85.4% by June 30, 2020**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Design and implement a Positive Behavioral Intervention and Supports systems of rewards for all students at Tier 1	Skyward Daily Attendance Report Retail Gift Cards Movie Day Reward / Snack Ticket Building Level Administrators	Robert Watkins, Senior High Principal Micheal Greback, Junior High Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor	2019/2020 School Year Quarterly (4 Quarters)
Recognize and identify all Tier 2 (target groups) then brainstorm with SIC Members to develop strategies to deal with their targeted group and implement the strategies.	Skyward Daily Attendance Report Building Level Administrators E. S. L. Teachers Special Education Teachers Classroom Aides Home and School Visitor Officer	Robert Watkins, Principal Micheal Greback, Assistant Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor Keryn Bevan, E.S. L. Teacher Joanne Bayer, Special Education Classroom Assistant Jill Chapin, Special Education Teacher	2019/2020 School Year Weekly

		<p>Sarah Edwards, Special Education Teacher</p> <p>Joseph Folek, Special Education Teacher</p> <p>Corinne Gawelko, Special Education Teacher</p> <p>Paul Hoda, Special Education Teacher</p> <p>Lisa Woodworth, Special Education Classroom Assistant</p> <p>David Kuhl, Special Education Teacher</p> <p>Tammy Levandowski, Special Education Teacher</p> <p>David Lewis, E. S. L. Teacher</p> <p>Erin Moran, Special Education Teacher</p> <p>Rena Prato, Special Education Classroom Assistant</p> <p>Georgianne Trinisewski, Special Education Teacher</p> <p>Sharon Williams, Special Education Classroom Assistant</p> <p>Collen Wood, Special Education Teacher</p>	
<p>Recognize and identify all Tier 3 (individuals) then brainstorm with SIC Members to develop strategies to deal with the parents and/or guardians of the identified individuals and implement the strategies with the assigned member of the faculty who will continue to serve in the capacity as liasion to the parent and/or guardian and check on the identified individuals daily and weekly attendance progress.</p>	<p>Skyward Daily Attendance Report</p> <p>Skyward Weekly Attendance Report</p> <p>Skyward Student Profile Parent and/or Guardian Contact Information</p> <p>Building Level Adminisatrators</p> <p>Guidance Counselors</p> <p>Home and School Visitor Officer</p> <p>Faculty Liasons</p>	<p>Robert Watkins, Principal</p> <p>Micheal Greback, Assistant Principal</p> <p>Brian Leighton, Home &amp; School Visitor</p> <p>Deborah Harris, Secretary Meyers</p> <p>Diane McFarlane, Guidance Counselor</p> <p>Gerard McGroarty, Guidance Counselor</p> <p>Faculty Liason Team Members</p>	<p>2019/2020 School Year</p> <p>Weekly</p>

<b>Anticipated Outputs:</b>			
The percent of regular attendance will meet or exceed the current PA Future Ready Index statewide average of 85.4% by June 30, 2020			
<b>Monitoring/Evaluation Plan:</b>			
In the 2019-2020 school year, this specific Positive Based Intervention and Supports plan will roll out. Tier one students will be monitored each quarter. Those who achieve the goal of no more than three absences per quarter will be entered into the retail gift card drawing each quarter. There will be a movie night per quarter with pizza, snacks and drinks per quarter for all the students who achieved the goal each quarter as a positive reward. The Tier two (groups) will need to be monitored weekly and all strategies will be designed with the specific group in mind ( for example, the E. S. L. student population) implemented. Tier three (individuals) will need to be monitored weekly. The primary focus is to target those who are chronically tardy or truant and implement strict protocols that will directly reach the parent and/or guardians of this specific population of students. Those students who are the most serious cases of truancy will participate in the Faculty Liaison Program to create a system of checking in and direct accountability.			

*Expenditures:* Describe briefly how funding will be used implement the action steps outlined for this goal.

<b>Expenditure (Brief Description)</b>	<b>Funding Source</b>	<b>Cost</b>
Retail Gift cards to be given one per grade per quarter 6x4=24	Dress Down Fund / School General Fund / Donations	\$25x6=\$150 quarterly \$150x4=\$600 annually
Provide a popular movie and an admission ticket for each student who qualifies per month	Dress Down Fund / School General Fund / Donations	\$25 quarterly \$25x4=\$100 annually
Food and Beverages Related Costs	Dress Down Fund / School General Fund / Donations	Variable- Estimation at \$350 quarterly \$1400 annually

Professional Learning - Describe the Professional Development Plan to achieve this goal.

**Professional Learning Goal: Administration will determine with the assistance of the SIC Members any and all students in need**

Audience	Building Faculty and Staff Members
Topics to be Included	School Action Plan and Introduction to the PBIS System to Improve School Attendance
Evidence of Learning	Attendance Procedures following the PBIS System
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:June, 2020
Lead Person/Position	Robert Watkins- Senior High Principal Michael Grebeck- Junior High Principal Brian Leighton - Home & School Visitor

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Recruit volunteer members and provide training to form the MHS Faculty Liason Team Members on how to support and follow-up with the students and parents and/or guardians on attendance issues, concerns, policies and procedures concerning identified students.

Audience	MHS Faculty Liason Team Members
Topics to be Included	All current attendance data related to MHS, goals for quarters and year, district policies and procedures governing attendance, guidelines for establishing connections between students, mentors and parents and/or guardians.
Evidence of Learning	Attendance procedures are followed, attendance goals are achieved, positive connections are made and are effective in influencing student attendance improvement.
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:June, 2020

Lead Person/Position	Robert Watkins, Principal Micheal Greback, Assistant Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor Faculty Liason Team Members
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**Priority #1- Measurable Goal #2: 75% of all other subject-area teachers (other than math) will include some type of math in their classrooms several times throughout the school year by June 30, 2020**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Hold a meeting to ask for volunteers to join the Faculty Liason Team Members.	Informational Handouts outlining program highlights	Robert Watkins, Principal Micheal Greback, Assistant Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor Faculty Liason Team Members	September, 2019
Meeting to identify/early intervnetion of students who had previous attendance issues based upon last school year's attendance data.	Skyward 2018-2019 attendance reports, grades 7-11	Robert Watkins, Principal Micheal Greback, Assistant Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor Faculty Liason Team Members	October, 2019
Identification of E. S. L. students who may have attenadnce issues to work with the E. S. L. teachers directly on that subgroup directly to communicate to the parents and/or guardians the importance of attendance and the	Skyward Attendance Reports	Robert Watkins, Principal Micheal Greback, Assistant Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers	September, 2019

complications associated with poor attendance		Keryn Bevan, E. S. L. Teacher David Lewis, E. S. L. Teacher Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor Faculty Liason Team Members	
Post Attendance Information and Policies in both English and Spanish on a tab on the E. L. Meyers Junior Senior High School portion of the district website	Access to technology and attendance policies	Robert Watkins, Senior High Principal Micheal Greback, Junior High Principal Brian Leighton, Home & School Visitor Gene Manning, Director of Technology Mitchell Marcks, Building Technology Coach John Gosciewski, Building Technology Coach Diane Lauer, Secretary, Meyers Deborah Harris, Secretary Meyers	September, 2019
Weekly meeting as needed between targeted students and Faculty Liason Team Members to keep students on track. Rolling communications between parents and / or guardians and monthly meetings as a committee for all volunteer Faculty Liason Team Members.	TBD	Robert Watkins, Principal Micheal Greback, Assistant Principal Brian Leighton, Home & School Visitor Deborah Harris, Secretary Meyers Diane McFarlane, Guidance Counselor Gerard McGroarty, Guidance Counselor Faculty Liason Team Members	September, 2019
<b>Anticipated Outputs:</b>			
District website use to publish and communicate with parents and / or guardians about attendance policies and procedures, as well as, the newly formed Faculty Liason Team. Skylert messaging to alert parents of the information availability			

**Monitoring/Evaluation Plan:**

**Administration of MHS will continue to monitor attendance reports and data with the help of the SIC and the individuals of the Faculty Liason Team to analyze the attendance data on a rolling data and evaluate the effectiveness of the currently employed strategies, offering possible changes if necessary.**

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
N/A	N/A	N/A

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1: Determine a method to effectively compare and contrast the attendance data to drive strategies for improvement in attendance.**

Audience	Building Faculty and Staff Members
Topics to be Included	Data Analysis, How to use Attendance reports in Syward and effective communication strategies for better home communication
Evidence of Learning	Faculty Liason Team Members and Administration will conduct some test pilots to determine if the information is posting properly to the website and run attendance reports.
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date: June, 2020
Lead Person/Position	Building Administrators, Technology Coaches & Faculty Liason Team Members

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:Stressing the importance of regular attendance to the students and highlighting to the students the new positive award system for meeting attendance goals.**

Audience	Building Faculty and Staff Members
Topics to be Included	Strategies to help promote a positive spin on regular attendance in school
Evidence of Learning	Small group sessions to exchange strategies that work to create a positive environment for students to want to come to school to learn and how to promote new attendance reward system in individual classrooms.
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:June, 2020
Lead Person/Position	All MHS Administration, Faculty and Staff Members

**Priority #2 – Measurable Goal #1: \_Seventy-five stakeholders will attend each informational session or community night held at the school.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Hold informational sessions/community nights at the school to increase parental involvement and community involvement in our school.	Access to the school building after hours- Security Personnel	Robert Watkins- Senior High Principal Michael Grebeck- Junior High Principal Diane McFarlane- Guidance Counselor	September, 2019 December, 2019 March, 2020 May, 2020
Send out a SKYALERT to promote sessions and parent attendance at community nights and/or informational sessions	Access to SKYALERT	Gene Manning- Director of Technology Robert Watkins- Senior High Principal Michael Grebeck- Junior High Principal	Septemeber, 2019 December, 2019 March, 2020 May, 2020
<b>Anticipated Outputs:</b>			
Seventy-five stakeholders will attend each informational session or community night held at the school.			
<b>Monitoring/Evaluation Plan:</b>			
School Staff will calculate the amount of participants by registering entrants during each session.			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Light Refreshments and Snacks	District/Title 1	TBD
Security	District/Title 1	TBD

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1: Create a system via Google Forms to allow educators to communicate needs to community stakeholders that will be addressed at informational sessions.**

Audience	School Staff
Topics to be Included	Building Issues, Communication Barriers
Evidence of Learning	Submissions through google forms
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date: May, 2020
Lead Person/Position	School Improvement Team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2: Identify and evaluate community needs, issues, and suggested improvements via a Google Form available to the public that would be posted on our school website**

Audience	School Faculty
Topics to be Included	Data assessment, action planning

Evidence of Learning	Community submissions through google forms
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:May, 2020
Lead Person/Position	School Improvement Team

**Priority #2 – Measurable Goal #2:**

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*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
<b>Anticipated Outputs:</b>			
<b>Monitoring/Evaluation Plan:</b>			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Audience	
Topics to be Included	
Evidence of Learning	
Anticipated Timeframe	Enter Start Date: Anticipated Completion Date:
Lead Person/Position	

**Priority #3 – Measurable Goal #1: \_\_\_ One hundred percent of all teachers will use problems in their math classrooms where students are reading and writing.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Use released items from PDE, inserted into curriculum at key content areas to help guide instruction since students will be exposed to these types of problems on state assessments.	SAS, PDE, Released sample items	Corinne Drost- District Math Supervisor Meyers High School Math Teachers	September, 2019 December, 2019 March, 2020 June, 2020
Used district-created common assessments and quarterlies to ensure that all teachers are delivering the same material to their classes. These assessments have problems where students are reading, writing, and discussing.	District Math Quarterlies, Math Common Assessments	Meyers High School Math Teachers Corinne Drost- District Math Supervisor	September, 2019 December, 2019 March, 2020 June, 2020
<b>Anticipated Outputs:</b>			
One hundred percent of all teachers will use problems in their math classrooms where students are reading and writing.			
<b>Monitoring/Evaluation Plan:</b>			
Math Supervisor will monitor all math teachers to be sure they are implementing problems where students are required to read and write.			

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
Summer Curriculum Grant Money	Michele Williams- Federal Program Director	TBD

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 1:**

All math educators will be a member of a team drive through google where they can collaborate and share information.

Audience	MHS Math Teachers
Topics to be Included	Common Assessments, District Quarterlies, Math Best Practices and Math Instruction
Evidence of Learning	Submissions of district quarterlies, common assessments, state released open-ended
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:May, 2020
Lead Person/Position	Corinne Drost- Math Supervisor

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

District inservices will allow teachers to communicate about the content they are teaching and discuss best math practices and strategies. It will also allow teachers to discuss the implementation of reading and math discourse via the use of the state-released open-ended problems.

Audience	WBASD Math Teachers/ Subject-area math teams
Topics to be Included	PVAAS, District Quarterlies, Common Assessments, Team Drive, Math Reading and Discourse, PA Future Ready Index
Evidence of Learning	Submissions through google forms, evaluation at end of inservice, teacher evaluations completed by Principal and Supervisors that show evidence of the use of best math practices/strategies discussed at inservices past and present.
Anticipated Timeframe	Enter Start Date:September, 2019 Anticipated Completion Date:May, 2020
Lead Person/Position	Corinne Drost- Math Supervisor



**Priority #3 – Measurable Goal #2: 75% of all other subject-area teachers (other than math) will include some type of math in their classrooms several times throughout the school year by June 30, 2020.**

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve this goal.

Action Steps	Materials/Resources/Supports Needed	Person(s)/Position Responsible	Implementation Timeline
Principals will hold building inservices and meetings to promote the importance of implementing math in other subject areas.	Access to the school building after hours, Cooperation of all faculty, Google survey created and shared with the faculty that asks them to share how they can place a spotlight on any areas that are math related within their subject area.	Robert Watkins- Senior High Principal Michael Grebeck- Junior High Principal	September, 2019 December, 2019 March, 2020 June, 2020
Skylert Messaging System (Applying PEP)	Skylert checkpoints during the year	Robert Watkins - Senior High Principal Michael Grebeck - Junior High Principal Gene Manning - Director of Technology	September, 2019 December, 2019 March, 2020 June, 2020
Mid-year meeting to discuss where teachers are with this initiative	Meeting Date and Time	Robert Watkins- Senior High Principal Michael Grebeck- Junior High Principal	January, 2020
End-of-year meeting to discuss where teachers are with this initiative	Meeting Date and Time	Robert Watkins- Senior High Principal Michael Grebeck- Junior High Principal	May, 2020
<b>Anticipated Outputs:</b>			
75% of all other subject-area teachers (other than math) will include some type of math in their classrooms several times throughout the school year by June 30, 2020			

**Monitoring/Evaluation Plan:**

**Meyers High School Principals/Supervisors will monitor teachers of other subject areas to ensure they are implementing a form of math in their classroom throughout the school year.**

*Expenditures:* Describe briefly how funding will be used to implement the action steps outlined for this goal.

Expenditure (Brief Description)	Funding Source	Cost
No funding necessary for Priority #3	--	\$0

**Professional Learning - Describe the Professional Learning Plan to achieve this goal.**

**Professional Learning Goal 1: Create a team drive through google where educators of all subject areas, including math, can communicate about the type of math instruction being used in their classroom.**

Audience	School Educators
Topics to be Included	Implementation of math in the classroom
Evidence of Learning	Teacher Evaluations
Anticipated Timeframe	Enter Start Date: September, 2019 Anticipated Completion Date: May, 2020
Lead Person/Position	School Improvement Team

Professional Learning - Describe the Professional Learning Plan to achieve this goal.

**Professional Learning Goal 2:**

Have quarterly meetings where educators are able to communicate.

Audience	School Educators
Topics to be Included	Implementation of math in the classroom
Evidence of Learning	Evaluations where principals observe a form of math being used in a different content area.
Anticipated Timeframe	Enter Start Date:Septemeber, 2019 Anticipated Completion Date:May, 2020
Lead Person/Position	School Improvement Team

## V. Communications Plan for School Improvement

The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

### Communication Steps and Timelines:

Communication Strategies	Audience	Purpose of Message	Anticipated Timeline
Faculty In-Service Meeting	School Personnel	Designation of MHS current status of A-TSI and explanation of the impacts to the faculty and staff members.	March 21, 2019
Skylert Phone Call / Message	Parents & Guardians of Current School Students	Alert the parents and guardians of our student population of our school's A-TSI designation and the movement towards school improvement taking place with an invitation for their involvement in all aspects of the process on a MHS School Improvement Committee.	March, 2019
Administrative Personal Phone Calls	Key Public Community / Business Stakeholders	Personally alert key public community members and business stakeholders of our school's A-TSI designation and the movement towards school improvement taking place with an invitation for their involvement in all aspects of the process on a MHS School Improvement Committee.	March, 2019 April, 2019 May, 2019
Meyers School Improvement Committee	All Volunteer Meyers School Improvement Committee Members	To have continuous discussions on the topics of how to address our needs in terms of strategies	April 1, 2019 , First Meeting April 8, 2019, Second Meeting

		to improve and our current strengths and to evaluate our current data and statistics.	
Published Approved School Improvement Plan for E. L. Meyers Junior Senior High School	Public Community Members	After the Administration approves the written School Improvement Plan for Elmer L. Meyers Junior Senior High School within the Wilkes-Barre Area School District it will be published for public view on the tab for MHS under the district's website at <a href="http://www.wbasd.k12.pa.us">http://www.wbasd.k12.pa.us</a>	May 30, 2019

## VI. Plan Submission

### Affirmations

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by (School Name) \_\_\_\_\_ for the \_\_\_\_\_ - \_\_\_\_\_ school year.**

**Board Approval:** *Date of Board Meeting:* \_\_\_\_\_

**Board President:**

\_\_\_\_\_  
*Name (printed)*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**Superintendent of Schools/Chief Executive Officer:**

\_\_\_\_\_  
*Name (printed)*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**Building Administrator:**

\_\_\_\_\_  
*Name (printed)*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

**School Improvement Facilitator:**

\_\_\_\_\_  
*Name (printed)*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

Scan and insert the signed Assurances Page: