

Elmer L Meyers JSHS

School Improvement Plan

07/01/2014 - 06/30/2019

*Improvement Revision 2018-2019 : Submitted On
06/25/2018*

School Profile

Demographics

Elmer L Meyers JSHS

341 Carey Ave
Wilkes Barre, PA 18702
(570)826-7145

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Patrick Peters
Superintendent: Brian Costello

Stakeholder Involvement

Name	Role
Michael Grebeck	Administrator
Michael Grebeck	Building Principal : School Improvement Plan Schoolwide Plan
Robert Watkins	Building Principal : School Improvement Plan Schoolwide Plan
Anthony Schwab	Business Representative
Thomas Zelinka	Community Representative : School Improvement Plan Schoolwide Plan
Corrine Drost	District Mathematics Coordinator
Michael Sulcoski	District Science Coordinator
Brian Leighton	Ed Specialist - Home and School Visitor
Diane McFarlane	Ed Specialist - School Counselor
Gerald McGroarty	Ed Specialist - School Counselor
Karen Kwak	Ed Specialist - School Nurse
Samuel Elias	High School Teacher - Regular Education
Keryn Evanko	High School Teacher - Regular Education
Nicole Lewis	High School Teacher - Regular Education
Mitchell Marcks	High School Teacher - Regular Education
Tamera McMahon	High School Teacher - Regular Education
Keith Moules	High School Teacher - Regular Education
Michael Ostrum	High School Teacher - Regular Education

Andrea Raineri	High School Teacher - Regular Education
Marianne Rizzo	High School Teacher - Regular Education : Schoolwide Plan
Megan Sweeney	High School Teacher - Regular Education
Jill Milunic	High School Teacher - Special Education
Robert Makaravage	Instructional Technology Director/Specialist
Jayne Nargoski	Parent
Maureen McLaughlin	Title I Reading Instructor

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** The School Improvement Plan contains Action Plans that address identified weaknesses in the management and instruction within the school identified through a school level needs assessment.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** The district has identified whole-school meaningful interventions directly associated with the school's highest priority needs.
- **Assurance 5:** The school improvement plan covers a one-year period.
- **Assurance 6:** The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment

- High Levels of Community and Parent Involvement
- **Assurance 7:** Schools must implement evidence-based interventions associated with the two or three highest priority systemic challenges identified through the needs assessment.
- **Assurance 8:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Assurance 9:** Establish specific annual, measurable targets for continuous and substantial progress at the school level and for each student group for whom an achievement gap is observed.
- **Assurance 10:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Board meeting presentations
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of the previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Directors of Federal Programs and Instructional Technology/Data aid school personnel in the development of a needs assessment document to prioritize most at-risk student in need of remediation. District subject-area supervisors are included and take the lead where appropriate. Training is scheduled to provide teachers practice in the use of data software programs and reports including Performance Plus, eMetric, mClass, PVAAS and School Performance Profiles.

Guidance is provided in areas of professional development, including identification of topics to be addressed and the securing/scheduling of presenters. Parent & Family Engagement activities and events are supported by Federal Programs Department.

Appropriate curriculum materials and resources are identified by district subject-area supervisors.

Supplemental materials are reviewed, purchased and provided by Federal Programs Department.

Data Teams are in place and regular meetings are scheduled to analyze and apply student achievement data. Data Teams include central office administrators, principals and teachers. Data driven decision making is strongly encouraged and ongoing training is provided for such. Student achievement plays a major role in the planning and evaluation of the Title I Programs, as does parent and family engagement.

Parent surveys are distributed, collected and analyzed by Federal Programs Department to encourage parental input in the design and implementation of Title I programs.

Provider	Meeting Date	Type of Assistance
Director of Instructional Technology/Data and District Supervisors	3/14/2018	PVAAS Training
Director of Instructional Technology/Data and District Supervisors	4/18/2018	PSSA Assessment Administration Training
District Personnel	9/5/2017	Training on assessment software programs and reports
District Technology Department	9/5/2017	Training on assessment software programs and reports
District Technology Department	5/9/2018	Identifies technology needs and recommends items to procure
ELA Supervisor	12/20/2017	Explicit Instruction
Federal Programs Department	6/16/2016	School Intervention Program Planning
Federal Programs Department	7/20/2016	Title I Programs, Policies and Regulations
Federal Programs Department	12/13/2016	Comprehensive Planning
Federal Programs Department	3/25/2017	Parent Involvement Workshops
Federal Programs Department	8/6/2018	Training in creating/updating needs assessment
Federal Programs Department	9/4/2018	Title I Programs, Policies and Regulations
Federal Programs Department	9/5/2018	Training in creating/updating needs assessment
Instructional Technology/Data	10/26/2016	School Performance Profile/SLOs

Director and Subject-Area Supervisors		
Instructional Technology/Data Director and Subject-Area Supervisors	4/25/2017	PVAAS training
Mathematics Supervisor	12/20/2017	PD in Focus and Writing in Mathematics
Principal	12/20/2017	PD in Focus and How to Implement Business Across the Curriculum
STEM Headmaster	12/20/2017	Effective Teaching Strategies in STEM
Subject-Area Supervisors	11/16/2016	Winter Keystone Training
Subject-Area Supervisors	1/27/2017	Data Evaluation
Subject-Area Supervisors	8/28/2018	Review of curriculum changes
Technology Administrator	9/5/2017	Technology Topics/Malware

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Table of Significant School Level Achievement and/or Performance Accomplishments (Required)

1	The Percent of Proficient or Advanced on PSSA/Keystone showed a performance measure increase in Mathematics/Algebra I (8.04%), ELA/Literature (2.25%) and Science/Biology (0.94%) as displayed in Indicators of Academic Achievement.
2	The Percent of Required Gap Closure Met for Mathematics/Algebra I showed an increase of 33.88% (33.88%), for ELA/Literature showed an increase of 13.92% (38.86%), and for Science/Biology showed an increase of 17.87% (40.16%) under Indicators of Closing the Achievement Gap-All Students. For Historically Underperforming Students, the Percent of Required Gap Closure Met increased by 28.04% (34.31%) for Mathematics/Algebra I and by 29.99% (55.92%) for ELA/Literature.
3	Meeting Annual Academic Growth Expectations for ELA/Literature showed an increase of 4.33% (71.00%) and an increase of 3.50% (62.00%) for Science/Biology under Indicators of Academic Growth/PVAAS.
4	The Cohort Graduation rate showed an increase of 1.85% (91.24%).
5	The Attendance Rate showed an increase of 0.35% (92.11%).
6	The Percent of PSSA/Keystone Advanced in Mathematics/Algebra I showed a 1.83% increase (5.76%) and in ELA/Literature showed a 4.83% increase (8.71%) as indicated in Extra Credit for Advanced Achievement.
7	

School Concerns

Concern #1:

Both "All Students" (33.88%) and "Historically Underperforming" (34.31%) student cohorts failed to meet the required gap closure for Mathematics/Algebra.

Concern #2:

Percentages of students scoring proficient or advanced in all subject testing areas are below 60%; Mathematics/Algebra1- 25.06%, ELA/Literature- 42.04%, and Science/Biology- 33.46%.

Concern #3:

Both "All Students" (38.86%) and "Historically Underperforming" (55.92%) student cohorts failed to meet the required gap closure for ELA/Literature.

Concern #4:

Both "All Students" (40.16%) and "Historically Underperforming" (34.30%) student cohorts failed to meet the required gap closure for Science/Biology.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Both "All Students" (33.88%) and "Historically Underperforming" (34.31%) student cohorts failed to meet the required gap closure for Mathematics/Algebra.

Both "All Students" (38.86%) and "Historically Underperforming" (55.92%) student cohorts failed to meet the required gap closure for ELA/Literature.

Both "All Students" (40.16%) and "Historically Underperforming" (34.30%) student cohorts failed to meet the required gap closure for Science/Biology.

Percentages of students scoring proficient or advanced in all subject testing areas are below 60%; Mathematics/Algebra1- 25.06%, ELA/Literature- 42.04%, and Science/Biology- 33.46%.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: 2013-2018 PSSA and Keystone Reports comparing All Students, Historically Underachieving Students, IEP Students, ELL Students, and ED Students.

Specific Targets: The annual goal is a ten percent reduction in the number of non-proficient students in historically underachieving subgroups on the PSSA and Keystone Exams. Specifically, the following groups will show the aforementioned annual reduction: all students, students with individual education plans, students in ELL programs, and economically disadvantaged students.

Type: Interim

Data Source: 2014-2018 WBASD Quarterly Assessment Scores for ALL Algebra Students, all 11th Grade English Students, and ALL Biology Students.

Specific Targets: The annual goal is a ten percent reduction in the number of test scores below a seventy percent on the Wilkes-Barre Area School District quarterly assessment scores for all Keystone-tested subjects (algebra students, all 11th grade English students, and all biology students).

Strategies:

Teacher Effectiveness Evaluation Model

Description:

Through the use of The Teacher Effectiveness Danielson Model, a refreshed emphasis will be placed on the effective delivery of State Standard Aligned Lessons. The new model will also foster more communication between the teacher and administrator as well as more detailed documentation with a common focus of continued improvement. Our goal is to fulfill the Danielson Group's vision of developing a foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. We will continue to use both district personnel and local experts from our intermediate unit to train all teachers, school leaders, and staff using the Framework. Developing a common understanding is critical to accuracy, teaching advancement, and the

Framework's impact on students' core learning. This training will typically occur during faculty meetings and inservice days. Using the Danielson model, administrators and teachers will work collaboratively to assess, reflect and revise classroom instruction in four domains. The first domain, "planning and preparation," should focus on assessing our teachers' knowledge of content and pedagogy, knowledge of their students, proficiency at setting instructional outcomes, knowledge of resources, designing coherent instruction, and designing student assessments. The second domain, "classroom environment," should assess and improve our teachers' skill at creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space. The third domain, "instruction," will evaluate teachers as they are communicating with students, using questioning and discussion techniques, engaging students in learning, using formative assessment in instruction, and demonstrating flexibility and responsiveness in their classrooms. Finally, the fourth domain, "professional responsibilities," will illustrate how our teachers are reflecting on teaching, maintaining accurate records, communicating with families, participating in the professional community, growing and developing professionally, and showing professionalism in general. In addition to the formal evaluation process required by the state of Pennsylvania, informal walkthroughs and collegial conversations between administrators and teachers will also play a pivotal role in softening the evaluation process for all staff.

SAS Alignment: Instruction

State Assessment Analysis, PSSA and Keystone Tests

Description:

School Data Analysis Team identifies students scoring below proficient on PSSA and Keystone Assessments or in danger of scoring below proficient levels based on benchmark assessment data and PA Core curriculum-based assessments in order to identify at risk students for intervention, with particular attention to Historically Underachieving Students. eMetric, PVAAS and local data will allow classroom teachers to focus on standards that show a troublesome pattern with the students in their present classes, so that extra emphasis can be applied within the confines of PA Core standards-based instruction.

Results from these analyses will be used to make adjustments in instruction in several ways. These analyses will help us identify candidates for our peer tutoring program implemented at the school. Also, these analyses will assist teachers with making instructional and curricular decisions that will help them differentiate their instruction accordingly.

SAS Alignment: Standards, Assessment

District-wide, PA Core Standard-Aligned, Quarterly Assessment

Description:

School Data Analysis Team makes data available to teachers providing remediation to target areas of concern in order to differentiate instruction based on student needs. District-wide quarterly exams are given throughout the entire English, Reading, Mathematics, and Science curricula from grades 7 through 12. The English, Math, and Science District Coordinators will provide disaggregated data to teachers specific to the students in their particular class. Teachers will use that data to observe patterns of deficiency specific to standards and anchors, which in turn can be re-emphasized in upcoming lessons. Students will be given additional instruction to target identified deficiencies.

SAS Alignment: Standards, Assessment, Curriculum Framework, Materials & Resources

Implementation Steps:***Implement State-Wide Teacher Effectiveness Evaluation Model*****Description:**

One third of the present faculty will participate in the Danielson evaluation model. Detailed records of ongoing dialogue between teacher and administrator will be written, as per Pennsylvania state law. Implementation of the Danielson model will be phased in gradually, with teacher evaluations being scored using the following:

2013-14 Observation/evidence 85%, building score 15%, teacher-specific data N/A, elective data N/A

2013-14 Observation/evidence 50%, building score 15%, teacher-specific data N/A, elective data 35%

2014-15 Observation/evidence 50%, building score 15%, teacher-specific data N/A, elective data 35%

2015-16 with PVAAS: Observation/evidence 50%, building score 5%, teacher-specific data 15%, elective data 20%

2015-16 without PVAAS: Observation/evidence 50%, building score 5%, teacher-specific data N/A, elective data 35%

2016-17: Observation/evidence 50%, building score 5%, teacher specific data N/A, elective data 20%

2017-18: Observation/evidence 50%, building score 5%, teacher specific data N/A, elective data 20%

Start Date: 8/28/2013 **End Date:** 6/6/2019

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Teacher Effectiveness Evaluation Model

Distribute relevant feedback data from state assessment to teachers providing appropriate remediation.

Description:

Teachers will be able to access relevant data from Emetric and PVAAS sources to hone in on specific deficiencies of students in their classes, and, in turn, focus instructional emphasis via the nine-period flex schedule to remediate those deficiencies within the confines of standards-based classroom instruction. Curricula and the daily period schedule has been completely revised throughout all secondary schools in the district to allow flexibility for low-achieving students to receive remediation instruction within their daily class schedule. This data is accessible by the teachers, and training in the use of eMetric and PVAAS is ongoing through both building and departmental inservice meetings. Teachers also have access to informal help from administrators and curriculum coordinators.

Start Date: 2/14/2014 **End Date:** 6/6/2019

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests

Implement District-wide, PA Standards-aligned Quarterly Assessment

Description:

Mandatory district-wide quarterly exams will be given to all students in all grades in the areas of English, reading, mathematics and science. Attendance records as well as academic records will ensure that quarterly exams will be distributed to all appropriate students. Data will be collected electronically and compiled using PerformancePLUS software so that teachers from every discipline can access data and address deficiencies shown within any subject in their classrooms through

instruction and via the nine-period flex schedule. The school data team should assist teachers as needed when using data formatively.

Start Date: 8/28/2013 **End Date:** 6/6/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- District-wide, PA Core Standard-Aligned, Quarterly Assessment

Helping Hands Tutoring Program - Mandatory Attendance for Targeted Students (Pending Funding)

Description:

A peer tutoring program will be offered to all students after normal school hours at least two days per week in the School Library. At least two paid faculty members will be assigned to oversee each tutoring session. Students in the National Honor Society will serve as peer tutors to fulfill the required community service hours for their induction. In addition local college students will serve as voluntary tutors. All tutoring services will be coordinated and overseen by the school's Guidance Department. Classroom teachers are expected to provide materials as necessary for the students they teach. Mobile computer stations will be utilized during these tutoring sessions to provide struggling students with all of the necessary resources required to increase their academic performance in the classroom and to increase their scores on state assessments as well.

Evening tutoring sessions will invite parents and community members in at least once per month to address both educational and community issues in an effort to get parents and community members more involved in School Improvement. Food and refreshments will be provided for those special meetings. This program should provide necessary, additional support to struggling students as they are identified by their classroom teachers and our school data team as not being proficient on quarterly curriculum-based assessments and classroom assessments.

Funding for this Tutoring Program was previously provided by The Focus School Intervention Grant Proposal. Future funding is pending. Cost allocation is an estimate based on past funding and may require adjustment as funding is made available.

Start Date: 12/1/2014 **End Date:** 6/6/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- District-wide, PA Core Standard-Aligned, Quarterly Assessment

Using Formative Assessments

Description:

When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction. Examples that may be used in the classroom during the formative assessment process to collect evidence of student learning may include, but are not limited to, bell ringers, exit slips, individual whiteboards, "pass the marker," learning/response logs, think-pair-share, interactive clickers, Plicker cards, and effective questioning techniques. Formative assessment techniques will be shared at both building and departmental inservice meetings, and our faculty will also be encouraged to share formative assessment techniques informally through collegial conversations.

Start Date: 6/30/2014 **End Date:** 6/6/2019

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- District-wide, PA Core Standard-Aligned, Quarterly Assessment

Incentive-Driven Peer Tutoring Program - Voluntary Model

Description:

A peer tutoring program is offered to students after normal school hours in the school library. Students in the National Honor Society serve as tutors to fulfill their required community service hours. As added incentive for attendance, snacks are provided. All tutoring services are coordinated and overseen by the school's Guidance Department.

Start Date: 10/1/2014 **End Date:** 4/24/2019

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests

*PerformancePLUS Software for Data Distribution***Description:**

A software program will be made available to provide teachers with access to data from PSSA testing, Keystone testing and Quarterly testing in order to identify and address deficiencies in performance. Teachers can access students in their present classes and analyze the performance of students in classes from previous years. This allows teachers to address deficiencies in the skills of their current students and adjust curriculum to address deficiencies shown by a majority of students in previous years. Teachers will be trained in the use of this program through professional development sessions, and trained personnel from the district will be available to assist teachers in accessing and using this data.

Start Date: 10/15/2014 **End Date:** 6/6/2019

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests
- District-wide, PA Core Standard-Aligned, Quarterly Assessment

*Student of the Month Recognition***Description:**

This program recognizes the personal and/or academic growth of 7th and 8th grade students. These grades were targeted based on data analysis. Students are nominated and voted on by the faculty for personal and/or academic achievements. Students receive a special lunch provided by the school and served by a teacher and/or administrator. This is a motivational tool for all students. Through this motivational program, our students are inspired to do better in the classroom, in the school, on the athletic field and in our state testing scores.

Start Date: 10/1/2012 **End Date:** 6/6/2019

Program Area(s): Student Services

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests

*PSSA Review Poster Development and Display***Description:**

Math and language arts posters are created by students to cover numerous grade-level math and reading skills (figurative language, text structure, story elements, fractions, probability, statistics, measures of central tendencies...). After completing the posters, each student is required to explain their poster to their classmates. Then, the individual students place their poster on a hallway wall that the 7th and 8th graders pass frequently. The purpose of the posters is to remind the students of the content-related terms and examples on a daily basis to promote familiarity with concepts and skills and to encourage transference of these skills across content areas.

Start Date: 2/2/2015 **End Date:** 5/31/2019

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests
- District-wide, PA Core Standard-Aligned, Quarterly Assessment

*ELL Folder Distribution***Description:**

ELL Folders will be distributed to every new teacher and/or any teacher that did not receive one prior to the current year. The folders will be kept on file for teachers to use to help them better assist with their English Language Learners (ELLs). In these folders are "Can Do Descriptors" that will help teachers better identify and understand the academic performance level of their ELLs on an individual basis. They will also hold a copy of the teachers monitoring forms, accommodations and any other paperwork necessary to help with the progression of the students' English language acquisition throughout the year. These folders will contain strategies that will allow teachers to target deficiencies in our ELL testing population more effectively and improve test scores among these students.

Start Date: 9/8/2015 **End Date:** 6/6/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests

Upward Bound and Hispanic Outreach High School Mentoring Program

Description:

Students have been identified and teamed up with a local college and university to target 10th through 12th grade students in areas of weakness on the PSSA and Keystone Exams. Both The McGowan Hispanic Outreach High School Mentoring Program and Upward Bound provide weekly tutoring sessions with a mentor. The programs give the students an opportunity to interact with college students and ask for college advice. Upward Bound also provides special instruction in reading, writing, study skills and mathematics. This allows our students to improve on skills that were shown to be deficient on PSSA and Keystone Exams.

Start Date: 8/20/2014 **End Date:** 6/6/2019

Program Area(s): Student Services

Supported Strategies:

- State Assessment Analysis, PSSA and Keystone Tests

Ongoing Cyclical Review

Description:

Perhaps the most important part of our school's comprehensive plan is an ongoing cyclical review of the above list of needs, strategies, and implementation steps for adjustments, additions, and deletions within the three-year cycle. Our goal is to make all aspects of plant operations at our institution dynamic processes that continually change based on the needs and challenges that present themselves to us. We expect to implement this step by making it a regular part of our district principal's meetings with the secondary curriculum coordinators and superintendent.

Start Date: 6/30/2014 **End Date:** 6/6/2019

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Teacher Effectiveness Evaluation Model
- State Assessment Analysis, PSSA and Keystone Tests
- District-wide, PA Core Standard-Aligned, Quarterly Assessment

Orientation Program for Transitioning Students

Description:

This program addresses difficulties faced by students transitioning from elementary school to junior high school and difficulties faced by students transitioning from junior high school to senior high school. An open house is held for students entering 7th grade next school year. Administrators, guidance and faculty are present to discuss expectations in order to ensure a smooth transition from elementary school to junior high school. Parents are encouraged to attend the event with their students in order to become familiar with common problems encountered during the transition.

Start Date: 4/20/2016 **End Date:** 6/6/2019

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Teacher Effectiveness Evaluation Model

Pathways Course for 7th and 8th Grades

Description:

Beginning in the 2016-17 school year a new class was added for the 7th and 8th grades. Pathways to Success is a course designed to help prepare Middle School students for success in the high school setting. Students will begin the course with an orientation overview designed to guide their steps as they progress through the school year. Students will learn study skills and strategies to assist in future academic courses, Math PSSA strategies, and explore potential career opportunities. Activities are designed to create a community of learners as students learn methods and strategies that can be transferred to the school and home setting. The course has been modified for the 2018-19 school year to address math

deficiencies. Students will review math strategies through the school year to supplement math instruction.

Start Date: 8/30/2016 **End Date:** 6/6/2019

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Teacher Effectiveness Evaluation Model

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Teacher Effectiveness Evaluation Model
Start	End	Title	Description
8/28/2013	6/6/2019	Implement State-Wide Teacher Effectiveness Evaluation Model	<p>One third of the present faculty will participate in the Danielson evaluation model. Detailed records of ongoing dialogue between teacher and administrator will be written, as per Pennsylvania state law. Implementation of the Danielson model will be phased in gradually, with teacher evaluations being scored using the following:</p> <p>2013-14 Observation/evidence 85%, building score 15%, teacher-specific data N/A, elective data N/A</p> <p>2013-14 Observation/evidence 50%, building score 15%, teacher-specific data N/A, elective data 35%</p> <p>2014-15 Observation/evidence 50%, building score 15%, teacher-specific data N/A, elective data 35%</p> <p>2015-16 with PVAAS: Observation/evidence 50%, building score 5%, teacher-specific data 15%, elective data 20%</p> <p>2015-16 without PVAAS: Observation/evidence 50%, building score 5%, teacher-specific data N/A, elective data 35%</p>

2016-17: Observation/evidence 50%, building score 5%, teacher specific data N/A, elective data 20%

2017-18: Observation/evidence 50%, building score 5%, teacher specific data N/A, elective data 20%

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent Brian Costello, Principal Patrick Peters, Vice Principal Michael Grebeck, and chosen actively participating Faculty Members.	2.5	4	76	Luzerne Intermediate Unit 18	IU	Yes

Knowledge

Both teachers and administrators will become familiar with the state-wide adopted Daneilson Teacher Effectiveness evaluation model as described in our first strategy.

Educator Effectiveness Project Overview

Supportive Research

The effectiveness systems for teachers, educational specialists, and principals include a method to assess teaching and leadership practice as well as multiple measures designed to tell us that educators, through best practice, have demonstrated a positive impact on student achievement. The practice portion of the evaluation system for teachers has been developed and is currently being piloted in a number of school districts across the state. The clinical observation/practice portion of the evaluation system for educational specialists and principals will be piloted in school districts during the 2012-2013 school year. The multiple measures portion of the teacher, educational specialist, and principal evaluation systems is under development.

The clinical observation/practice portion of teacher evaluation includes four areas, also referred to as "Domains," that consist of:

- Planning and Preparation

- Classroom Environment
- Instruction
- Professional Responsibilities.

Within these domains, there are clearly defined teaching skills, also referred to as competencies, as well as specific examples of how these skills are effectively executed.

These pieces provide evaluators with the necessary information to effectively observe teaching practice and provide meaningful feedback. Data collection tools like Charlotte Danielson's Framework for Teaching help evaluators collect evidence and make determinations about how well the observed teaching skill aligns with the Framework for Teaching. The Framework for Teaching provides a manageable set of competencies and describes them with sufficient specificity to allow evaluators to score reliably. Similar structures can be established to address the essential competencies to drive effective practice for educational specialists and principals.

Research has also demonstrated that the second greatest in-school factor affecting student achievement is the principal. Therefore, Pennsylvania is developing a new Principal Effectiveness Instrument that will provide data regarding the practices of the principal and various outputs involving student and building achievement.

The clinical observation/practice segment of the principal evaluation instrument consists of four domains:

- Strategic/Cultural Leadership
- Managerial Leadership
- Leadership for Learning
- School and Community Leadership

One of the greatest potentials of observation lies in its use as a professional development tool for educators: teachers, educational specialists, and principals. To optimize that potential, professional development should be aligned with the individual needs of educators based on their needs and evaluation results. Evidence from research suggests that such individualized feedback can lead to better outcomes for students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Middle (grades 6-8)
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	Supt / Ast Supts / CEO / Ex	High (grades 9-12)
	Dir	
	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio
Follow-up Activities		Evaluation Methods

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: State Assessment Analysis, PSSA and Keystone Tests
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Start	End	Title	Description
2/14/2014	6/6/2019	Distribute relevant feedback data from state assessment to teachers providing appropriate remediation.	Teachers will be able to access relevant data from Emetric and PVAAS sources to hone in on specific deficiencies of students in their classes, and, in turn, focus instructional emphasis via the nine-period flex schedule to remediate those deficiencies within the confines of standards-based classroom instruction. Curricula and the daily period schedule has been completely revised throughout all secondary schools in the district to allow flexibility for low-achieving students to receive remediation instruction within their daily class schedule. This data is

accessible by the teachers, and training in the use of eMetric and PVAAS is ongoing through both building and departmental inservice meetings. Teachers also have access to informal help from administrators and curriculum coordinators.

Person Responsible	SH	S	EP	Provider	Type	App.
Brian Costello, Robert Makaravage, Corrine Drost, Thomas Zelinka, and Michael Sulcoski	2.5	4	8	Wilkes-Barre Area School District and LIU 18	IU	Yes

Knowledge

Teachers will help bridge the gap that exists between student performance on state assessment and individualized classroom instruction by learning how to access relevant data from PVAAS and Emetric resources. They will learn how to disaggregate data from those resources to hone in on specific deficiencies and patterns of deficiencies particular to students in their current classes.

Supportive Research

PVAAS GROWTH MEASURES

- The PVAAS growth methodologies are based on more than 30 years of research and experience.
- The PVAAS methodologies and algorithms have been discussed and published in a book titled, "Grading Teachers, Grading Schools" edited by Jason Millman.
 - o Chapters 12 through 16 focus on the Education Value-Added Assessment System (EVAAS) upon which PVAAS is based.
- PVAAS uses a robust, multivariate, longitudinal mixed effect model in its analyses to yield quality measures of growth. It is NOT a simple comparison of two test scores!
 - o ALL available prior PSSA assessment scores in both Math and Reading are used in the analyses.
 - o Standard errors are always reported and considered in the analyses and reporting.
- The following research from the RAND Corporation corroborates the SAS EVAAS for K-12 modeling approaches.
 - o On the choice of a complex value-added model: McCaffrey, D. F., Han, B. and Lockwood, J. R. (2008). "Value-Added Models: Analytic Issues." A paper prepared for the National Research Council and the National Academy of Education, Board on Testing and Accountability Workshop on Value-Added Modeling, Nov. 13-14, 2008, Washington D.C.

- o On the advantages of the longitudinal, mixed model approach: Lockwood J.R. and McCaffrey D.F. (2007). "Controlling for Individual Heterogeneity in Longitudinal Models, with Applications to Student Achievement." Electronic Journal of Statistics, Vol. 1, 223-252.
- o On the insufficiency of simple value-added models: McCaffrey, D. F., Han, B. and Lockwood, J. R. (2008). "From Data to Bonuses: A Case Study of the Issues Related to Awarding Teachers Pay on the Basis of the Students' Progress." A paper presented at the conference on Performance Incentives: Their Growing Impact on American K-12 Education, Feb. 28-29, 2008, National Center on Performance Incentives at Vanderbilt University

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	Series of Workshops Live Webinar
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Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff	Grade Levels	Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA
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Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Elmer L Meyers JSHS in the Wilkes-Barre Area SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

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

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Elmer L Meyers JSHS in the Wilkes-Barre Area SD for the 2014-2019 school-year.

Affirmed by Brian Costello on 6/7/2018

Superintendent/Chief Executive Officer

Affirmed by Joseph Caffrey on 6/7/2018

Board President

Affirmed by Anthony Grieco on 6/11/2018

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

Even though we have not achieved the success that we had hoped for, we have had some success and have seen growth over the past year. As stated earlier in the plan, we saw improvement/increases in the following areas:

Indicators of Academic Achievement

(Percent Increase in Proficient or Advanced on PSSA/Keystone): Science/Biology 0.94%, Mathematics/Algebra I 8.04%, ELA/Literature 2.25%

Indicators of Closing the Achievement Gap-All Students

(Increase in Percent of Required Gap Closure Met): Science/Biology 17.87% , Mathematics/Algebra I 33.88%, ELA/Literature 13.92%

Indicators of Closing the Achievement Gap-Historically Underperforming

(Increase in Percent of Required Gap Closure Met): ELA/Literature 29.99%, Mathematics/Algebra I 28.04%

Indicators of Academic Growth/PVAAS

(Percent Increase in Meeting Annual Academic Growth Expectations): Science/Biology 3.5%, ELA/Literature 4.33%

Other Academic Indicators

Cohort Graduation Rate: 1.85% increase, Attendance Rate: 0.35% increase

Extra Credit for Advanced Achievement

(Percent Increase in Advanced PSSA/Keystone): ELA/Literature 4.83%, Mathematics/Algebra I 1.83%

E.L. Meyers High School was named to the 2018 "Niche Standout High Schools" list ranking 15th out of the 24 Pennsylvania schools that made the list.

Describe the continuing areas of concern from past the year.

- Both "**All Students**" (33.8%), and "**Historically Underperforming**" (34.31%), student cohorts failed to meet the Mathematics/Algebra I state requirements for Percent of Required Gap Closure Met.

- Both "**All Students**" (38.86%), and "**Historically Underperforming**" (55.92%), student cohorts failed to meet the ELA/Literature state requirements for Percent of Required Gap Closure Met.
- Both "**All Students**" (40.16%), and "**Historically Underperforming**" (34.30%), student cohorts failed to meet the Science/Biology state requirements for Percent of Required Gap Closure Met.
- Percentage of students scoring proficient or advanced in all subject areas are below 60%: Mathematics/Algebra I 25.06%, ELA/Literature 42.04% and Science/Biology 33.46%

Describe the initiatives that have been revised.

The Implementation Step for the 7th and 8th Grade Pathways Course has been revised to demonstrate the increased focus on math instruction and skills. Also, the "Helping Hands" tutoring program will be revised as needed based on available funding.

2016-2017 Improvement Evaluation

Describe the success from the past year.

Even though we have not achieved the success that we had hoped for, we have had some success and have seen growth over the past year. As stated earlier in the plan, we saw improvement/increases in the following areas:

Indicators of Academic Achievement

Science/Biology-Percent Proficient or Advanced on PSSA Keystone: 5.54% increase

Indicators of Closing the Achievement Gap-All Students

ELA/Literature-Percent of Required Gap Closure Met: 6.70% increase

Indicators of Academic Growth/PVAAS

Mathematics/Algebra I-Meeting annual Academic Growth Expectations: 15.33% increase

Other Academic Indicators

Cohort Graduation rate: 3.97% increase. Attendance Rate: 2.04% increase

Extra Credit for Advanced Achievement

Percent PSSA/Keystone Advanced-Science/Biology: 3.38% increase

Also, the addition of the 7th and 8th grade Pathways Courses has provided added opportunities for remediation in all testing areas. It provided numerous tools and outlets to help our junior high students make the difficult transition from elementary school to junior high school, which can be even more difficult in a building that houses grades seven through twelve.

Describe the continuing areas of concern from the past year.

- Both "**All Students**" (0.00%), and "**Historically Underperforming**" (6.27%), student cohorts failed to meet the Mathematics/Algebra state requirements.
- Both "**All Students**" (24.94%), and "**Historically Underperforming**" (25.93%), student cohorts failed to meet the ELA/Literature state requirements.
- According to PVAAS data "**All Students**" cohort failed to meet Annual Academic Growth Expectations in Mathematics/Algebra I (65.33%), ELA/Literature (66.67%) and Science/Biology (58.50%).
- Percentage of students scoring proficient or advanced in all subject areas are below 60%: Mathematics/Algebra I 17.02%, ELA/Literature 39.79% and Science/Biology 32.52%

Describe the initiatives that have been revised.

A new Implementation Step had been added with the addition of the 7th and 8th grade Pathways Course. As previously stated, we have seen early examples of success as a result of this course. The current instructors have been collaborating and revising lessons for next year's classes. Also, due to the reduction in staff and changes in scheduling, we no longer offer Keystone Acceleration courses.

2015-2016 Improvement Evaluation

Describe the success from the past year.

It is difficult to evaluate the success of the plan over the last year because the scoring of the PSSA has been revised, and the most recent PSSA scores are excluded from the SPP. We are, however, able to count the achievement of the historically underperforming student group in obtaining 84.95% of the required gap closure in Science/Biology according to Keystone Exam data. The All Student Group met/exceeded Annual Academic Growth Expectations in ELA/Literature. We also have continued success in graduation rate, attendance rate, AP/College Credit and Industry Standards-Based Competency Assessments. Increased use of data is another success of the plan. Access to data has increased, and monthly data meetings ensure that it is being used to drive decision-making at the planning and instructional levels. ESL folder distribution has allowed the needs of ELL students to be identified and addressed more effectively.

Describe the continuing areas of concern from the past year.

- Both "All Students", (72.80) and "Historically Underperforming", (75.79) student cohorts failed to meet the Mathematics/Algebra state requirements.
- Both "All Students", (54.33) and "Historically Underperforming", (63.92) student cohorts failed to meet the Reading/Literature state requirements.
- According to PVAAS data, "All Students" cohort failed to meet Annual Academic Growth Expectations in Mathematics/Algebra1 (50.00) and Science/Biology (50.00).
- Percentages of students scoring proficient or advanced in all subject testing areas are below 60%; Mathematics/Algebra1- 27.20%, ELA/Literature- 45.67%, and Science/Biology- 26.98%.

Describe the initiatives that have been revised.

Two new implementation steps have been included in the School Improvement Plan. Monthly inclusion meetings have been added to address the needs of the special education population. This step gives teachers the opportunity to discuss the performance of included students so that their needs can be addressed in an ongoing fashion. Trends can be identified on a student-by-student basis, and immediate action can be taken by teachers in a concerted effort to address any issues or identify successful strategies.

An orientation program for transitioning students has also been added to target the needs of students moving from elementary school to junior high school and for students moving from junior high school to senior high school. The parents of these students are invited to attend in order to increase communication between parents and school personnel.

The standards of the month implementation step has been eliminated because it was ineffective.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

During the 2014-15 school year Elmer L. Meyers Jr./Sr. High School implemented several new steps and updated existing steps to improve academic growth and show overall school improvement. The overall results showed some slight growth in certain areas (Reading/Literature, Science/Biology, and Writing). The growth that we achieved was not as high as we had hoped, but it was still an improvement. One of the implemented steps was the distribution of relevant feedback/data from PVAAS and Emetric. This step increased the amount of shared dialogue amongst faculty members and administrators. This dialogue encouraged the focus of specific academic deficiencies within the confines of standards-based instruction and emphasized the remediation of those deficiencies. Another implemented step was the introduction of the nine-period flex schedule. The new schedule allowed for students to be enrolled in remedial courses designed to diagnose and remediate academic deficiencies in Keystone-tested subjects. The feedback from the students and teachers has been positive but the actual results will not be available until August. Once results are released, we anticipate continuing the use of the nine-period flex schedule.

Describe the continuing areas of concern from the first year plan.

- Both "All Students" (42.60) and "Historically Underperforming" (35.17) student cohorts failed to meet the Mathematics/Algebra state requirements.
- Both "All Students" (54.39) and "Historically Underperforming" (44.11) student cohorts failed to meet the Reading/Literature state requirements.
- According to PVAAS data, "All Students" cohort failed to meet Annual Academic Growth Expectations in Mathematics/Algebra1 (68.33), Reading/Literature (59.67), Writing (50.00), and Science/Biology, (59.50).
- Percentages of students scoring proficient or advanced in all subject testing areas are below 60%: Mathematics/Algebra1- 42.60%, Reading Literature- 54.39%, Science/Biology- 32.84%, and Writing- 56.25%.

Describe the initiatives that have been revised.

Several new implementation steps have been created to utilize data more effectively when addressing areas of concern and to give students more opportunities to work on weaknesses. These steps have been created to ensure that teachers have personal knowledge of student strengths and weaknesses both overall and individually, and they allow students to be identified and placed in a remediation program if necessary. Based on data analyzed, teacher feedback and School Improvement Plan Team reflections, we have added the following Implementation Steps: Incentive-Driven Peer Tutoring Program - Voluntary Model, PerformancePlus Software for Data Distribution, Standards of the Month Distribution, Student of the Month Recognition, PSSA Review Poster Development and Display, New Course Development - Introduction to Computers, ESL Folder Distribution, Quarterly ESL Inclusion Meetings, Upward Bound and Hispanic Outreach High School Mentoring Program. As a School Improvement Plan Team, we decided not to eliminate any Implementation Steps from the previous year's plan.

Teachers are able to access data using a new software program to acquaint themselves with areas in which students are consistently deficient in order to adjust their teaching to address those topics more effectively. Access to the data also gives teachers the ability to tailor instruction to individual students' needs.

Students are being offered more opportunities to work with teachers and peers in the form of remediation. Students are selected for remediation with teachers based on data. Incentives have been added to the voluntary remediation programs to increase student participation. Students are also being provided with reminders of content and skills in order to expose the students to topics in which they are deficient.

New courses have been developed that will encourage the acquisition of skills in areas in which students are underperforming.

ESL monitoring steps will contribute to the performance of this growing subgroup.