

GARMS

250 South Grant Street

TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Our mission is to maintain a positive, safe, and respectful environment which inspires and develops courageous LEADERS who- Love learning
Excel in what they do Achieve goals together Do what is right Extend their gifts and talents to help others Respect themselves and each other
& Seek positive outcomes ...to walk the Wolfpack Way!

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Brian Costello	Superintendent	Wilkes-Barre Area School District
Denise Thomas	School Board Member	Wilkes-Barre Area School District
Stanley Mirin	Parent	G.A.R. Memorial Middle School
Kimberly Pasonick	Title I Teacher	G.A.R. Memorial Middle School
Melissa Myers	Principal	G.A.R. Memorial Middle School
Brenda Cavalari	Teacher	G.A.R. Memorial Middle School
Betsy Witczak	Teacher	G.A.R. Memorial Middle School
Tina Najera	Paraprofessional	G.A.R. Memorial Middle School
Lauren Mascioli	Teacher	G.A.R. Memorial Middle School
Amanda Costello	Teacher	G.A.R. Memorial Middle School
Michael Ostrum	Teacher	G.A.R. Memorial Middle School
Anita Zaboski	Community Member	Children's Service Center
Tim Walker	Community Member	Restored Church

Name	Position	Building/Group
Corinne Drost	District Level Leaders	Wilkes-Barre Area School District
Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District
Taniqua Scott	Parent	G.A.R. Memorial Middle School
Sean McLaughlin	Teacher	G.A.R. Memorial Middle School
Renee Schneider	Parent	G.A.R. Memorial Middle School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>The housing market in the school district was great for extended families to move to the area, causing an increase in second language families moving to the area.</p>	<p>Parent and family engagement</p> <p>English Language Growth and Attainment</p>
<p>Some students have moved and not enrolled at another school. All teachers must be consistent with the referral process for tardy or frequently absent students.</p>	<p>Regular Attendance</p>
<p>Initial and benchmarking assessments accompanied with data analysis meetings will address systematic implementation of a multi-tiered approach of interventions for students.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Essential Practices 4: Foster Quality Professional Learning</p>
<p>Learning recovery is ongoing from the pandemic and virtual learning. Last year, 150+ students attended the district's cyber program (1,020 total enrollment in GAR). The majority of the students will be returning to in-person learning this year. The majority of all students indicate academic growth; however, the limited proficient students continue</p>	<p>Essential Practices 3: Provide Student-Centered Support</p>

Priority Statement

to show slow progress.

Outcome Category

Systems
Essential Practices 1:
Focus on
Continuous
Improvement of
Instruction
Essential Practices
4: Foster Quality
Professional
Learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Implementation of Multi-Tiered Support System

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Academic Recovery

Each quarter we will use data from quarterly assessments and Exact Path to measure our students' performance in 6th-8th grades. Our goals are to decrease the number of students retained in their grade and increase overall performance. To measure our goals we will use the Diagnostic Test completion; which is given initially. Then we measure the amount of time the students spend per week working on their Individual Learning Paths.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Learning Academy for six 6th grade teachers who meet daily before and after school to implement the MTSS approach.	2022-09-01 - 2023-06-10	Melissa Myers/Principal	LIU 18 support/Data tracking system/AM and PM time dedicated for review of data and intervention identification/curricular materials as the year progresses to target instructional needs.

Anticipated Outcome

All teachers will perform on a 'proficient level' according to the Danielson Model/Framework for Teaching. Professional portfolios will indicate documentation of student interventions, progression of achievement or lack thereof (targeted interventions for struggles).

Monitoring/Evaluation

The school principal, curriculum supervisors, and superintendent will monitor the effectiveness of the academy implementation; teachers will meet expectations of a specified rubric for the academy implementation.

Evidence-based Strategy

Parent and Family Engagement Events

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Parent/Family
Engagement

Maintain and sustain the School-Wide Positive Behavior Program. We will work with the students, their families, and all other invested parties to make sure that the students will achieve the goal of promotion to the subsequent grade. Our quarterly targets will involve Parent/Family Engagement Event attendance. We believe attendance in Parent Conferences, Open Houses and Family Events directly affects student success in school.

Action Step**Anticipated
Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Title 1 Parent and Family Engagement Events will promote parent and family communication between home and school.

2022-09-01 -
2023-06-10

Brenda
Cavalari/Title 1
Parent Liaison/Math
Teacher

Title 1 resources and
supplies/administrative support/staffing to
volunteer participation to facilitate events.

Anticipated Outcome

At least 20 families will attend each event, students and parents will feel more comfortable with academic and social expectations in the building.

Monitoring/Evaluation

Surveys will be distributed to students and parents. Parents will complete the surveys at events; students will complete a survey at the end of the school year.

Evidence-based Strategy

Attendance Mentor

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance

Each quarter our goal is to increase attendance by at least 2%; teachers must follow consistent tardy and attendance referral process to identify at-risk students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students who are chronically absent and/or tardy (15 or more absences) will be assigned a 'check-in/out' individual who will check-in with the student daily, building rapport with the student and family, and assuring school attendance increases or student/family receives supports necessary to increase student attendance.	2022-10-01 - 2023-06-10	Home and School Visitor/Child Study Team	Skyward Attendance referrals submitted by classroom teachers/check- in/out mentors

Anticipated Outcome

Students identified for a check-in/out mentor will increase attendance by 5%.

Monitoring/Evaluation

The lead person and team will review the check-in/out students improvement or lack thereof to determine if the family needs to be referred to the truancy elimination plan/court.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each quarter we will use data from quarterly assessments and Exact Path to measure our students' performance in 6th-8th grades. Our goals are to decrease the number of students retained in their grade and increase overall performance. To measure our goals we will use the Diagnostic Test completion; which is given initially. Then we measure the amount of time the students spend per week working on their Individual Learning Paths. (Academic Recovery)	Implementation of Multi-Tiered Support System	Learning Academy for six 6th grade teachers who meet daily before and after school to implement the MTSS approach.	09/01/2022 - 06/10/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Dr. Brian Costello

2022-08-30

School Improvement Facilitator Signature

Building Principal Signature

Melissa M. Myers

2022-08-28

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students with disabilities showed growth in a number of categories including proficiency on state assessments for the second year in a row.

Student academic growth percentages exceeded the state averages in all three categories of ELA, Math, and Science.

Our teachers have implemented a variety of instructional and assessment strategies to monitor student learning and progress in order to make necessary adjustments.

Due to the large number of English Language Learners and students with IEPs, we continuously use classroom data to make sure that all the students needs are being met.

We have incorporated safety measures such as metal detectors and door greeters along with student assistant programs such as SAP and Safe to Say to foster a safe and welcoming environment for all of our students and staff.

Student groups, including ambassadors and student council members, meet to discuss and encourage collaboration and discussion with faculty and administration.

Challenges

Percentage of black students scoring proficient decreased in all three testing subjects

Student participation in the state standardized assessment decreased due to cyber students not appearing for testing sessions despite multiple efforts made.

To continue to address academic needs of those students that are struggling once they are identified by implementing a multi-tiered systematic approach of interventions.

Address attendance issues for those students that are coming to school late or not attending at all.

Increase the promotion rate by addressing the needs of all of our students and their families.

Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.

More time tended to review of academic and discipline data to analyze, provide feedback to staff, and assure all evaluations of teachers are consistently practiced.

Strengths

The school-wide positive behavior support program decreased discipline referrals and established school-wide consistent and proactive disciplinary practices for all students to maximize their time in the instructional environment.

Implementation of a social-emotional curriculum has positively impacted student focus and success in school.

Implementation of systematic school procedures to identify struggling learners, formally assess incoming students, and progress monitoring of all learners in subject areas that are tested will promote student academic growth.

Schools have experienced a significant decrease in major behavior referrals since implementing school wide positive behavior programs.

Parent and family engagement/outreach events have increased communication with families.

The overall school culture and climate of the building for students and staff is very positive and a teamwork approach has been established.

Increase in State Assessment Measure in Literature for English Language Learning students . We have a large population of English Language learners. By studying the data that has helped create growth in annual language proficiency assessments, we

Challenges

The 'all student group' regular attendance rate is low. An increase in regular school attendance will promote the opportunity and frequency of instructional opportunities for students to perform at a higher level.

Improved communication with second language families, in addition to professional development for teachers working with English language learners, and effective accommodations for academic success will enhance the academic success for English Language Learners.

The English as a Second Language student population is increasing.

Significant academic recovery is necessary post pandemic.

There was a decrease in subgroups in Pennsylvania State Assessments in Literature which led to an overall decrease in the subject area. We need to identify what may be causing the decrease in those specific subgroups in order to make the necessary changes.

There was a decrease in economically disadvantaged students that scored proficient or advanced on the state assessments.

There was a decrease in subgroups in Pennsylvania State Assessments in Math which led to an overall decrease in both subject areas. We need to identify what may be causing the

Strengths

may use it to enhance and continue the lessons that are being taught to all English Language Learners.

Increase in State Assessment Measure in Literature for students with disabilities. Once again the growth was minimal, but continuous for the second year in a row. We have a large population of students with IEPs, and by studying the data that has helped create that growth we may use it to enhance and continue the lessons that are being taught.

Implementation of 'Exact Path' individualized student learning paths to provide individualized interventions for students in English Language Arts.

Mathematics teachers meet regularly 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.

The percentages in both state assessments and meeting annual academic growth expectations remained about the same for the second year in a row.

Implementation of a STEM course for all 6th grade students provides them science, technology, engineering, and mathematics academic opportunities.

Challenges

decrease in those specific subgroups in order to make the necessary changes.

Participation in the PSSAs was limited with cyber students, which negatively will impact our participation score.

The number of students that did not score proficient or advanced decreased.

Minimal student transiency during the school year

Strengths

Collaboration with the high school STEM program for STEM projects in STEM classes for 6th grade, and projects in science for 7th and 8th grades promotes achievement in STEM related academic opportunities.

Most Notable Observations/Patterns

There is a correlation between the attendance issues and the decline in academic growth. Major ongoing concerns were expressed inquiring about how to minimize transiency in/out of the school district.

Challenges

The English as a Second Language student population is increasing.

Discussion Point

The housing market in the school district was great for extended families to move to the area, causing an increase in second language families moving to the area.

Priority for Planning

Significant academic recovery is necessary post pandemic.

Learning recovery is ongoing from the pandemic and virtual learning. Last year, 150+ students attended the district's cyber program (1,020 total enrollment in GAR). The majority of the students will be returning to in-person learning this year. The majority of all students indicate academic growth; however, the limited proficient students continue to show slow progress.

Challenges	Discussion Point	Priority for Planning
<p>Participation in the PSSAs was limited with cyber students, which negatively will impact our participation score.</p>	<p>Minimizing the number of cyber students to assure as many students attend in-person learning classes will minimize the number of students who may not be present for the PSSAs.</p>	
<p>To continue to address academic needs of those students that are struggling once they are identified by implementing a multi-tiered systematic approach of interventions.</p>	<p>Initial and benchmarking assessments accompanied with data analysis meetings will address systematic implementation of a multi-tiered approach of interventions for students.</p>	
<p>Address attendance issues for those students that are coming to school late or not attending at all.</p>	<p>Some students have moved and not enrolled at another school. All teachers must be consistent with the referral process for tardy or frequently absent students.</p>	
<p>Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.</p>		
<p>There was a decrease in economically disadvantaged students that scored proficient or advanced on the state assessments.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Implementation of Multi-Tiered Support System

Action Steps	Anticipated Start/Completion Date
Learning Academy for six 6th grade teachers who meet daily before and after school to implement the MTSS approach.	09/01/2022 - 06/10/2023
Monitoring/Evaluation	Anticipated Output
The school principal, curriculum supervisors, and superintendent will monitor the effectiveness of the academy implementation; teachers will meet expectations of a specified rubric for the academy implementation.	All teachers will perform on a 'proficient level' according to the Danielson Model/Framework for Teaching. Professional portfolios will indicate documentation of student interventions, progression of achievement or lack thereof (targeted interventions for struggles).
Material/Resources/Supports Needed	PD Step
LIU 18 support/Data tracking system/AM and PM time dedicated for review of data and intervention identification/curricular materials as the year progresses to target instructional needs.	yes
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Action Plan: Parent and Family Engagement Events

Action Steps

Anticipated Start/Completion Date

Title 1 Parent and Family Engagement Events will promote parent and family communication between home and school.

09/01/2022 - 06/10/2023

Monitoring/Evaluation

Anticipated Output

Surveys will be distributed to students and parents. Parents will complete the surveys at events; students will complete a survey at the end of the school year.

At least 20 families will attend each event, students and parents will feel more comfortable with academic and social expectations in the building.

Material/Resources/Supports Needed

PD Step

Title 1 resources and supplies/administrative support/staffing to volunteer participation to facilitate events.

no



Action Plan: Attendance Mentor

Action Steps	Anticipated Start/Completion Date
Students who are chronically absent and/or tardy (15 or more absences) will be assigned a 'check-in/out' individual who will check-in with the student daily, building rapport with the student and family, and assuring school attendance increases or student/family receives supports necessary to increase student attendance.	10/01/2022 - 06/10/2023
Monitoring/Evaluation	Anticipated Output
The lead person and team will review the check-in/out students improvement or lack thereof to determine if the family needs to be referred to the truancy elimination plan/court.	Students identified for a check-in/out mentor will increase attendance by 5%.
Material/Resources/Supports Needed	PD Step
Skyward Attendance referrals submitted by classroom teachers/check-in/out mentors	no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each quarter we will use data from quarterly assessments and Exact Path to measure our students' performance in 6th-8th grades. Our goals are to decrease the number of students retained in their grade and increase overall performance. To measure our goals we will use the Diagnostic Test completion; which is given initially. Then we measure the amount of time the students spend per week working on their Individual Learning Paths. (Academic Recovery)	Implementation of Multi-Tiered Support System	Learning Academy for six 6th grade teachers who meet daily before and after school to implement the MTSS approach.	09/01/2022 - 06/10/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Learning Academy	Six 6th grade teachers-3 math; 3 ELA; 2 Master teachers (1 ELA; 1 Math); Outreach Coordinator, Principal, and data coordinator	Best Instructional practices; interventions; Multi-Tiered System of Support; informal and formal assessment practices; data analysis; team building.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher evaluations; student growth and evidence of performance based upon daily exit tickets; meeting sign-in sheets for daily meetings.	09/01/2022 - 06/10/2023	Melissa Myers/Principal

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



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Share and review plan with stakeholders; share plan goals with staff	Professional development; plan goals; measurable steps; anticipated outcomes	Virtual and/or in-person meetings	Building faculty; plan stakeholders	Within first few weeks of school
