

WILKES-BARRE AREA HS

2021 Wolfpack Way

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Wilkes-Barre Area High School strives to provide a safe and supportive learning environment for all students. We prepare our students academically, socially, and emotionally to become lifelong learners and responsible citizens. We honor achievement and promote pride in ourselves, our school, and our community.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Brian Costello	Chief School Administrator	Wilkes-Barre Area SD
Colleen Robatin	Principal	Wilkes-Barre Area HS
Robert Watkins	Principal	Wilkes-Barre Area HS
Michael Grebeck	Principal	Wilkes-Barre Area HS
Christopher Anthony	Principal	Wilkes-Barre Area HS
Leah Zigmund	District Level Leaders	Wilkes-Barre Area SD
Corinne Drost	District Level Leaders	Wilkes-Barre Area SD
Stan Mirin	Parent	Wilkes-Barre Area HS
Denise Thomas	Board Member	Wilkes-Barre Area SD
Christina Nordmark	Teacher	Wilkes-Barre Area HS
Jennifer Wilson	Teacher	Wilkes-Barre Area HS
Meredith Falchek	Teacher	Wilkes-Barre Area HS
Elizabeth Barrouk	Student	Wilkes-Barre Area HS

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency.	Essential Practices 1: Focus on Continuous Improvement of Instruction
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ACTION PLAN AND STEPS

Evidence-based Strategy	
Diagnostic Assessments	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase in Proficiency	Each quarter the goal will be to increase the number of students by 5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District Supervisors will meet with their respective departments to introduce the district assessments that will be utilized during the school year.	2023-09-05 - 2023-09-07	Colleen Robatin/Building Principal Tom Zelinka/ELA Supervisor Michael Corcoran/Science Supervisor Corrine Drost/Mathematics Supervisor	District Assessments
Teachers will administer district assessments three times throughout the school year to collect data regarding student proficiency.	2023-10-30 - 2024-06-07	Classroom Teachers	District Assessments

Anticipated Outcome

By the end of the 2023-2024 school year, the number of students reaching proficiency on district assessments in the all student group at WBAHS will increase by 10% from the initial baseline.

Monitoring/Evaluation

Building Principals and District Supervisors will complete walk-throughs, department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using the best practices in the classroom.

Evidence-based Strategy

Data Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase in Proficiency	Each quarter the goal will be to increase the number of students by 5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District supervisors will demonstrate and explain how to utilize the data collected from the district assessments.	2023-09-05 - 2023-09-29	Tom Zelinka/ELA Supervisor Michael Corcoran/Science Supervisor Corrine Drost/Mathematics Supervisor	Link It program access, reports, and training
Teachers will utilize the data provided from district assessments of their students to adapt their classroom techniques and incorporate best practices into the classroom.	2023-10-30 - 2024-06-07	Classroom Teachers	District Assessment data

Anticipated Outcome

Teachers will be able to utilize the data provided from district assessments of their students to adapt their classroom techniques and incorporate best practices into the classroom. By the end of the 2023-2024 school year, the number of students reaching proficiency on district assessments will increase by 10% and the number of students reaching proficient or advanced on the Keystone exam in the all student group for Literature, Algebra, and Biology at WBAHS will increase by 5%.

Monitoring/Evaluation

Building Principals and District Supervisors will complete walk-throughs, department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using the best practices in the classroom. Building Principals and District Supervisors

Evidence-based Strategy

Department Teacher Meetings

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Building principals and department teachers will meet at minimum once a month to discuss curriculum pacing, best practices being used in other classrooms, and to encourage collaboration between department teachers.

2023-09-11 -
2024-06-07

Colleen
Robatin/Building
Principal

Course curriculum, shared space for teacher collaboration, and access to materials to allow teachers to incorporate best practices and strategies, content area resources

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each quarter the goal will be to increase the number of students by 5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters. (Increase in Proficiency)	Data Analysis	District supervisors will demonstrate and explain how to utilize the data collected from the district assessments.	09/05/2023 - 09/29/2023

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.

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

Chief School Administrator	Dr. Brian Costello	2023-08-29
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School Improvement Facilitator Signature	Deanna Mennig	2023-08-30
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Building Principal Signature	Colleen Robatin	2023-08-30
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Hispanic Students exceeded the growth standard in ELA and ALGEBRA

Students with Disabilities met the growth standard for all 3 Keystone Exams. ELA, ALGEBRA, and BIOLOGY

ELL students met the growth standard for ALGEBRA

The All student group in ELA met the standard for academic growth.

The all student group in Algebra exceeded the standard for academic growth.

Teachers are able to quickly identify areas of concern and remediation.

Based on 2021-22 future ready index the growth standard to be met was 70.0. WBAHS ELL growth on the ELA Keystone is at 84.0.

Based on 2021-22 future ready index the growth standard to be met was 70.0 for all tests. Students with Disabilities growth at 72.0 for ELA, 70.0 for ALGEBRA, and 75.0 for BIOLOGY.

Challenges

Only 2.3% of the ALL STUDENTS group were proficient or advanced on the BIOLOGY Keystone Exam.

Only 41.3% of the ALL STUDENTS group were proficient or advanced on the ELA Keystone Exam.

Only 20.9% of the ALL STUDENTS group were proficient or advanced on the ALGEBRA Keystone Exam.

Students are tested multiple times a year making it difficult to schedule exams.

Students are tested multiple times a year making it difficult to schedule exams.

In Career Standards Benchmark, ALL Student group did not meet performance standard. (Future Ready Index 2021-22)

Strengths

Based on 2021-22 future ready index the growth standard to be met was 70.0 in Algebra. WBAHS ELL growth is at 79.0. Based on 2021-22 future ready index the growth standard to be met was 75.0 in Biology.

Teachers are able to quickly identify areas of concern and remediation.

Teachers are able to quickly identify areas of concern and remediation.

Implemented in our curriculum a College and Career Readiness course(s). This has positively impacted student focus on future endeavors.

Implementation of a school-wide positive support behavior plan to improve overall behavior which in turn decreases the amount of classroom disruptions.

Teacher lessons are aligned to PA Standards.

Individual student learning needs are addressed in a variety of ways, such as utilizing the child find process, implementation of IEPs, morning remediation, after school tutoring, and WBAHS has

Challenges

In Industry Based Learning Benchmark, ALL Student group did not meet performance standard. (Future Ready Index 2021-22)

Based on 2021-22 future ready index every subgroup had a red circle for proficiency on the exams indicating no subgroup met the statewide interim target for proficiency.

Based on 2021-22 future ready index 0% of students with Disabilities were proficient or advanced.

Based on 2021-22 future ready index the growth standard to be met was 70.0. WBAHS the economically disadvantaged student subgroup was at 50.0 for Biology.

Address attendance issue for those students who 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.

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

Students are tested multiple times a year making it difficult to schedule exams.

Strengths

partnered with outside agencies to address student mental health issues.

Support on instruction practices includes: classroom walkthroughs are performed weekly by administration, formal observations, departmental meeting.

Based on 2021-22 future ready index the growth standard to be met was 70.0 for both tests. WBAHS Hispanic growth is at 87.0 for ELA and 90.0 for ALGEBRA.

Most Notable Observations/Patterns

Collaborative meetings, professional development, district assessments, and increased walk-throughs that focus on best instructional practices and student needs will increase proficiency on state and district assessments.

Challenges

Black student subgroup and White student subgroup populations failed to meet the statewide growth standard in Literature and Biology.

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

Challenges	Discussion Point	Priority for Planning
Only 2.3% of the ALL STUDENTS group were proficient or advanced on the BIOLOGY Keystone Exam.	Students will be identified and remediated based on the outcomes of the formative assessments.	✓
Only 41.3% of the ALL STUDENTS group were proficient or advanced on the ELA Keystone Exam.	Students will be identified and remediated based on the outcomes of the formative assessments.	✓
Address attendance issue for those students who are coming to school late or not attending at all.	Attendance policies will be closely monitored and notification of parents/guardians will be part of the monitoring process.	
Only 20.9% of the ALL STUDENTS group were proficient or advanced on the ALGEBRA Keystone Exam.	Students will be identified and remediated based on the outcomes of the formative assessments.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Diagnostic Assessments

Action Steps	Anticipated Start/Completion Date
District Supervisors will meet with their respective departments to introduce the district assessments that will be utilized during the school year.	09/05/2023 - 09/07/2023
Monitoring/Evaluation	Anticipated Output
Building Principals and District Supervisors will complete walk-throughs, department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using the best practices in the classroom.	By the end of the 2023-2024 school year, the number of students reaching proficiency on district assessments in the all student group at WBAHS will increase by 10% from the initial baseline.
Material/Resources/Supports Needed	PD Step
District Assessments	no

Action Steps**Anticipated Start/Completion Date**

Teachers will administer district assessments three times throughout the school year to collect data regarding student proficiency.

10/30/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

Building Principals and District Supervisors will complete walk-throughs, department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using the best practices in the classroom.

By the end of the 2023-2024 school year, the number of students reaching proficiency on district assessments in the all student group at WBAHS will increase by 10% from the initial baseline.

Material/Resources/Supports Needed**PD Step**

District Assessments

no

Action Plan: Data Analysis

Action Steps**Anticipated Start/Completion Date**

District supervisors will demonstrate and explain how to utilize the data collected from the district assessments.

09/05/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

Building Principals and District Supervisors will complete walk-throughs, department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using the best practices in the classroom. Building Principals and District Supervisors

Teachers will be able to utilize the data provided from district assessments of their students to adapt their classroom techniques and incorporate best practices into the classroom. By the end of the 2023-2024 school year, the number of students reaching proficiency on district assessments will increase by 10% and the number of students reaching proficient or advanced on the Keystone exam in the all student group for Literature, Algebra, and Biology at WBAHS will increase by 5%.

Material/Resources/Supports Needed**PD Step**

Link It program access, reports, and training

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will utilize the data provided from district assessments of their students to adapt their classroom techniques and incorporate best practices into the classroom.

10/30/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

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Material/Resources/Supports Needed**PD Step**

District Assessment data

no



Action Plan: Department Teacher Meetings

Action Steps

Anticipated Start/Completion Date

Building principals and department teachers will meet at minimum once a month to discuss curriculum pacing, best practices being used in other classrooms, and to encourage collaboration between department teachers.

09/11/2023 - 06/07/2024

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

Course curriculum, shared space for teacher collaboration, and access to materials to allow teachers to incorporate best practices and strategies, content area resources

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Each quarter the goal will be to increase the number of students by 5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters. (Increase in Proficiency)	Data Analysis	District supervisors will demonstrate and explain how to utilize the data collected from the district assessments.	09/05/2023 - 09/29/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
District/Department In-Services	Building principals and classroom faculty/staff	Training and strategies to increase student proficiency and utilize district data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Best practices utilized in classroom settings	09/05/2023 - 06/07/2024	Colleen Robatin/Building Principal Tom Zelinka/ELA Supervisor Michael Corcoran/Science Supervisor Corrine Drost/Mathematics Supervisor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Faculty meetings	Discussion of student proficiency and best practices to implement in the classroom	In person and virtual	Faculty and Staff	September 2023 to June 2024

