## Profile and Plan Essentials

| School | AUN/Branch |
|---|---|
| Wilkes-Barre Area High School | 8495 |

| Address 1 |
|---|
| 2021 Wolfpack Way |

| Address 2 |
|---|
| |

| City | State | Zip Code |
|---|---|---|
| Plains | PA | 18705 |

| Chief School Administrator | Chief School Administrator Email |
|---|---|
| Dr. Brian Costello | brian.costello@wbasd.k12.pa.us |

| Principal Name |
|---|
| Colleen Robatin |

| Principal Email |
|---|
| crobatin@wbasd.k12.pa.us |

| Principal Phone Number | Principal Extension |
|---|---|
| 570-826-7111 | 8106 |

| School Improvement Facilitator Name | School Improvement Facilitator Email |
|---|---|
| Deanna Mennig | dmennig@liu18.org |

## Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---|---|---|---|
| Dr. Brian Costello | Chief School Administrator | Wilkes-Barre Area SD | brian.costello@wbasd.k12.pa.us |
| Colleen Robatin | Principal | Wilkes-Barre Area HS | crobatin@wbasd.k12.pa.us |
| Robert Watkins | Principal | Wilkes-Barre Area HS | rwatkins@wbasd.k12.pa.us |
| Michael Grebeck | Principal | Wilkes-Barre Area HS | mgrebeck@wbasd.k12.pa.us |
| Christopher Anthony | Principal | Wilkes-Barre Area HS | canthony@wbasd.k12.pa.us |
| Erik O'Day | Principal | Wilkes-Barre Area HS | eoday@wbasd.k12.pa.us |
| Leah Zigmund | District Level Leaders | Wilkes-Barre Area SD | lzigmund@wbasd.k12.pa.us |
| Corinne Drost | District Level Leaders | Wilkes-Barre Area SD | cdrost@wbasd.k12.pa.us |
| Stan Mirin | Parent | Wilkes-Barre Area HS | smirin@wbasd.k12.pa.us |
| Denise Thomas | Board Member | Wilkes-Barre Area SD | denisethomas910@gmail.com |
| Christina Nordmark | Teacher | Wilkes-Barre Area HS | cnordmark@wbasd.k12.pa.us |
| Jennifer Wilson | Teacher | Wilkes-Barre Area HS | jwilson@wbasd.k12.pa.us |
| Meredith Falchek | Teacher | Wilkes-Barre Area HS | mfalchek@wbasd.k12.pa.us |
| India Janov | Student | Wilkes-Barre Area HS | janovind@wbasd.k12.pa.us |
|  |  |  |  |
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|  |  |  |  |

# Vision for Learning

**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.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
|---|---|---|---|---|---|---|
| **False** 7 | **False** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 | |

# Review of the School Level Performance

## Strengths

| Indicator | Comments/Notable Observations |
|---|---|
| The All student group in ELA exceeded the standard for academic growth. | After reviewing district assessment data, teachers have focused on areas to improve using best practices in the classroom. |
| The all student group in Algebra exceeded the standard for academic growth. | After reviewing district assessment data in monthly algebra meetings, teachers focused on areas to improve using best practices in the classroom. |
| The Black, ELL, and Students with Disabilities subgroups in Biology all exceeded the interim target for academic growth. | After reviewing district assessment data in monthly biology meetings, teachers have focused on areas to improve using best practices in the classroom. |

## Challenges

| Indicator | Comments/Notable Observations |
|---|---|
| The ALL STUDENTS group did not meet the growth standard for BIOLOGY | Based on 2022-23 Future Ready Index data the growth standard requirement to be met was 70.0 and we are at 50.0. |
| Only 57.4% of the ALL STUDENTS group were proficient or advanced on the ELA Keystone Exam. The ALL STUDENTS group did not meet the interim/improvement target for scoring proficient or advanced. | Based on 2022-23 WBASD Keystone results the state average was 54.5%. |
| Only 15.8% of ALL STUDENTS group were proficient or advanced on the ALGEBRA Keystone Exam. The ALL STUDENTS group did not meet the interim/improvement target for scoring proficient or advanced. | Based on 2022-23 WBASD Keystone results the state average was 38.3%. |
| Only 6.3% of ALL STUDENTS group were proficient or advanced on the BIOLOGY Keystone Exam. The ALL STUDENTS group did not meet the interim/improvement target for scoring proficient or advanced. | Based on 2022-23 WBASD Keystone results the state average was 58.9%. |
| The participation rate for the BIOLOGY Keystone Exam was 60.7% | Based on 2022-23 WBASD Keystone results other Keystone Exams were 90.0% for ELA and 84.6% for ALGEBRA |

| | |
|---|---|
| **Indicator**<br>Hispanic Students exceeded the growth standard in ELA and ALGEBRA<br>**ESSA Student Subgroups**<br>Hispanic | **Comments/Notable Observations**<br>Based on 2022-23 future ready index the growth standard to be met was 70.0 for both tests. WBAHS Hispanic growth is at 100% for ELA and 100% for ALGEBRA. |
| **Indicator**<br>Students with Disabilities met the growth standard for all 3 Keystone Exams. ELA, ALGEBRA, and BIOLOGY<br>**ESSA Student Subgroups**<br>Students with Disabilities | **Comments/Notable Observations**<br>Based on 2022-23 future ready index the growth standard to be met was 70.0 for all tests. Students with Disabilities growth at 93.0 for ELA, 73.0 for ALGEBRA, and 74.0 for BIOLOGY |
| **Indicator**<br>ELL students exceeded the growth standard for ELA and ALGEBRA<br>**ESSA Student Subgroups**<br>English Learners | **Comments/Notable Observations**<br>Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS ELL growth on the ELA Keystone is at 100, for ALGEBRA 94.0. |
| **Indicator**<br>BLACK and ELL subgroup students exceeded the growth standard for BIOLOGY<br>**ESSA Student Subgroups**<br>African-American/Black, English Learners | **Comments/Notable Observations**<br>Based on 2022-23 future ready index the growth standard to be met was 70.0 in Biology. WBAHS ELL growth is at 77.0. WBAHS Black subgroup growth is at 73.0. |
| **Indicator**<br>**ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**<br>The Black, White, and Economically Disadvantaged subgroups met or exceeded the interim target in ALGEBRA<br>**ESSA Student Subgroups**<br>African-American/Black, White, Economically Disadvantaged | **Comments/Notable Observations**<br>Based on 2022-2023 future ready index the growth standard for the Black subgroup was 88.0. Based on 2022-2023 future ready index the growth standard for the White subgroup was 100.0. Based on 2022-2023 future ready index the growth standard for the economically disadvantaged subgroup was 100.0. |

| | |
|---|---|
| **Indicator**<br>No Students with Disabilities were proficient or advanced on the BIOLOGY Keystone Exam | **Comments/Notable Observations**<br>Base on 2022-23 future ready index 0% of students with Disabilities were proficient or advanced. |

| ESSA Student Subgroups<br>Students with Disabilities | |
|---|---|
| **Indicator**<br>**ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**<br>No student subgroups met the statewide interim target for proficiency on any of the Keystone Exams<br>**ESSA Student Subgroups**<br>African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**<br>Based on 2022-23 future ready index indicated no subgroup met the statewide interim target for proficiency. |
| **Indicator**<br>The 2 or more races student subgroup did not meet the growth standard for ALGEBRA<br>**ESSA Student Subgroups**<br>Multi-Racial (not Hispanic) | **Comments/Notable Observations**<br>Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS 2 or more races student subgroup was at 69.0. |
| **Indicator**<br>The Hispanic, White, 2 or more races and economically disadvantaged student subgroups did not meet the growth standard for BIOLOGY<br>**ESSA Student Subgroups**<br>Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged | **Comments/Notable Observations**<br>Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Hispanic subgroup was 50.0, the White subgroup was 50.0, 2 or more races subgroup was 63.0, and the economically disadvantaged student subgroup was at 50.0. |

## Summary

### Strengths

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

| |
|---|
| 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 exceeded the growth standard for ELA and ALGEBRA |
| The All student group in ELA exceeded the standard for academic growth. |
| The all student group in Algebra exceeded the standard for academic growth. |

### Challenges

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

| |
|---|
| Only 6.3% of the ALL STUDENTS group were proficient or advanced on the BIOLOGY Keystone Exam. |

| |
|---|
| Only 57.4% of the ALL STUDENTS group were proficient or advanced on the ELA Keystone Exam. |
| Only 15.8% of the ALL STUDENTS group were proficient or advanced on the ALGEBRA Keystone Exam. |

## Local Assessment

### English Language Arts

| Data | Comments/Notable Observations |
|---|---|
| WBASD Quarterly Assessments | The students are inundated with standardized testing throughout the year, this has become burdensome on all our students. |

### English Language Arts Summary

#### Strengths

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

#### Challenges

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

### Mathematics

| Data | Comments/Notable Observations |
|---|---|
| WBASD Quarterly Assessments | The students are inundated with standardized testing throughout the year, this has become burdensome on all our students. |

### Mathematics Summary

#### Strengths

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

#### Challenges

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

### Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|---|---|
| WBASD Quarterly Assessments | The students are inundated with standardized testing throughout the year, this has become burdensome on all our students. |

### Science, Technology, and Engineering Education Summary

#### Strengths

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

#### Challenges

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

# Related Academics

## Career Readiness

| Data | Comments/Notable Observations |
|---|---|
| The overall student population did not meet the career readiness goals for the 2022-23 school year. | Completion rate of career ready required projects was not high due to the number of cyber students and poor student attendance. |
| All Student subgroups did not meet the statewide average for Career standards benchmark. | Completion rate of career ready required projects was not high due to the number of cyber students and poor student attendance. |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| 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. |

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| In Career Standards Benchmark, ALL Student group did not meet performance standard.  (Future Ready Index 2022-23) |
| In Industry Based Learning Benchmark, ALL Student group did not meet performance standard.  (Future Ready Index 2022-23) |

# Equity Considerations

## English Learners

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

| Data | Comments/Notable Observations |
|---|---|
|  |  |
|  |  |
| Future Ready PA Index data | Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS ELL growth on the ELA Keystone is at 100.0, Algebra Keystone is at 94.0, and Biology Keystone is at 77.0. |
| Future Ready PA Index data | Based on 2022-23 future ready index the ELL subgroup did not meet the statewide interim target for proficiency. |

## Students with Disabilities

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

| Data | Comments/Notable Observations |
|---|---|
|  |  |
|  |  |
| Future Ready Index Data | Based on 2022-23 future ready index 0% of students with Disabilities were proficient or advanced in Biology, 5.0% of students with disabilities were proficient or advanced in Algebra, and 15.8% of students with disabilities were proficient or advanced in ELA. |
| Future Ready Index Data | Based on 2022-23 future ready index the growth standard to be met was 70.0 for all tests. Students with Disabilities growth at 93.0 for ELA, 73.0 for ALGEBRA, and 74.0 for BIOLOGY. |

## Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|---|---|
|  |  |

| Future Ready PA Index data | Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS the economically disadvantaged student subgroup was at 100.0 for ELA, 100.0 for Algebra, and 50.0 for Biology. |
|---|---|
| Future Ready PA Index data | Based on 2022-23 future ready index the economically disadvantaged subgroup did not meet the statewide interim target for proficiency. |

## Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|---|---|
| Black | Based on 2022-23 future ready index no subgroup met the statewide interim target for proficiency. Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Black student subgroup was at 96.0 for ELA, 88.0 for Algebra, and 73.0 for Biology. |
| White | White student population failed to meet the statewide growth standard in Biology.  Based on 2022-23 future ready index no subgroup met the statewide interim target for proficiency. Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS White student subgroup was at 100.0 for ELA, 100.0 for Algebra, and 50.0 for Biology. |
| Hispanic | Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Hispanic growth is at 100.0 for ELA, 100.0 for ALGEBRA, and 50.0 for Biology. Based on 2022-23 future ready index no subgroup met the statewide interim target for proficiency. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

| |
|---|
| Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS ELL growth on the ELA Keystone is at 100.0, Algebra Keystone is at 94.0, and Biology Keystone is at 77.0. |
| Based on 2022-23 future ready index the growth standard to be met was 70.0 for all tests. Students with Disabilities growth at 93.0 for ELA, 73.0 for ALGEBRA, and 74.0 for BIOLOGY. |
| Based on 2022-23 future ready index the growth standard to be met was 70.0 in Algebra.  WBAHS economically disadvantaged subgroup growth is at 100.0 in ELA. |
| Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Black student subgroup was at 96.0 for ELA, 88.0 for Algebra, and 73.0 for Biology. |
| Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Hispanic growth is at 100.0 for ELA and 100.0 for ALGEBRA. |

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## Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

| |
|---|
| Based on 2022-23 future ready index no subgroup met the statewide interim target for proficiency. |
| Based on 2022-23 future ready index 0% of students with Disabilities were proficient or advanced in Biology. |
| Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS the economically disadvantaged student subgroup was at 50.0 for Biology. |
| Based on 2022-23 future ready index Hispanic student subgroup and White student subgroup populations failed to meet the statewide growth standard in Biology. |
| |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

| | |
|---|---|
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

| | |
|---|---|
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Emerging |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Emerging |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

## Provide Student-Centered Support Systems

| | |
|---|---|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

## Foster Quality Professional Learning

| | |
|---|---|
| Identify professional learning needs through analysis of a variety of data | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

| |
|---|
| 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 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. |
| Schoolwide Positive Behavior program to increase attendance. |

## Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength | Check for Consideration in Plan |
|---|---|
| Hispanic Students exceeded the growth standard in ELA and ALGEBRA | False |
| Students with Disabilities met the growth standard for all 3 Keystone Exams.  ELA, ALGEBRA, and BIOLOGY | False |
| ELL students exceeded the growth standard for ELA and ALGEBRA | False |
| Teachers are able to quickly identify areas of concern and remediation. | True |
| Teachers are able to quickly identify areas of concern and remediation. | False |
| The All student group in ELA exceeded the standard for academic growth. | False |
| Teachers are able to quickly identify areas of concern and remediation. | False |
| Implemented in our curriculum a College and Career Readiness course(s).  This has positively impacted student focus on future endeavors. | True |
| Implementation of a school-wide positive support behavior plan to improve overall behavior which in turn decreases the amount of classroom disruptions. | True |
| Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS ELL growth on the ELA Keystone is at 100.0, Algebra Keystone is at 94.0, and Biology Keystone is at 77.0. | False |
| Based on 2022-23 future ready index the growth standard to be met was 70.0 for all tests. Students with Disabilities growth at 93.0 for ELA, 73.0 for ALGEBRA, and 74.0 for BIOLOGY. | False |
| Based on 2022-23 future ready index the growth standard to be met was 70.0 in Algebra.  WBAHS economically disadvantaged subgroup growth is at 100.0 in ELA. | False |
| Teacher lessons are aligned to PA Standards. | True |
| 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 partnered with outside agencies to address student mental health issues. | False |
| Support on instruction practices includes: classroom walkthroughs are performed weekly by administration, formal observations, departmental meeting. | False |
| The all student group in Algebra exceeded the standard for academic growth. | False |
| Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Black student subgroup was at 96.0 for ELA, 88.0 for Algebra, and 73.0 for Biology. | False |
| Based on 2022-23 future ready index the growth standard to be met was 70.0. WBAHS Hispanic growth is at 100.0 for ELA and 100.0 for ALGEBRA. | False |
| Schoolwide Positive Behavior program to increase attendance. | False |

## Challenges

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

| Strength | Check for Consideration in Plan |
|---|---|
| Only 6.3% of the ALL STUDENTS group were proficient or advanced on the BIOLOGY Keystone Exam. | True |
| Only 57.4% of the ALL STUDENTS group were proficient or advanced on the ELA Keystone Exam. | True |
| Only 15.8% of the ALL STUDENTS group were proficient or advanced on the ALGEBRA Keystone Exam. | True |
| Students are tested multiple times a year making it difficult to schedule exams. | False |
| In Career Standards Benchmark, ALL Student group did not meet performance standard.  (Future Ready Index 2022-23) | False |
| In Industry Based Learning Benchmark, ALL Student group did not meet performance standard.  (Future Ready Index 2022-23) | False |
| Based on 2022-23 future ready index no subgroup met the statewide interim target for proficiency. | False |
| Based on 2022-23 future ready index 0% of students with Disabilities were proficient or advanced in Biology. | False |
| Based on 2022-23 future ready index the growth standard to be met was 70.0.  WBAHS the economically disadvantaged student subgroup was at 50.0 for Biology. | False |
| Address attendance issue for those students who are coming to school late or not attending at all. | True |
| Increase the promotion rate by addressing the needs of all of our students and their families. | False |
| 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. | False |
| Students are tested multiple times a year making it difficult to schedule exams. | False |
| Students are tested multiple times a year making it difficult to schedule exams. | False |
| Based on 2022-23 future ready index Hispanic student subgroup and White student subgroup populations failed to meet the statewide growth standard in Biology. | False |
| Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes. | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|---|---|---|
| Only 6.3% 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. | True |
| Only 57.4% 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. | True |
| Only 15.8% 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. | True |
| 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. | False |

## Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|---|
| 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. | Our SWPSBP is an incentive to come to school which will help increase school wide attendance and encourage positive classroom behavior.  Student will be more motivated to attend school on a regular basis. |
| Teacher lessons are aligned to PA Standards. | |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|---|---|
| | Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency. |
| | Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency. |
| | Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency. |

# Goal Setting

## Priority: Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency.

| Outcome Category | | | |
|---|---|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Each quarter the goal will be to increase the number of students by 2.5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Increase in Proficiency | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 25% of students will score proficient or advanced on the district subject assessment. | The percentage of students who score proficient or advanced on the district subject assessment will increase by 2.5%. | The percentage of students who score proficient or advanced on the district subject assessment will increase by 2.5%. | The percentage of students who score proficient or advanced on the Pennsylvania Keystone Algebra Exam, Keystone Biology Exam, and Keystone Literature Exam will increase by 5% from the previous school year. |

## Priority: Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency.

| Outcome Category | | | |
|---|---|---|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Each quarter the goal will be to increase the number of students by 2.5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Increase in Proficiency | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 25% of students will score proficient or advanced on the district subject assessment. | The percentage of students who score proficient or advanced on the district subject assessment will increase by 2.5%. | The percentage of students who score proficient or advanced on the district subject assessment will increase by 2.5%. | The percentage of students who score proficient or advanced on the Pennsylvania Keystone Algebra Exam, Keystone Biology Exam, and Keystone Literature Exam will increase by 5% from the previous school year. |

## Priority: Through the use of District subject assessments, we will identify the students in need of remediation and provide pathways to ensure fluency.

| Outcome Category |
|---|
| Essential Practices 1: Focus on Continuous Improvement of Instruction |

| Measurable Goal Statement (Smart Goal) | | | |
|---|---|---|---|
| Each quarter the goal will be to increase the number of students by 2.5% who score proficient or advanced on the district subject assessment at the end of the 1st, 2nd, and 3rd quarters. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Increase in Proficiency | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 25% of students will score proficient or advanced on the district subject assessment. | The percentage of students who score proficient or advanced on the district subject assessment will increase by 2.5%. | The percentage of students who score proficient or advanced on the district subject assessment will increase by 2.5%. | The percentage of students who score proficient or advanced on the Pennsylvania Keystone Algebra Exam, Keystone Biology Exam, and Keystone Literature Exam will increase by 5% from the previous school year. |

# Action Plan

## Measurable Goals

| | |
|---|---|
| Increase in Proficiency | |
| Increase in Proficiency | Increase in Proficiency |

## Action Plan For: Diagnostic Assessments

**Measurable Goals:**

- Each quarter the goal will be to increase the number of students by 2.5% 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 Date | |
|---|---|---|---|
| District Supervisors will meet with their respective departments to introduce the district assessments that will be utilized during the school year. | | 2024-09-03 | 2024-09-04 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Colleen Robatin/Building Principal Tom Zelinka/K-12 Curriculum Supervisor Corrine Drost/Mathematics Supervisor | District Assessments and access to shared Google drive | No | |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Teachers will administer district assessments three times throughout the school year to collect data regarding student proficiency. | | 2024-10-28 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Tom Zelinka/K-12 Curriculum Supervisor Corrine Drost/Mathematics Supervisor | District Assessments, access to shared Google drive, and access to Link It! program | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| By the end of the 2024-2025 school year, the number of students reaching proficiency on district assessments in the all student group at WBAHS will increase by 5% from the initial baseline. | Building Principals and District Supervisors will complete walk-throughs, hold department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using best practices in the classroom. |

## Action Plan For: Data Analysis

**Measurable Goals:**

- Each quarter the goal will be to increase the number of students by 2.5% 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 Date | |
|---|---|---|---|
| District Supervisors and Instructional Coaches will demonstrate and explain how to utilize the data collected from the district assessments. | | 2024-09-04 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Colleen Robatin/Building Principal Tom Zelinka/K-12 Curriculum Supervisor Corrine Drost/Mathematics Supervisor Instructional Coaches | Link It! Program access, reports, and training | Yes | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Teachers and Instructional Coaches will utilize the data provided from the district assessments of their students to adapt their classroom techniques and incorporate best practices into the classroom. | | 2024-10-28 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Classroom Teachers, Instructional Coaches | District Assessment data | No | |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|---|---|
| Building principals, department teachers, and Instructional Coaches will meet at minimum once per month to discuss curriculum pacing, best practices being used in other classrooms, assessment data, and to encourage collaboration between department teachers. | | 2024-09-09 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | |
| Instructional Coaches, Building Principals | Course Curriculum, shared space for teacher collaboration, and access to materials to allow teachers to incorporate best practices and strategies in the classroom, and content area resources | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| 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 2024-2025 school year, the number of students reaching proficiency on district assessments will increase by 5% and the number of students | Building Principals and District Supervisors will complete walk-throughs, hold department meetings, and formal teacher evaluations to ensure classroom teachers are following the curriculum and using best practices in the classroom. |

| reaching proficient or advanced on the Keystone exam in the all student group for Literature, Algebra, and Biology at WBAHS will increase by 5%. | |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

| eGgrant Budget Category (Schoolwide Funding) | Action Plan(s) | Expenditure Description | Amount |
|---|---|---|---|
| Instruction | • Diagnostic Assessments<br>• Data Analysis | SALARIES OF INTERVENTION SPECIALISTS | 788205 |
| Instruction | • Diagnostic Assessments<br>• Data Analysis | BENEFITS OF INTERVENTION SPECIALISTS | 440462 |
| Instruction | • Diagnostic Assessments<br>• Data Analysis | Classroom resources for Title I Interventionists to include technology hardware and software, PBIS supplies | 86892 |
| Title II.A and Title IV.A Transfer Funds | • Diagnostic Assessments<br>• Data Analysis | SALARIES OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM (Transferred from Title IV) | 30560 |
| Title II.A and Title IV.A Transfer Funds | • Diagnostic Assessments<br>• Data Analysis | BENEFITS OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM (Transferred from Title IV) | 7640 |
| Title II.A and Title IV.A Transfer Funds | • Diagnostic Assessments<br>• Data Analysis | RESOURCES IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS, TEACHERS | 20010 |

| | | | |
|---|---|---|---|
| | | AND ADMINISTRATORS FOR USE IN AFTER-SCHOOL PROGRAM (Transferred from Title IV) | |
| Title II.A and Title IV.A Transfer Funds | • Diagnostic Assessments<br>• Data Analysis | FOOD SERVICE TO PROVIDE HEALTHY SNACKS FOR STUDENTS PARTICIPATING IN AFTER-SCHOOL PROGRAM (Transferred from Title IV) | 6400 |
| Title II.A and Title IV.A Transfer Funds | • Diagnostic Assessments<br>• Data Analysis | SALARIES OF INTERVENTION SPECIALISTS (Transferred from Title II) | 173031 |
| Title II.A and Title IV.A Transfer Funds | • Diagnostic Assessments<br>• Data Analysis | BENEFITS OF INTERVENTION SPECIALISTS (Transferred from Title II) | 66373 |
| Total Expenditures | | | 1619573 |

# Professional Development

## Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| Data Analysis | District Supervisors and Instructional Coaches will demonstrate and explain how to utilize the data collected from the district assessments. |

## District/Department in-Services

| Action Step | | |
|---|---|---|
| • District Supervisors and Instructional Coaches will demonstrate and explain how to utilize the data collected from the district assessments. | | |
| **Audience** | | |
| Building principals and classroom faculty/staff | | |
| **Topics to be Included** | | |
| Training and strategies to increase proficiency and utilize district data | | |
| **Evidence of Learning** | | |
| Best practices utilized in the classroom settings | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Colleen Robatin/Building Principal Tom Zelinka/K-12 District Curriculum Supervisor Corrine Drost/Mathematics Supervisors Instructional Coaches | 2024-09-03 | 2025-06-06 |

## Learning Format

| Type of Activities | Frequency |
|---|---|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Scheduled District Days |
| **Observation and Practice Framework Met in this Plan** | |
| • 4a: Reflecting on Teaching <br> • 1c: Setting Instructional Outcomes <br> • 3d: Using Assessment in Instruction <br> • 2c: Managing Classroom Procedures | |
| **This Step Meets the Requirements of State Required Trainings** | |
| | |

## Approvals & Signatures

| Uploaded Files |
|---|
| • AFFIRMATION STATEMENT - WILKES-BARRE AREA SCHOOL DISTRICT SIGNED.pdf |

| Chief School Administrator | Date |
|---|---|
| Dr. Brian Costello | 2024-08-11 |
| **Building Principal Signature** | **Date** |
| Colleen Robatin | 2024-08-28 |
| **School Improvement Facilitator Signature** | **Date** |
| Deanna Mennig | 2024-08-28 |