

**Wilkes-Barre Area SD**

Comprehensive Plan | 2024 - 2027

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Wilkes-Barre Area School District		118408852
<b>Address 1</b>		
730 S Main Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Wilkes-Barre	PA	18711
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Brian Costello		brian.costello@wbasd.k12.pa.us
<b>Single Point of Contact Name</b>		
Michele Williams		
<b>Single Point of Contact Email</b>		
mwilliams@wbasd.k12.pa.us		
<b>Single Point of Contact Phone Number</b>		
5708267111		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michele A. Williams	Administrator	Wilkes-Barre Area School District	mwilliams@wbasd.k12.pa.us
Leah Zigmund	Administrator	Wilkes-Barre Area School District	lzigmund@wbasd.k12.pa.us
Brian Costello	Administrator	Wilkes-Barre Area School District	brian.costello@wbasd.k12.pa.us
Robert Makaravage	Administrator	Wilkes-Barre Area School District	rmakaravage@wbasd.k12.pa.us
Corrine Drost	Administrator	Wilkes-Barre Area School District	cdrost@wbasd.k12.pa.us
Tom Zelinka	Administrator	Wilkes-Barre Area School District	tmzelinka@wbasd.k12.pa.us
Joseph Caffrey	Board Member	Wilkes-Barre Area School District	jcmohawk@hotmail.com
Margo Serafini	Administrator	Wilkes-Barre Area School District	mserafini@wbasd.k12.pa.us
Sean Flynn	Administrator	Wilkes-Barre Area School District	sflynn@wbasd.k12.pa.us
Sandy Atherton	Administrator	Wilkes-Barre Area School District	satherton@wbasd.k12.pa.us
Linda Kulikowich	Community Member	Wilkes-Barre Area School District	lkulikowich@gmail.com
Megan Labatch	Community Member	Wilkes-Barre Area School District	labatch@aol.com
Heather Crawford	Parent	Wilkes-Barre Area School District	
Trish Tabron	Staff Member	Wilkes-Barre Area School District	ttabron@wbasd.k12.pa.us
Melissa Myers	Staff Member	Wilkes-Barre Area School District	mmyers@wbasd.k12.pa.us
Caleb Pickett	Student	Wilkes-Barre Area School District	pickecal@wbasd.k12.pa.us

## LEA Profile

The Wilkes-Barre Area School District is located in Luzerne County in Northeastern Pennsylvania. Wilkes-Barre Area School District is comprised of the City of Wilkes-Barre, The County seat, the Townships of Bear Creek, Buck, Plains and Wilkes-Barre and the Boroughs of Bear Creek Village, Laflin and Laurel Run and encompasses an area of approximately 114.7 square miles. The School District is primarily urban, with an increasing amount of suburban development in the areas surrounding its urban core. The School District is situated approximately 43 miles northwest of Mount Pocono, 64 miles north of Allentown, 103 miles northeast of Harrisburg, 115 miles north of Philadelphia and 127 miles northwest of New York City.

The School District is governed by a board of nine School Directors who are citizens of the School District and who are elected to serve four-year terms on a staggered basis. The daily operations and management of the School District are performed by a central administrative staff, which is led by the Superintendent and the Business Manager who are appointed by the Board of School Directors.

The Wilkes-Barre Area School District provides basic educational services to approximately 7,500 pupils through the employment of 475 teachers and 45 administrators. In addition to this, the district employs 10 school counselors, 10 school nurses, 3 school psychologists, and 2 occupational therapists. The special education population of the district is currently approaching 21%. The economically disadvantaged population is approximately 83.6%. Our ELL population is 10.3%.

The population of the Wilkes Barre Area School District reflects consistent growth in ethnic diversity with approximately 71% of our students are identified as non-white. Of this population, 16.72% is African American, 46.43% is Hispanic, 0.90% is Asian, 7.22% is Multi-Racial, 0.17% is American Indian/Alaskan, and 0.03% is Pacific Islander.

Following a reconfiguration of schools starting with the 2021 School Year, the district operates five elementary schools, two middle schools and one high school. Wilkes-Barre Area High School serves a population of 2,300 students in grades 9 through 12. G.A.R. Middle School serves 1050 students in grades 6 through 8. Solomon Plains Memorial Middle School serves a student population of 764. Heights-Murray Elementary serves 808 students, Dr. David Kistler Elementary School serves 864 students followed by Solomon Plains Memorial Elementary which serves 671 students. Daniel J. Flood Elementary serves 628 students and Boyd Dodson Elementary at Mackin serves 440 students. The District also operates a STEM Academy, a Creative and Performing Arts Academy (CAPAA), a Cyber Academy, and a Business Academy. Each is currently composed of students from the district's high school. A number of Charter Schools also operate within the School District with one being a brick and mortar school.

The Wilkes Barre Area School District provides supportive services to several non-public schools with the district's boundaries. The following non-public schools are: St. Nicholas -St. Mary's Elementary School, Holy Redeemer High School, Wilkes Barre Mennonite School, Wilkes Barre Academy, Al Noor Islamic Academy, and Cheder Menachem School.

The geographic area, in and around the Wilkes-Barre Area School District, is home to several institutions of higher learning, including: Misericordia University, Dallas, King's College and Wilkes University, Wilkes-Barre, Luzerne County Community College, Nanticoke, and Pennsylvania State University, Wilkes-Barre Campus, Lehman. These institutions provide instruction that can lead to associate, bachelor, master, and doctoral degree

programs. High school students in the district have dual enrollment opportunities to fit their academic needs. All schools offer a variety of programs for student participation, both academic and extra-curricular. Tutoring programs, remediation services as well as content area clubs exist in all schools. Service based clubs exist in all secondary schools in addition to musical performance groups and Drama clubs.

## Mission and Vision

### **Mission**

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**

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 Values

### **Students**

The Wilkes-Barre Area School District believes that all students can learn and should share in the responsibility for their 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 various 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. 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 to foster a safe and inviting school environment. Resources must be provided and managed in a fiscally responsible manner that allows 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, strongly focusing on student achievement and betterment. The goal is to ensure all staff have the resources and feedback to provide high-quality instruction and continuously improve their practice. We ensure families receive regular student achievement, growth, and performance feedback. Family involvement is a priority; events and sharing opportunities are provided yearly. We maintain high expectations while learning from mistakes and adapting to change. We insist on pushing for excellence as we revise the curriculum and align resources. The goal is to ensure that all people have a right to equitably access education. This goal is communicated and embraced by all administration, faculty, and staff.

### **Parents**

Wilkes-Barre Area believes that quality education requires the total involvement of students, parents, educators, staff, and the community. Various opportunities exist that provide community interaction and participation 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/children's achievement, growth, performance, and overall well-being. 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 participate actively in the educational process.

### **Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Based upon 2023 PSSA results, GAR Middle School's all student group exceeded the standard to demonstrate growth in English Language Arts, PSSAs 2023.	The Pennsylvania Department of Education's growth score standard is 70; GAR's growth was 75.4
Based on 2023 Keystone Literature Results, Wilkes-Barre Area High School's all student group performed higher than the Statewide average	Statewide Keystone Literature Average is 54.5%; Wilkes-Barre Area High School's is 57.4%
Based on 2023 Keystone Literature Results, Wilkes-Barre Area High School's all student group's Growth Score was 100.	Statewide Keystone Literature Growth Score is 75.4; Wilkes-Barre Area High School's is 100.
Based on 2023 Keystone Literature Results, every subgroup increased performance from the previous year.	Though each subgroup did not meet or exceed the interim target, every subgroup increased performance over the previous year.
Based upon 2023 PSSA results, Flood Elementary School's all student group exceeded the standard to demonstrate growth in English Language Arts, PSSAs 2023.	The Pennsylvania Department of Education's growth score standard is 70; Flood's growth was 100
Based upon 2023 PSSA results, Dodson Elementary School's all student group exceeded the standard to demonstrate growth in Math, PSSAs 2023.	The Pennsylvania Department of Education's growth score standard is 70; Dodson's growth was 100
Based upon 2023 PSSA results, Solomon Elementary School's all student group exceeded the standard to demonstrate growth in Science, PSSAs 2023.	The Pennsylvania Department of Education's growth score standard is 70; Solomon's growth was 100
Based on 2022-2023 Acadience/DIBELS Assessment Report, the Kindergarten Group Reading Composite Score at/or ABOVE BENCHMARK Scores at Dodson increased.	Dodson Kindergarten Group Reading Composite Score increased an average of 22% from the BOY to the EOY.
Based on 2022-2023 Acadience/DIBELS Assessment Report, the Second Group Reading Composite Score at/or ABOVE BENCHMARK Scores at Kistler increased.	Kistler Second Group Reading Composite Score increased an average of 13% from the BOY to the EOY.
Based upon 2023 PSSA results, GAR Middle School's all student group exceeded the standard demonstrating growth in math.	The Pennsylvania Department of Education's growth score standard is 70; GAR's growth was 74.9

Based upon 2023 PSSA results, GAR Middle School's all student group exceeded the standard demonstrating growth for 8th grade science.	The Pennsylvania Department of Education's growth score standard is 70; GAR's growth was 74.7
For GAR Middle School, the 2023cPSSA attendance rate improved in all tested subject areas for all students from 2022 to 2023	ELA improved from 91.6% (2022) to 96.9% (2023); math improved from 92% (2022) to 96.8% (2023); Science improved from 87.2% (2022) to 95.5% (2023).
Based upon 2023 PSSA results, Solomon-Plains Middle School's all student group exceeded the standard demonstrating growth for ELA.	The Pennsylvania Department of Education's growth score standard is 70; Solomon-Plains Middle School's growth was 100.
Based upon 2023 PSSA results, Solomon-Plains Middle School's all student group met the standard demonstrating growth for Math.	The Pennsylvania Department of Education's growth score is 70; Solomon-Plains Middle School's score was 74.
Based upon the 2023 PSSA results, the all student group attendance rate improved in all tested subject areas.	ELA improved from 92.1% (2022) to 93.4% (2022); math improved from 91.4% (2022) to 92.6% (2023); Science improved from 89.3% (2022) to 91.5% (2023).

### Challenges

Indicator	Comments/Notable Observations
Based on 2023 PSSA results, GAR Middle School's all student group did not meet interim goal/improvement target for English Language Arts.	37.6% students met proficient/advanced; the state's average was 54.5%.
Based on 2023 PSSA results, GAR Middle School's all student group did not meet interim goal/improvement target for Math.	11.5% students met proficient/advanced; the state's average was 38.3%
Based on 2023 PSSA results, GAR Middle School's all student group did not meet interim goal/improvement target for Science.	38.6% students met proficient/advanced; the state's average was 58.9%
Based on 2023 PSSA results, Dodson Elementary School's all student group did not meet interim goal/improvement target for English Language Arts.	27.0% students met proficient/advanced; the state's average was 54.5%.
Based on 2023 PSSA results, Heights Elementary School's all student group did not meet interim goal/improvement target for Math.	20.4% students met proficient/advanced; the state's average was 38.3%.
Based on 2023 PSSA results, Kistler Elementary School's all student group did not meet interim goal/improvement target for Science.	57.2% students met proficient/advanced; the state's average was 58.9%.
Based on 2022-2023 Acadience/DIBELS Assessment Report, the First Grade Group at Solomon Reading Composite Score at/or ABOVE BENCHMARK Scores decreased from the BOY to the EOY.	The First Grade Reading Composite Score decreased an average of 19% from the BOY to the EOY at Solomon.
Based on 2023 PSSA results, Solomon-Plains Middle School's all student group did not meet the statewide standard for demonstrating growth or meeting interim improvement target in Science for proficiency/advanced.	Growth: Solomon-Plains Middle School's score was 55; the statewide growth standard is 70. Interim improvement target for proficient/advance in Science was 38%; the statewide average was 58.9%

Based on 2023 PSSA results, Solomon-Plains Middle School's all student group did not meet the interim goal/improvement target in ELA.	40.9% students met proficient/advanced; the state's average was 54.5%.
Based on 2023 PSSA results, Solomon-Plains Middle School's all student group did not meet the interim goal/improvement target in Math.	11.8% students met proficient/advanced; the state's average was 38.3%.
According to 2021 through 2023 PVAAS data, Wilkes-Barre Area High School is well-below the PA Academic Growth Standard in Keystone Biology.	Wilkes-Barre High School is at a 50.0 Growth Measure in Keystone Biology while the state average is at 74.7, for the 2022-2023 school year.

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

### Strengths

<p><b>Indicator</b> Based on 2022-2023 Acadience/DIBELS Assessment Report, the Kindergarten Group Reading Composite Score at/or ABOVE BENCHMARK Scores increased from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Kindergarten</p>	<p><b>Comments/Notable Observations</b> The Kindergarten Group Reading Composite Score at/or ABOVE BENCHMARK Scores increased an average of 40% . (Dodson, Flood, Heights, Kistler, and Solomon)</p>
<p><b>Indicator</b> Based on 2022-2023 Acadience/DIBELS Assessment Report, the 2nd Grade Group ORF RETELL at/or ABOVE BENCHMARK Scores increased from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Second grade.</p>	<p><b>Comments/Notable Observations</b> The ORF RETELL scores increased an average of 15% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)</p>
<p><b>Indicator</b> According to PVAAS data, there were 5 student groups that met the PA Academic Growth Standard in 2023, up from one student group that met the PA Academic Growth Standard in 2021.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Keystone Biology</p>	<p><b>Comments/Notable Observations</b> In 2021, only the student group, English Learners, met the PA Academic Growth Standard. In 2022, 3 student groups, English Learners, IEP,s, and Lowest Performing 33%, met the PA Academic Growth Standard. In 2023, 5 student groups, English Learners, Black, Lowest Performing 33%, GIEP's, and IEP's met the PA Academic Growth Standard.</p>
<p><b>Indicator</b> According to 2023 PVAAS data, grade 5 Math performed well above and exceeds the standard demonstrating growth.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 5 Math</p>	<p><b>Comments/Notable Observations</b> Growth index 2022 +1.32 Growth index 2023 +5.89</p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

<p>According to the 2023 PSSA, the Hispanic and Economically Disadvantaged Groups at Dodson and Heights Elementary Schools met or exceeded the interim goal for proficient and advanced students</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Hispanic and Economically Disadvantaged Group - grades 4.5</p>	<p>Dodson: Hispanic group - 2021-22 - 42.4% 2022-23 - 54.9% ED group 2021-22 - 36.7 % 2022-23 - 66% Heights: Hispanic group - 2021-22 - 33.3% 2022-23 - 60.8.% ED group 2021-22 - 38.4 % 2022-23 - 59.5%</p>
<p><b>Indicator</b> According to 2023 PVAAS data, grade 5 ELA performed well above and exceeds the standard demonstrating growth.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 5 ELA</p>	<p><b>Comments/Notable Observations</b> Growth index 2022 - 2.79 Growth index 2023 +6.00</p>
<p><b>Indicator</b> According to 2023 PVAAS data, grade 4 Science performed well above and exceeds the standard demonstrating growth.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grade 4 Science</p>	<p><b>Comments/Notable Observations</b> Growth index 2022 +0.17 Growth index 2023 +2.50</p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> According to the 2023 PSSAs, GAR Middle School's English Learner group nearly doubled the number of students who are proficient/advanced in ELA from 13.3% (2022) to 24.2% (2023).</p> <p><b>Grade Level(s) and/or Student Group(s)</b> English Language Learner Student Group, grades 6-8</p>	<p><b>Comments/Notable Observations</b> Increased collaboration between ELD teacher and classroom teacher to provide differentiated instruction and appropriate accommodations throughout the school year.</p>
<p><b>Indicator</b> Science/Biology 2023 PSSAs at GAR Middle School; The black and hispanic student group met the target for proficiency and advanced growth in Science.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Black and Hispanic, grades 6-8</p>	<p><b>Comments/Notable Observations</b> Black 44.4%; Hispanic 35%</p>

### Challenges

Indicator	Comments/Notable Observations
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<p>Based on 2022-2023 Acadience/DIBELS Assessment Report, the First Grade Group Reading Composite Score at/or ABOVE BENCHMARK Scores decreased from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Kindergarten</p>	<p>The First Grade Group Reading Composite Score at/or ABOVE BENCHMARK Scores decreased an average of 7% . (Dodson, Flood, Heights, Kistler, and Solomon)</p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b> First Grade</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b> Second Grade</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b></p>
<p>Based on the 2023 PSSA data, the English Language Learner student group decreased their achievement toward proficiency/advanced in Math at GAR Middle School and Solomon-Plains Middle School</p> <p><b>Grade Level(s) and/or Student Group(s)</b> English Language Learners, grades 6-8</p>	<p><b>Comments/Notable Observations</b> 3.3% in 2022 to 2.5% in 2023 (GAR) 1.7% in 2022 to 1.6% in 2023 (Solomon-Plains)</p>
<p>Based on 2023 PSSA Data, both GAR Middle and Solomon-Plains Middle School's 7th Grade Math scores declined to be more than 70% students scoring in the below basic range.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> 7th Grade</p>	<p><b>Comments/Notable Observations</b> GAR: 7th Grade-74% are below basic Solomon-Plains Middle School 7th Grade-70% are below basic</p>
<p>According to 2021 to 2023 PVAAS data, the All Students group is well below the PA Academic Standard for Growth</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Keystone Biology, All Students</p>	<p><b>Comments/Notable Observations</b> Most student groups are below or well below the PA Academic Growth measure.</p>
<p><b>Indicator</b> <b>Grade Level(s) and/or Student Group(s)</b></p>	<p><b>Comments/Notable Observations</b></p>
<p>Based on 2023 PSSA results, the All Student group did not meet interim goal/improvement target for ELA.</p> <p><b>Grade Level(s) and/or Student Group(s)</b> Grades 3,4,5 - All student group</p>	<p><b>Comments/Notable Observations</b> Although the all student group met or exceeded the standard for demonstrating growth, proficient and advanced scores are still relatively low.</p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

<p>Based on 2023 PSSA results, the All Student group did not meet interim goal/improvement target for Math</p> <p><b>Grade Level(s) and/or Student Group(s)</b>  Grades 3,4,5 - All student group</p>	<p>Although the all student group met or exceeded the standard for demonstrating growth , proficient and advanced scores are still relatively low.</p>
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## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>Based on 2022-2023 Acadience/DIBELS Assessment Report, the Kindergarten Group Reading Composite Score at/or ABOVE BENCHMARK Scores increased an average of 40% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)</p>
<p>Based upon 2023 PSSA results, GAR Middle School's all student group exceeded the standard demonstrating growth in math; the all student group at Solomon-Plains Middle School met the standard demonstrating growth.</p>
<p>According to the 2023 PSSAs, GAR Middle School's English Learner group nearly doubled the number of students who are proficient/advanced in ELA from 13.3% (2022) to 24.2% (2023).</p>
<p>Based upon 2023 PSSA results, Flood, Heights, Kistler, and Solomon Elementary School's all student group exceeded the standard to demonstrate growth in English Language Arts, PSSAs 2023; the all student group at Dodson Elementary School met the standard demonstrating growth.</p>
<p>Based upon 2023 PSSA results, Flood, Heights, and Solomon Elementary School's all student group exceeded the standard to demonstrate growth in Math, PSSAs 2023; the all student group at Kistler and Solomon Elementary Schools met the standard demonstrating growth.</p>

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>Based on 2022-2023 Acadience/DIBELS Assessment Report, the First Grade Group Reading Composite Score at/or ABOVE BENCHMARK Scores decreased an average of 7% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)</p>
<p>Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remains relatively low at district average of 32.2% across all grade levels</p>
<p>Based on 2023 PSSA Data, both GAR Middle and Solomon-Plains Middle School's 7th Grade Math scores declined significantly to 70% or more in the below basic range.</p>
<p>Based on 2023 PSSA Data, the 5th grade IEP subgroup declined by 12% with students at or above proficiency in ELA from 2022 to 2023.</p>

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
2022-2023 Exact Path Diagnostic for English and Reading	GAR There is a steady overall decrease in the number of students who completed grades 6, 7, and 8 Exact Path in Reading and English from the 1st diagnostic to the 3rd diagnostic in the 2022-2023 school year, which presents unreliable data. This prevents the ELA teachers from adjusting their instruction based upon minimal results. Solomon-Plains Middle School There is an overall decrease in Exact Path performance and completion for all grades, presenting difficulty to utilize the data to analyze and adjust instruction based off of the results holistically.
2022-2023 6th Grade GAR ELA assessments; BOY beginning of year, MOY middle of year, EOY end of year	Proficiency rates are all below 50%. BOY 29.4%, MOY 46.2%, EOY 34.4% Solomon-Plains According to Performance Plus, the percentages for the quarterly are as follows; Advanced - 4.8%, Proficient - 25.6%, Basic - 22.5%, Below Basic- 47.1%.
2022-2023 District Quarterly Assessments 7th grade English and Reading	GAR Proficiency Rates for all quarters except 4th are higher in Reading than in English. Q1 Eng 39.1%, Read 45.4%; Q2 Eng 52.1%, Read 36.6%; Q3 Eng 28.4%, Read 44.3%; Q4 Eng 39.4%, Read 45.7% Solomon-Plains According to Performance Plus, the percentages for the Quarter 1 are as follows; Advanced - 7.4%, Proficient - 39.5%, Basic - 26.9%, Below Basic- 26.2%. Quarter 2: Advanced - 2.9%, Proficient - 32.2%, Basic - 24.3%, Below Basic- 40.6%. Quarter 3: Advanced - 8.5%, Proficient - 26.6%, Basic - 25.4%, Below Basic- 39.5%. Quarter 4: Advanced - 8.4%, Proficient - 33.7%, Basic - 21.6%, Below Basic- 36.3%.
2022-2023 District Quarterly Assessments 8th grade English and Reading	GAR Proficiency Rates vary each quarter. Some are higher in English and some in Reading. Q1 Eng 57.1%, Read 28.9%; Q2 Eng 32.5%, Read 48.2%; Q3 Eng 45.8%, Read 55.9%; Q4 Eng 50.2%, Read 34.6% Solomon-Plains Middle School Quarter 1: Advanced - 4.8%, Proficient - 39.1%, Basic - 20.3%, Below Basic- 35.8%. Quarter 2: Advanced - 17.8%, Proficient - 48.2%, Basic - 16.2%, Below Basic- 17.8%. Quarter 3: Advanced - 17.8%, Proficient - 50.3%, Basic - 16.2%, Below Basic- 15.7%. Quarter 4: Advanced - 10.2%, Proficient - 33.3%, Basic - 22.2%, Below Basic- 34.3%.
2022-2023 Acadience/DIBELS Next (Grades K-2)	Acadience/DIBELS Next was used for frequent and continual assessment for benchmark and progress monitoring.
Intermediate Elementary Exact Path Diagnostic Data for Reading and Language Arts, 2022-2023	All elementary schools in the District grades 3,4,5 utilize Exact Path.
2022-2023 Intermediate Elementary ELA assessments; BOY beginning of year, MOY middle of year, EOY end of year	Proficiency rates are all below 50% in all elementary school in grade 5. Dodson Proficient rate - BOY 10.2%, EOY 26.1% Flood Proficient rate - BOY 29.9% EOY 47.0% Heights proficient rate - BOY 15.6% EOY 36.4% Kistler Proficient rate - BOY 14.5% EOY 28.5% Solomon Proficient rate - 35.4% EOY 45.4%

## English Language Arts Summary

### Strengths

Although the completion rate decreased in all grade levels for English and Reading Exact Path Diagnostic data in 2022-2023, there is a general improvement for proficiency.
Although the proficiency rates in GAR ELA assessments for 2022-2023 in all grade levels are only close to 50%, they are higher than any proficiency rates in GAR Math assessments.
ELA teachers met monthly at GAR Middle School during professional learning community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Use of data and building upon it will achieve continuous growth.
Although the 7th grade Exact Path diagnostic tool completion rate decreased at Solomon, the performance improved: Diagnostic 1 (Fall)= 25% performed in the top 24th percentile; Diagnostic 2 (Winter Benchmark)=31% in the top 24th percentile; Diagnostic 3 (End of Year Benchmark)=46% in the top 24th percentile.

### Challenges

There is a major discrepancy with relying on all grade levels' 2022-2023 Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment.
Student transiency, displacement and homelessness, mental health, and trauma impacts student academic performance overall.
Although showing growth, low proficiency and advanced scores in mastery on the ELA assessment show growth in proficiency from the beginning of the year to the end of the year test in all grade levels and schools continues to be a major focus of attention.
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remain relatively low with a district average of 32.2% across all grade levels.

### Mathematics

Data	Comments/Notable Observations
Exact Path Diagnostic Data for Math, 2022-2023	GAR All grade levels, 6, 7 and 8, had a much higher student completion rate for the Exact Path Diagnostic Assessments than English and Reading. Solomon-Plains According to the Exact Path Diagnostic Data, the percentate of students who fall in the top 24th percentile are as follows (Data will be presented with the total number of students who completed exact path for the benchmark; percentage from the total students who completed) 6th-Diagnostic 1=56% (202 students total completion); Diagnostic 2=42% (155 students); Diagnostic 3=39% (76 students) 7th-Diagnostic 1=50% (235 students); Diagnostic 2=38% (209 students); Diagnostic 3=63% (141 students) 8th-Diagnostic 1=54% (221 students); Diagnostic 2=54% (191 students); Diagnostic 3=58% (191 students)
District Quarterly Assessments 7th grade, 2022-2023	GAR Each quarter the math assessments had a low proficiency rate in 7th grade. Q1 3.0%, Q2 0.8%, Q3 6.4% and Q4 5.1% Solomon-Plains Advanced - 1.4%, Proficient - 11.6%, Basic - 16.4%, Below Basic- 70.6%. Quarter 2-Advanced - 1%, Proficient - 5.8%, Basic - 5.2%, Below Basic- 88%. Quarter 3-Advanced - .5%, Proficient - 8.2%, Basic - 8.8%, Below Basic- 82.5%. Quarter 4- Advanced - 1.7%, Proficient - 4.7%, Basic - 8.1%, Below Basic- 85.5%.
District Quarterly Assessments 8th grade, 2022-2023	GAR Each quarter the math assessments had a low proficiency rate in 8th grade. Q1 19.5%, Q2 12.3%, Q3 18.5% and Q4 8.2% Solomon-Plains Advanced - 5%, Proficient - 20%, Basic - 22.2%, Below Basic- 52.8%. Quarter 2-Advanced - 8.7%,

	Proficient - 14.3%, Basic - 14.8%, Below Basic- 62.3%. Quarter 3- Advanced - 13.1%, Proficient - 15%, Basic - 17.4%, Below Basic- 54.5%. Quarter 4-Advanced - 2.1%, Proficient - 7.9%, Basic - 816.3%, Below Basic- 73.6%.
6th Grade GAR Practice Assessment 2022-2023	GAR 283 students completed the 6th grade practice assessment; 4.2% Advanced; 16.3% Proficient; 20.5% Basic; 59% Below Basic
Intermediate Elementary Exact Path Diagnostic Data for Math, 2022-2023	All elementary schools in the District grades 3,4,5 utilize Exact Path.
Elementary Math Common Assessments	Overall, in all grades, the proficient rate of student was low from the first common assessment until the last one. Dodson - 4th grade - Assessment #1 0% Assessment #3 14.5% Kistler - 4th grade - Assessment #1 3.8 % Assessment #3 19.5%
High School Algebra 1 District Assessments 2023-2024	

## Mathematics Summary

### Strengths

Mathematics teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.
There was an extremely minimal decrease in students scoring in the Advanced and Proficiency range in grades 7 and 8 from the 1st Diagnostic assessment to the final diagnostic assessment in 2022-2023.
The 2022-2023 Exact Path Math Diagnostic tool was much higher than English and Reading; thereby, indicating better data reliability and teacher implementation efforts. The 7th and 8th grade Exact Path Math data indicates improvement in the percentage of students who improve to reach the top 24th percentile in math for each benchmark.
The Intermediate Math Common Assessments show growth in proficiency from the beginning of the year to the end of the year test in all grade levels and schools. Monthly data team meetings review data from LinkIt! and teachers adjust curriculum and instructional delivery as they see fit for success.

### Challenges

There are no district math assessments that provide progress monitoring to determine appropriate instructional adjustments and interventions for students.
The number of 7th grade students who perform at the proficient or advanced level on district math quarterly assessments indicate a steady decline from the beginning of the school year to the end of the school year.
Although showing growth, low proficiency and advanced scores in mastery on the Intermediate Math Common Assessments show growth in proficiency from the beginning of the year to the end of the year test in all grade levels and schools continues to be a major focus of attention.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Life Science, Grade 6, Common Assessment 2022-2023	GAR 257 students completed the assessment; 12.8% Advanced; 26.8% Proficient; 44% Basic; 16.3% Below Basic Solomon-Plains 193 Students completed the assessment; 8.3% Advanced; 32.1% Proficient; 38.3% Basic; 21.2% Below Basic

Physical Science, Grade 7, Common Assessment 2022-2023	GAR 257 students completed the assessment; 0.4% Proficient; 12.5% Basic; 88.7% Below Basic Solomon-Plains 222 Students completed the assessment; .9% Proficient;35.1% Basic; 64% Below Basic
Earth Science, Grade 8, Common Assessment 2022-2023	GAR 263 Students completed the assessment; 16% Proficient;41.4%Basic; 42.6% Below Basic Solomon-Plains 243 students completed the assessment; 3.7% Proficient; 28% Basic; 68.3% Below Basic
Common District Biology Assessment to be given 3 times this school year, 2023-2024.	445 students were administered the District Biology assessment at about Day 41 and 327 students were administered the District Biology assessment at about Day 92. The student average score on Biology Assessment # 1 was 46.2%. The student average score on Biology Assessment # 2 was 40.1%.
Common District Environmental Assessment to be given 3 times this school year, 2023-2024.	425 students were administered the District Environmental assessment at about Day 41 and 354 students were administered the District Environmental assessment at about Day 92. The student average score on Environmental Assessment #1 was 33.9% The student average score on Environmental Assessment # 2 was 41.8%

## Science, Technology, and Engineering Education Summary

### Strengths

Implementation of a STEM course for all 6th grade students provides them science, technology, engineering, and mathematics academic opportunities.
Common (Benchmark) Assessments were revised during the 2023 summer to be aligned directly to the curriculum to include questions that students are reaching depth of knowledge in science, andReview of curriculum and quarterly assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning.
The 6th grade group at Solomon outperformed the district overall 6th grade with proficiency: 32.1% Solomon/26.8% other middle school.
PLCs and the Data team review common assessments to direct instruction.

### Challenges

The science department within the middle school needs to improve professional collaboration to discuss challenges and how to address them while reviewing data that includes student grades and benchmark assessment data.
Targeted interventions to address students' mental health and social-emotional wellbeing will improve student attendance to school, as well as overall academic performance and promote a positive learning environment.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
For the 2022-2023 school year, 97% of 5th grade students met the benchmark requirements district wide. Students are required to meet district and state benchmarks through the Choices 360 Career and College exploration platform. In this platform, students are assigned grade specific assignments that explore their future options for careers and post-secondary education.	Participation by the elementary students saw an increase for the 2022-2023 school year. The increase is due to the number of students who have returned to school In person since the Pandemic. We hope to continue this trend and increase our participation for Choices 360 career and College exploration platform.
For the 2022-2023 school year, 70% of 8th 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 and specific assignments that explore their future options for careers and post-secondary education.	Since the pandemic and for the past two years, there has been an increase in the number of students participating in cyber school. Therefore, these increased numbers have lowered the participation of the Cyber students to participate and complete the District and State Choices 360 Career and College platforms.
For the 2022-2023 school year, 78% of 11th graders met the benchmark requirements district wide. Students are required to meet district and state benchmarks through the Choices 360 and College exploration platform. Within this platform, students are assigned grade specific assignments that explore their future options for careers and post-secondary education.	Since the Pandemic and the past two school years, there has been an increase in the number of students participating in Cyber School. Therefore, these increased numbers have lowered the participation of Cyber students to participate and complete the District and State Choices 360 Career and College platforms.

### 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

## Articulation Agreements

**False** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

### **Partnering Institution**

Pennsylvania State University

### **Agreement Type**

Dual Credit

### **Program/Course Area**

Aligned to high school graduation requirements

### **Uploaded Files**

Wilkes-Barre Area Dual Enrollment.pdf

### **Partnering Institution**

Luzerne County Community College

### **Agreement Type**

Dual Credit

### **Program/Course Area**

Aligned to high school graduation requirements

### **Uploaded Files**

WBASD LCCC Early College Program.pdf

WBASD LCCC Early College Program\_daf9a814.pdf

### **Partnering Institution**

Wilkes University

### **Agreement Type**

Dual Credit

## Program/Course Area

Aligned to high school graduation requirements

## Uploaded Files

Wilkes and WBA Completed Young Scholars Agreement 2.23.24.pdf

## 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.

Participation by the elementary students saw an increase for the 2022-2023 school year.
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For the 2022-2023 school year, 97% of 5th grade students met the benchmark requirements district wide.
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### 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.

For the 2022-2023 school year, only 70% of 8th graders met the benchmark requirements district wide.
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Since the Pandemic and the past two school years, there has been an increase in the number of students participating in Cyber School. Therefore, these increased numbers have lowered the participation of Cyber students to participate and complete the District and State Choices 360 Career and College platforms.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
The English Language Learner population in grades 6-8 is not meeting the growth target for English Language Attainment and proficiency, according to 2023 PSSA results.	English Language Learner population is increasing annually, particularly the number of Beginners/Non-English Speakers.
English Learners have met the PA Academic Standard for growth in Keystone Biology for 3 consecutive years according to PVAAS data.	English Learners have met the growth standard in 2021, 2022, and 2023. This is the only group to have done this.
Based on 2023 PSSA results, the English Language Learner in grades 3, 4, 5 did not meet interim goal/improvement target for English Language Arts. They continue to lag behind the the All Student group by significant percentage points	As the the District continues to register Beginner/Non English speakers in high volume, the demand to meet the needs of this particular subgroup is a major challenge. Ongoing professional development for regular education teachers to provide appropriate differentiated instruction and accommodations for ELD students is an ongoing effort.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Local Benchmark Assessment data for middle school grades, 6-8, indicate less than 40% of students are meeting proficiency on English, Reading and/or Math assessments.	Both Middle Schools-GAR Memorial and Solomon-Plains Middle Schools-serve a high population of economically disadvantaged students; concentration must be placed on improving instruction, implementation of formative assessment, differentiated instruction, and data alayses to improve student performance.

According to PVAAS data from 2021-2023, Economically Disadvantaged students in Keystone Biology are Well-Below the PA Academic Growth Standard.	Wilkes-Barre Area's economically disadvantaged students have scored well-below three consecutive years (2021, 2022, 2023) the PA Academic Growth Standard.

**Student Groups by Race/Ethnicity**

**True** This student group is not a focus in this plan.

**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.

There is a Beginners/Non-English Speakers cohort of students in 6th grade at GAR Middle School that is tracked for concentration of instructional support and resources to improve English proficiency.
Ongoing English Language Development professional development for all teachers is a district priority to assure teachers provide appropriate and adequate instructional accommodations and differentiated instruction according to language proficiency levels of the English language learners in the classroom.

**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.

Arrival of non-English speakers mid-year or throughout the school year presents a challenge to schedule them with the original cohort due to class size; ongoing professional development is needed for all teachers in order to adequately and appropriately accommodate English language learners in all classes.
High concentration on district-wide implementation of differentiated instruction and formative assessment must be given to middle school grades, 6-8, in order to improve student academic performance.



## Designated Schools

### GARMS

Priority Challenge	Comments and Notable Observations
The 7th Grade math performance based on 2023 PSSAs, all student group, indicates the lowest performing grade level in the middle school setting.	94% of 7th grade students tested basic or below basic on the Math PSSAs; 49% of 6th grade students tested basic or below basic on the Math PSSAs; 67% tested basic or below basic on the Math PSSAs
There is a major discrepancy with relying on all grade levels' Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment.	Closer tracking of the Exact Path system by school administration, reinforcement of student challenges, and teacher professional development is needed.
Student transiency, homelessness/displacement, student mental health and social-emotional self-regulation skills, and language barriers impact consistent monitoring student performance, implementation of interventions and progress monitoring.	The WIN Team (What I Need) will be implemented to include the school psychologist, guidance counselor, Director of Middle Schools, principal, and instructional coaches to review data mid-quarter and quarterly in order to determine students in need of academic or behavioral interventions.
There are no district math assessments that provide progress monitoring to determine appropriate instructional adjustments and interventions for students.	

### Solomon/Plains MS

Priority Challenge	Comments and Notable Observations
There is an overall decrease in Exact Path performance and completion for all grades, presenting difficulty to utilize the data to analyze and adjust instruction based off of the results holistically.	Professional development needs to be implemented to better support teacher use of data analyses and implementation of best instructional practices based upon data.
The number of 7th grade students who perform at the proficient or advanced level on district math quarterly assessments indicate a steady decline from the beginning of the school year to the end of the school year.	
There are no 6th grade district math assessments that provide progress monitoring of student performance and data to help drive instructional decisions.	Quarterly math assessments will be implemented for the 2023-2024 school year.
The science department within the middle school needs to improve professional collaboration to discuss challenges and how to address them while reviewing data that includes student grades and benchmark assessment data.	Professional Learning Communities are planned for implementation during the 2023-2024 school year and beyond.

### Daniel J Flood El Sch

Priority Challenge	Comments and Notable Observations
Although showing growth, low student proficiency and advanced percentages on the Intermediate Math Common	Math Common Assessments will be administered 3 times a year. Grade level meetings will be held monthly during the 2023-2024 school year and beyond. Data will be reviewed with best practices of instructional delivery and interventions discussed.

Assessments in grades 3,4,5 continue to be a major focus of attention.	
Although showing growth, low student proficiency and advanced percentages on the Intermediate ELA Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Formative ELA assessments will be administered in the beginning of the year, BOY; middle of the year, MOY; and end of the year, EOY. Professional Learning Communities will be held monthly to discuss subject matter and best instructional practices. Teachers will meet with students routinely to discuss their assessments scores and the skill they need to improve on.
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remains well below 50%.	DIBELS Next will be introduced for the 2023 -2024 school. Progress monitoring and interventions will provide support to students in small group setting. In addition to this, a Corrective Reading Program will be utilized with students one or two grade levels below in fluency.

#### Dodson El Sch

Priority Challenge	Comments and Notable Observations
Although showing growth, low student proficiency and advanced percentages on the Intermediate Math Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Math Common Assessments will be administered 3 times a year. Grade level meetings will be held monthly during the 2023-2024 school year and beyond. Data will be reviewed with best practices of instructional delivery and interventions discussed.
Although showing growth, low student proficiency and advanced percentages on the Intermediate ELA Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Formative ELA assessments will be administered in the beginning of the year, BOY; middle of the year, MOY; and end of the year, EOY. Professional Learning Communities will be held monthly to discuss subject matter and best instructional practices. Teachers will meet with students routinely to discuss their assessments scores and the skill they need to improve on.
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remains well below 50%.	DIBELS Next will be introduced for the 2023 -2024 school. Progress monitoring and interventions will provide support to students in small group setting. In addition to this, a Corrective Reading Program will be utilized with students one or two grade levels below in fluency.

#### Dr David W Kistler El Sch

Priority Challenge	Comments and Notable Observations
Although showing growth, low student proficiency and advanced percentages on the Intermediate Math Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Math Common Assessments will be administered 3 times a year. Grade level meetings will be held monthly during the 2023-2024 school year and beyond. Data will be reviewed with best practices of instructional delivery and interventions discussed.
Although showing growth, low student proficiency and advanced percentages on the Intermediate ELA Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Formative ELA assessments will be administered in the beginning of the year, BOY; middle of the year, MOY; and end of the year, EOY. Professional Learning Communities will be held monthly to discuss subject matter and best instructional practices. Teachers will meet with students routinely to discuss their assessments scores and the skill they need to improve on.
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA.	DIBELS Next will be introduced for the 2023 -2024 school. Progress monitoring and interventions will provide support to students in small group setting. In addition to this, a

However, the percentage of students at or above proficiency remains well below 50%.	Corrective Reading Program will be utilized with students one or two grade levels below in fluency.
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### Heights/Murray El Sch

Priority Challenge	Comments and Notable Observations
Although showing growth, low student proficiency and advanced percentages on the Intermediate Math Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Math Common Assessments will be administered 3 times a year. Grade level meetings will be held monthly during the 2023-2024 school year and beyond. Data will be reviewed with best practices of instructional delivery and interventions discussed.
Although showing growth, low student proficiency and advanced percentages on the Intermediate ELA Common Assessments in grades 3,4,5 continue to be a major focus of attention.	Formative ELA assessments will be administered in the beginning of the year, BOY; middle of the year, MOY; and end of the year, EOY. Professional Learning Communities will be held monthly to discuss subject matter and best instructional practices. Teachers will meet with students routinely to discuss their assessments scores and the skill they need to improve on.
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remains well below 50%.	DIBELS Next will be introduced for the 2023 -2024 school. Progress monitoring and interventions will provide support to students in small group setting. In addition to this, a Corrective Reading Program will be utilized with students one or two grade levels below in fluency.

### Wilkes-Barre Area HS

Priority Challenge	Comments and Notable Observations
Only 2.3% of the ALL STUDENTS group were proficient or advanced on the BIOLOGY Keystone Exam.	Implementation of Intervention Strategies, Common Assessments
Only 41.3% of the ALL STUDENTS group were proficient or advanced on the ELA Keystone Exam.	Implementation of Intervention Strategies, Common Assessments
Only 20.9% of the ALL STUDENTS group were proficient or advanced on the ALGEBRA Keystone Exam.	Implementation of Intervention Strategies, Common Assessments

Systemic LEA Challenges
Teacher shortages have impacted the fidelity of instruction for students.
Students' overall mental health concerns and difficulty with social-emotional skills impact academic performance.
The overall percentage of student proficiency in ELA remains low as a result of learning loss experienced.



## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	Increasing the number of students performing at proficient and advanced levels in PSSA ELA assessment will be the goal in 2023-24 school year.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

### 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.

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

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.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence: New school administrators are assigned a mentoring administrator who provides leadership, guidance, and ongoing support with systematic improvement, academic leadership, data analyses, and building operations to promote a successful and positive school community.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

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.

## 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
Based on 2022-2023 Acadience/DIBELS Assessment Report, the Kindergarten Group Reading Composite Score at/or ABOVE BENCHMARK Scores increased an average of 40% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)	True
Based upon 2023 PSSA results, Flood, Heights, and Solomon Elementary School's all student group exceeded the standard to demonstrate growth in Math, PSSAs 2023; the all student group at Kistler and Solomon Elementary Schools met the standard demonstrating growth.	False
Based upon 2023 PSSA results, GAR Middle School's all student group exceeded the standard demonstrating growth in math; the all student group at Solomon-Plains Middle School met the standard demonstrating growth.	True
According to the 2023 PSSAs, GAR Middle School's English Learner group nearly doubled the number of students who are proficient/advanced in ELA from 13.3% (2022) to 24.2% (2023).	False
Although the completion rate decreased in all grade levels for English and Reading Exact Path Diagnostic data in 2022-2023, there is a general improvement for proficiency.	False
Although the proficiency rates in GAR ELA assessments for 2022-2023 in all grade levels are only close to 50%, they are higher than any proficiency rates in GAR Math assessments.	False
ELA teachers met monthly at GAR Middle School during professional learning community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Use of data and building upon it will achieve continuous growth.	False
Mathematics teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.	False
There was an extremely minimal decrease in students scoring in the Advanced and Proficiency range in grades 7 and 8 from the 1st Diagnostic assessment to the final diagnostic assessment in 2022-2023.	False
The 2022-2023 Exact Path Math Diagnostic tool was much higher than English and Reading; thereby, indicating better data reliability and teacher implementation efforts. The 7th and 8th grade Exact Path Math data indicates improvement in the percentage of students who improve to reach the top 24th percentile in math for each benchmark.	False
Implementation of a STEM course for all 6th grade students provides them science, technology, engineering, and mathematics academic opportunities.	False
Common (Benchmark) Assessments were revised during the 2023 summer to be aligned directly to the curriculum to include questions that students are reaching depth of knowledge in science, andReview of curriculum and quarterly assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning.	False

The 6th grade group at Solomon outperformed the district overall 6th grade with proficiency: 32.1% Solomon/26.8% other middle school.	False
PLCs and the Data team review common assessments to direct instruction.	True
Although the 7th grade Exact Path diagnostic tool completion rate decreased at Solomon, the performance improved: Diagnostic 1 (Fall)= 25% performed in the top 24th percentile; Diagnostic 2 (Winter Benchmark)=31% in the top 24th percentile; Diagnostic 3 (End of Year Benchmark)=46% in the top 24th percentile.	False
There is a Beginners/Non-English Speakers cohort of students in 6th grade at GAR Middle School that is tracked for concentration of instructional support and resources to improve English proficiency.	False
Based upon 2023 PSSA results, Flood, Heights, Kistler, and Solomon Elementary School's all student group exceeded the standard to demonstrate growth in English Language Arts, PSSAs 2023; the all student group at Dodson Elementary School met the standard demonstrating growth.	True
Ongoing English Language Development professional development for all teachers is a district priority to assure teachers provide appropriate and adequate instructional accommodations and differentiated instruction according to language proficiency levels of the English language learners in the classroom.	False
Participation by the elementary students saw an increase for the 2022-2023 school year.	False
For the 2022-2023 school year, 97% of 5th grade students met the benchmark requirements district wide.	False
Participation in the District's Parent Engagement Program continues to increase every year.	False
The Superintendent holds weekly meetings to provide pertinent information to all administrators.	False
The Intermediate Math Common Assessments show growth in proficiency from the beginning of the year to the end of the year test in all grade levels and schools. Monthly data team meetings review data from LinkIt! and teachers adjust curriculum and instructional delivery as they see fit for success.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence: New school administrators are assigned a mentoring administrator who provides leadership, guidance, and ongoing support with systematic improvement, academic leadership, data analyses, and building operations to promote a successful and positive school community.	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Based on 2022-2023 Acadience/DIBELS Assessment Report, the First Grade Group Reading Composite Score at/or ABOVE BENCHMARK Scores decreased an average of 7% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)	True
Based on 2023 PSSA Data, both GAR Middle and Solomon-Plains Middle School's 7th Grade Math scores declined significantly to 70% or more in the below basic range.	True
Based on 2023 PSSA Data, the 5th grade IEP subgroup declined by 12% with students at or above proficiency in ELA from 2022 to 2023.	False

There is a major discrepancy with relying on all grade levels' 2022-2023 Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment.	False
Student transiency, displacement and homelessness, mental health, and trauma impacts student academic performance overall.	False
There are no district math assessments that provide progress monitoring to determine appropriate instructional adjustments and interventions for students.	False
For the 2022-2023 school year, only 70% of 8th graders met the benchmark requirements district wide.	False
The District will support administrators who reach out to encourage relationships with outside agencies and community partners.	False
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.	False
The number of 7th grade students who perform at the proficient or advanced level on district math quarterly assessments indicate a steady decline from the beginning of the school year to the end of the school year.	False
The science department within the middle school needs to improve professional collaboration to discuss challenges and how to address them while reviewing data that includes student grades and benchmark assessment data.	False
Arrival of non-English speakers mid-year or throughout the school year presents a challenge to schedule them with the original cohort due to class size; ongoing professional development is needed for all teachers in order to adequately and appropriately accommodate English language learners in all classes.	False
Targeted interventions to address students' mental health and social-emotional wellbeing will improve student attendance to school, as well as overall academic performance and promote a positive learning environment.	False
High concentration on district-wide implementation of differentiated instruction and formative assessment must be given to middle school grades, 6-8, in order to improve student academic performance.	False
Although showing growth, low proficiency and advanced scores in mastery on the Intermediate Math Common Assessments show growth in proficiency from the beginning of the year to the end of the year test in all grade levels and schools continues to be a major focus of attention.	False
Although showing growth, low proficiency and advanced scores in mastery on the ELA assessment show growth in proficiency from the beginning of the year to the end of the year test in all grade levels and schools continues to be a major focus of attention.	False
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remains relatively low at district average of 32.2% across all grade levels	False
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remain relatively low with a district average of 32.2% across all grade levels.	True

Since the Pandemic and the past two school years, there has been an increase in the number of students participating in Cyber School. Therefore, these increased numbers have lowered the participation of Cyber students to participate and complete the District and State Choices 360 Career and College platforms.	False
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**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.

The number of students performing at proficient and advanced levels is inadequate.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Based on 2022-2023 Acadience/DIBELS Assessment Report, the First Grade Group Reading Composite Score at/or ABOVE BENCHMARK Scores decreased an average of 7% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)		False
Based on 2023 PSSA Data, both GAR Middle and Solomon-Plains Middle School's 7th Grade Math scores declined significantly to 70% or more in the below basic range.		True
Based upon 2023 PSSA results, the all student group met or exceeded the standard for demonstrating growth in ELA. However, the percentage of students at or above proficiency remain relatively low with a district average of 32.2% across all grade levels.		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on 2022-2023 Acadience/DIBELS Assessment Report, the Kindergarten Group Reading Composite Score at/or ABOVE BENCHMARK Scores increased an average of 40% from the BOY to the EOY. (Dodson, Flood, Heights, Kistler, and Solomon)	Title I coaches in 5 elementary schools provide support to primary reading teachers.
Based upon 2023 PSSA results, GAR Middle School's all student group exceeded the standard demonstrating growth in math; the all student group at Solomon-Plains Middle School met the standard demonstrating growth.	A math instructional coach has been added to each middle school building to provide instructional support in class for students and for teachers; a data coordinator runs data reports for teachers to analyze and adjust instruction according to skill deficits.
PLCs and the Data team review common assessments to direct instruction.	Due to the implementation of exit tickets and more consistent implementation of Exact Path diagnostic and individualized learning paths for students in Reading, and Math, data is available for the PLCs/Data teams to drive instruction.
Based upon 2023 PSSA results, Flood, Heights, Kistler, and Solomon Elementary School's all student group exceeded the standard to demonstrate growth in English Language Arts, PSSAs 2023; the all student group at Dodson Elementary School met the standard demonstrating growth.	Additional Title I coaches provided to support teachers, local assessment administered to analyze data and adjust curriculum and instructional delivery.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	All middle school math teachers will regularly review formative assessment data to drive instruction; regular use of district determined diagnostic assessment tool and student learning paths will be implemented with monitoring by the Director of Middle Schools; students in

	need of interventions will be identified according to academic and/or behavioral performance and tracked by the WIN Team (What I Need), including the school psychologist, school administration, instructional coaches, and guidance counselor.
	Teachers will regularly meet to analyze the results of the district common assessments. Based on monthly data meetings, teachers will adjust curriculum taught and adjust small group intervention to meet the needs of students. For any identified students a grade level or two below in Reading, a Corrective Reading program will be implemented.

## Goal Setting

Priority: All middle school math teachers will regularly review formative assessment data to drive instruction; regular use of district determined diagnostic assessment tool and student learning paths will be implemented with monitoring by the Director of Middle Schools; students in need of interventions will be identified according to academic and/or behavioral performance and tracked by the WIN Team (What I Need), including the school psychologist, school administration, instructional coaches, and guidance counselor.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Middle school math teachers will implement a formative assessment data tool (i.e. exit tickets in Formative) and achieve 70% or better student proficiency on the daily exit tickets in order to drive and adapt instruction. Diagnostic or benchmark assessment results will improve at determined benchmark dates by at least 5-7%.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Formative & Diagnostic Assessments		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Students' formative assessment data will indicate a 65% or better overall proficiency in math in grades 6-8. Diagnostic assessments will improve at determined benchmark dates by at least 5%.	Students' formative assessment data will indicate 70% or better proficiency in math grades 6-8; diagnostic assessment results will improve at determined benchmark dates by at least 5-7%.	Middle school math teachers will implement a formative assessment data tool (i.e. exit tickets in Formative) and achieve 70% or better student proficiency on the daily exit tickets in order to drive and adapt instruction. Diagnostic or benchmark assessment results will improve at determined benchmark dates by at least 5-7%.

<b>Outcome Category</b>		
Essential Practices 3: Provide Student-Centered Support Systems		
<b>Measurable Goal Statement (Smart Goal)</b>		
An early-warning system/multi-tiered system of support, WIN Team, will be implemented to identify students in need of mental-health or social work interventions, and/or academic interventions based upon number of 5 or more office referrals, assessment data, grades (failing 2 or more), and/or attendance (10+ absences by quarter). Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
WIN Team Early Monitoring System		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The WIN team will be established and set procedures and routines with personnel to monitor student progress or lack	The early warning system will be established, routines and procedures to share out data with staff will be in	An early-warning system/multi-tiered system of support, WIN Team, will be implemented to identify students in need of mental-health or social work interventions, and/or academic interventions based upon number

thereof; 5-7% of students will be in Tiered Interventions.	place; 10% of students will be in Tiered Interventions	of 5 or more office referrals, assessment data, grades (failing 2 or more), and/or attendance (10+ absences by quarter). Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year.
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Priority: Teachers will regularly meet to analyze the results of the district common assessments. Based on monthly data meetings, teachers will adjust curriculum taught and adjust small group intervention to meet the needs of students. For any identified students a grade level or two below in Reading, a Corrective Reading program will be implemented.

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
Teachers will provide formative assessments 3 times a year to analyze data and to adjust curriculum and small group instruction to achieve an increase in student proficiency scores of at least 8% from the BOY to the EOY.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
District Common Assessments		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
Student performance will increase 3% from the beginning of the year to the end of the year on the district assessment.	Student performance will increase 5% from the beginning of the year to the end of the year on the district assessment.	Teachers will provide formative assessments 3 times a year to analyze data and to adjust curriculum and small group instruction to achieve an increase in student proficiency scores of at least 8% from the BOY to the EOY.

## Action Plan

### Measurable Goals

Formative & Diagnostic Assessments	WIN Team Early Monitoring System
District Common Assessments	

### Action Plan For: WIN Team/MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Middle school math teachers will implement a formative assessment data tool (i.e. exit tickets in Formative) and achieve 70% or better student proficiency on the daily exit tickets in order to drive and adapt instruction. Diagnostic or benchmark assessment results will improve at determined benchmark dates by at least 5-7%.</li> <li>An early-warning system/multi-tiered system of support, WIN Team, will be implemented to identify students in need of mental-health or social work interventions, and/or academic interventions based upon number of 5 or more office referrals, assessment data, grades (failing 2 or more), and/or attendance (10+ absences by quarter). Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implementing an online database for daily exit tickets or similar formative assessment- student performance data, 'Formative.'		2024-10-01	2024-11-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors, building principals, Data Coordinator	District subscription to 'Formative' for teachers; Professional development for staff Administrative monitoring of exit ticket/Formative implementation in core classrooms through walk-throughs and teacher observations.	Yes	No
Action Step		Anticipated Start/Completion Date	
Establish Professional Learning Communities/data team meetings that review the data from diagnostic assessments and daily formative/exit tickets, while sharing best instructional practices to improve student academic performance.		2024-09-30	2027-06-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Directors, building principals	Data Coordinator 'Formative' database to provide reports for student proficiency of daily exit tickets/formative assessments Exact Path diagnostic assessment data LIU 18 personnel support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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PLCs and data team members will observably be referencing reports from Formative and diagnostic assessment data in order to determine instructional best practices that will increase student proficiency on assessments of at least 60% proficiency. Administrative walk-through and observation reports will indicate observable teacher implementation of formative assessments and data-driven instruction, evident by reports indicating such.	Building Principals, Directors will facilitate walk-throughs and observations each semester via Talent Ed. (observation tracking system); Data Coordinator, will monitor the Daily Exit ticket/formative assessment data of student proficiency performance, providing quarterly reports to the teachers for each subject area for review. Classroom teachers will monitor the students' proficiency of exit tickets by logging into the Formative database (administrative review of teacher log-in reports will be reviewed) daily (optimal), but weekly at a minimum.
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### Action Plan For: WIN Team/MTSS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>An early-warning system/multi-tiered system of support, WIN Team, will be implemented to identify students in need of mental-health or social work interventions, and/or academic interventions based upon number of 5 or more office referrals, assessment data, grades (failing 2 or more), and/or attendance (10+ absences by quarter). Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
MTSS tiered information management (i.e. database with students in alpha order, tiered intervention documentation, monitoring information)		2024-11-29	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals; Directors to provide guidance and support, instructional coaches	Database to record tiered interventions for students	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through the implementation of the WIN Team, MTSS will be established in order to identify students in need of academic and/or behavior supports. A tiered system will be in place with 15% of the student population receiving documented interventions and supports by the end of the 2026-2027 school year. The students will indicate improvement with interventions documented by passing classes with a 70% or decreasing office referrals to no more than 5 additional referrals between WIN TEAM Meetings.	Directors, building principals, and data coordinator(s)-observable documentation of MTSS database that notes tiered interventions, frequency, and reports of grades/discipline referrals for students- quarterly and mid-terms.

## Action Plan For: District Common Assessments

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Teachers will provide formative assessments 3 times a year to analyze data and to adjust curriculum and small group instruction to achieve an increase in student proficiency scores of at least 8% from the BOY to the EOY.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Teachers will implement common assessments 3 times per year		2024-07-01	2025-06-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Supervisors	Teacher Generated Assessments' Planning Time to create; Meeting time to review results	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in number of students performing at proficient and advanced levels	3 times per year; teachers and administrators; data analysis to occur monthly or bimonthly to determine required revisions

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
WIN Team/MTSS	Implementing an online database for daily exit tickets or similar formative assessment- student performance data, 'Formative.'
District Common Assessments	Teachers will implement common assessments 3 times per year

### Systematic Implementation of MTSS or an Early Warning System

Action Step		
<ul style="list-style-type: none"> <li>Implementing an online database for daily exit tickets or similar formative assessment- student performance data, 'Formative.'</li> </ul>		
Audience		
Building Principals, guidance counselors, school psychologists, teachers		
Topics to be Included		
Using Skyward to generate reports (student information management system); Monitoring student data; interventions to target student academic and/or mental health needs		
Evidence of Learning		
At least 10% of students who are identified as needing interventions based upon data will improve their academic performance.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2024-11-30	2025-01-30

### Learning Format

Type of Activities	Frequency
Workshop(s)	Initial training may occur in the summer; teachers will be introduced to the system prior to the end of the first quarter in 2024-2025 school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	



## Communications

### Communications Action Steps

Evidence-based Strategy	Action Steps
District Common Assessments	Teachers will implement common assessments 3 times per year

### Inform stakeholders about implementation of common assessments

Action Step		
• Teachers will implement common assessments 3 times per year		
Audience		
Stakeholders to include teachers, staff, parents, community members		
Topics to be Included		
Common assessment subject areas, frequency, analysis of data and results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Supervisors	2024-07-01	2027-06-30

### Communication

Type of Communication	Frequency
Posting on district website	3 times per year

### Communication

Type of Communication	Frequency
Presentation	3 times per year

### Communication

Type of Communication	Frequency
Newsletter	3 times per year

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>