

WILKES-BARRE AREA SD

730 S Main St

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The mission of the Wilkes-Barre Area School District, a diverse and progressive educational system, 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.

VISION STATEMENT

The Wilkes-Barre Area School District: will empower all students to meet or exceed expectations for academic, social, and emotional growth and success. will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes. will maximize our use of resources through collaborative partnerships with our community, business and education partners. All students will be prepared to pursue excellence for tomorrow's challenges.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The Wilkes-Barre Area School District believes that all students can learn and that they should share in the responsibility for their own education. Learning is a lifelong and continual process. Students deserve to be treated with respect and dignity. In turn, students are expected to use feedback from a variety of resources to improve achievement and growth, take advantage of resources and partake in opportunities that allow them to engage in learning.

STAFF

Wilkes-Barre Area School District believes that motivated, adaptable, and well-trained staff are critical for student achievement. We believe positive teacher/student relationships empower students to realize their academic potential. Our schools and staff should model loyalty and integrity in a respectful, inclusive, and dynamic environment. All students are to be valued and deserve a safe and encouraging place to grow and learn. We believe in consistent improvement and work to continuously evaluate our efforts to ensure individual student needs are being met. Relationships must be continually cultivated in order to foster a safe and inviting school environment. We believe resources must be provided and managed in a fiscally responsible manner that allows for a degree of consistency in what we provide to our students across the District.

ADMINISTRATION

Wilkes-Barre Area believes that lifelong learning is a quality that should be shared District wide. All faculty, staff and administration work in a collaborative setting with a strong focus on student achievement and betterment. The goal is to ensure that all staff have the resources and feedback needed to provide high quality instruction and continuously improve their practice. We ensure that families receive regular feedback about student achievement, growth and performance. Family involvement is a priority as events and sharing opportunities are provided throughout the year. We maintain high expectations while learning from mistakes and adapting to change. We insist in pushing for excellence as we revise curriculum and align resources. The goal is to ensure that all people have a right to equitably access education. This is a goal that is communicated and embraced by all administration, faculty and staff.

PARENTS

Wilkes-Barre Area believes that a quality education requires the total involvement of students, parents, educators, staff and the community. Various opportunities exist that provide community interaction and involvement at the school /district level. Opportunities for parents to engage with school personnel are encouraged and opportunities are provided for parents to discuss their child's/children's achievement, growth, performance and overall wellbeing. Wilkes-Barre Area believes that parents/guardians play an integral role in the development and progress of their children.

COMMUNITY

Wilkes-Barre Area provides numerous avenues for parents and community members to become actively involved in the educational process.

STEERING COMMITTEE

Name	Position	Building/Group
Michele A. Williams	Administrator	Wilkes-Barre Area School District
Leah Zigmund	Administrator	Wilkes-Barre Area School District
Brian Costello	Administrator	Wilkes-Barre Area School District
Robert Makaravage	Administrator	Wilkes-Barre Area School District
Corrine Drost	Administrator	Wilkes-Barre Area School District
Tom Zelinka	Administrator	Wilkes-Barre Area School District
Joseph Caffrey	Board Member	Wilkes-Barre Area School District
Margo Serafini	Administrator	Wilkes-Barre Area School District
Sean Flynn	Administrator	Wilkes-Barre Area School District
Sandy Atherton	Administrator	Wilkes-Barre Area School District
Linda Kulikowich	Community Member	Wilkes-Barre Area School District
Megan Labatch	Community Member	Wilkes-Barre Area School District
Heather Crawford	Parent	Wilkes-Barre Area School District

Name	Position	Building/Group
Suzanne Saporito	Staff Member	Wilkes-Barre Area School District
Zachary Myers	Student	Wilkes-Barre Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A district-wide reform strategy will be implemented in the 2022-23 school year. The "Science of Reading" approach will replace the former "Balanced Literacy" approach.	English Language Arts
Supplemental services in mathematics will be offered to address learning loss.	Mathematics
A district-wide reform strategy will be implemented in the 2022-23 school year. The "Science of Reading" approach will replace the former "Balanced Literacy" approach.	English Language Arts
A district-wide reform strategy will be implemented in the 2022-23 school year. The "Science of Reading" approach will replace the former "Balanced Literacy" approach.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Differentiated Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated
Start/Completion

Lead Person/Position

Materials/Resources/Supports
Needed

Professional development sessions will be scheduled.

2022-09-12 - 2023-05-26

Tom Zelinka/Curriculum Supervisor

Assessment data

Anticipated Outcome

Increased student performance on curriculum based assessments and PSSA ELA assessment

Monitoring/Evaluation

Lesson Plans, Differentiated Instruction Planning sheets, grouping forms, classroom based assessments and projects

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Differentiated Instruction	Professional development sessions will be scheduled.	09/12/2022 - 05/26/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Differentiated Instruction	Professional development sessions will be scheduled.	09/12/2022 - 05/26/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

For the 2020-2021 school year, 602 of our 660 5th graders met the benchmark requirements district wide. Students are required to meet district and state benchmarks through the Choices360 career and college exploration platform. Within this platform, students are assigned grade specific assignments that explore their future options for careers and post secondary education.

For the 2020-2021 school year, 420 of our 638 11th grade students, met the benchmark requirements district wide. Students are required to meet district and state benchmarks through the Choices360 career and college exploration platform. Within this platform, students are assigned grade specific assignments that explore their future options for careers and post secondary education.

ELA: The Black, ELL, Hispanic and IEP subgroups all met or exceeded growth targets for 2021

According to 2020-2021 School Performance Profile/PVAAS AGI report, in MATH, the academic growth of students taking the Math PSSA relative to changes in their achievement level/entering achievement have shown that our BLACK and ECONOMICALLY DISADVANTAGED students have shown either moderate

Challenges

Pandemic related closures and pandemic induced increase in cyber students effected our participation and completion rates. These rates are significantly lower than in reporting years prior to the pandemic

For the 2020-2021 school year, 391 of our 618 8th grade students met the benchmark requirements district wide. Students are required to meet district and state benchmarks through the Choices360 career and college exploration platform. Within this platform, students are assigned grade specific assignments that explore their future options for careers and post secondary education.

ELA: The white subgroup was well-below the growth target for PSSA

ELA: Though all grade levels met or were well-above growth targets for 2018, student growth has declined through 2021 most likely due to the effects of learning loss experienced during the pandemic.

Dodson Elementary: According to 2021-2022 Acadience/DIBELS Assessment Report, the 1st Grade Group did not meet the EOY

Strengths

evidence that the school has exceeded the standard for PA Academic Growth or evidence that the district has met the growth standard in Grades 6, 7 and 8.

Participation in the District's Parent Engagement Program continues to increase every year.

The Superintendent holds weekly meetings to provide pertinent information to all administrators.

According to 2021-2022 Acadience/DIBELS Assessment Report, the 2nd Grade Group ORF RETELL at/or ABOVE BENCHMARK Scores increased an average of 27% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)

According to 2020-2021 PVAAS data, Dodson Elementary School 6th Grade exceeded the PA academic growth standard in ELA.

According to 2020-2021 PVAAS data, Meyers Junior/Senior High School 7th Grade Economically Disadvantaged Group exceeded the PA academic growth standard in ELA.

According to 2020-2021 School Performance Profile/PVAAS AGI report, in MATH, the academic growth of students taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown overall evidence that the District has MET the standard for PA academic growth in grade 7.

Challenges

Goal/Improvement Target set for Reading Composite.

Solomon Plains Middle School: Only 60% of the student population participated in state testing.

The District will support administrators who reach out to encourage relationships with outside agencies and community partners.

The District has expanded efforts for recruitment of highly qualified teachers, however certified teachers in needed subject areas has become a challenge due to the number of educators leaving the profession. According to the Wall Street Journal (20 June 2022), nearly 300,000 teachers exited the profession between February 2020 and May 2022.

According to 2021-2022 Acadience/DIBELS Assessment EOY Report, the Kindergarten, 1st G, and 2nd G Groups did not meet the EOY Goal/Improvement Target set for Reading Composite.

According to 2020-2021 PVAAS data, Dodson Elementary School 5th Grade Lowest performing 33% of students were Well Below the PA academic growth standard in ELA.

According to 2020-2021 PVAAS data, Solomon/Plains Elementary School 5th Grade Lowest performing 33% of students were Well Below the PA academic growth standard in ELA.

Strengths

According to 2020-2021 School Performance Profile/PVAAS AGI report, in MATH, the academic growth of students taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown moderate evidence that the District has EXCEEDED the growth standard for PA academic growth in grade 6.

ELA: The Black, ELL, Hispanic and IEP subgroups all met or exceeded growth targets for 2021

MATHEMATICS: District wide, 6th grade and 7th grade show evidence that all subgroups (with the exception of White) have met or exceeded the growth standard for 2021.

MATHEMATICS: PVAAS Data 2021 shows that the lowest performing 33% of students show evidence that they have met the growth standard.

MATHEMATICS: 2021 PVAAS Growth Data, students with IEP's show moderate evidence that the District exceeded the growth standard.

MATHEMATICS: 2021 PVAAS Launchpad Data shows that there is moderate evidence that our lowest achieving groups (bottom 20%) show evidence that the District is meeting or exceeding the growth standard for grades 5 - 8 Math.

According to PVAAS data, grade 4 has met and achieved well

Challenges

Based on 2021 PSSA data obtained via eMetric, the percentage of students performing at proficient and advanced in grade 5 math decreased to 8.2 in 2021 from 19.4 in 2019.

Based on 2021 emetric data, only 8.2% of students performed at the proficient/advanced levels on the PSSA MATH assessment

ELA: The white subgroup was well-below the growth target for PSSA

MATHEMATICS: 2021 PVAAS Growth Data shows that the White subgroup performs well below all other subgroups for this year.

MATHEMATICS: 2021 PVAAS Launchpad Data shows that our highest performing groups (top 20%) in Grade 5 and Grade 8 show moderate evidence that the District did not meet the growth standard.

MATHEMATICS: Based on 2021 emetric data, only 8.2% of students performed at the proficient/advanced levels on the PSSA MATH assessment

MATHEMATICS: Based on 2021 emetric data, only 12.7% of students performed at the proficient/advanced levels on the Keystone Algebra Exam.

According to PVAAS data for 2021, grade 8 science is well below their growth target.

Strengths

above their growth target for the years 2018 and 2019.

According to PVAAS data for 2021, students with IEP's in grade 8 science scored above their growth target.

Challenges

According to PVAAS data for 2021, students taking Keystone Biology are well below their growth target.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>According to 2021-2022 Acadience/DIBELS Assessment EOY Report, the Kindergarten, 1st G, and 2nd G Groups did not meet the EOY Goal/Improvement Target set for Reading Composite.</p>		
<p>According to 2020-2021 PVAAS data, Dodson Elementary School 5th Grade Lowest performing 33% of students were Well Below the PA academic growth standard in ELA.</p>	<p>"Balanced Literacy" approach" has been identified as root cause.</p>	
<p>According to 2020-2021 PVAAS data, Solomon/Plains Elementary School 5th Grade Lowest performing 33% of students were Well Below the PA academic growth standard in ELA.</p>	<p>"Balanced Literacy" approach" has been identified as root cause.</p>	
<p>ELA: Though all grade levels met or were well-above growth targets for 2018, student growth has declined through 2021 most likely due to the effects of learning loss experienced during the pandemic.</p>		
<p>MATHEMATICS: Based on 2021 emetric data, only 8.2% of students performed at the proficient/advanced levels on the PSSA MATH assessment</p>	<p>Based on 2021 emetric data, only 12.7% of students performed at the proficient/advanced levels on the Keystone Algebra Exam.</p>	
<p>MATHEMATICS: Based on 2021 emetric data, only 12.7% of students performed at the proficient/advanced levels on the Keystone Algebra Exam.</p>	<p>Based on 2021 emetric data, only 12.7% of students performed at the proficient/advanced levels on the Keystone Algebra Exam.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Differentiated Instruction

Action Steps	Anticipated Start/Completion Date
Professional development sessions will be scheduled.	09/12/2022 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
Lesson Plans, Differentiated Instruction Planning sheets, grouping forms, classroom based assessments and projects	Increased student performance on curriculum based assessments and PSSA ELA assessment

Material/Resources/Supports Needed	PD Step	Comm Step
Assessment data	yes	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Differentiated Instruction	Professional development sessions will be scheduled.	09/12/2022 - 05/26/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis	Teachers	Data Analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers identify students to receive intervention based on assessment results	09/19/2022 - 10/05/2022	Tom Zelinka/Curriculum Supervisor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step**Audience****Topics of Prof. Dev**

Appropriate intervention resources

Teachers

Intervention resources

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Resources will be identified and grouped in classrooms.

09/29/2022 - 09/30/2022

Tom Zelinka/Supervisor of Curriculum

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**Language and Literacy Acquisition for All Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Differentiated Instruction	Professional development sessions will be scheduled.	2022-09-12 - 2023-05-26

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Calendar	Teachers	Differentiated instruction, data analysis, interventions
Anticipated Timeframe	Frequency	Delivery Method
08/31/2022 - 06/06/2023	monthly	Email Posting on district website
Lead Person/Position		
Dr. Bob Makaravage		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

