

Profile and Plan Essentials

School		AUN/Branch
G.A.R. Memorial Middle School		3008
Address 1		
250 South Grant St.		
Address 2		
City	State	Zip Code
Wilkes-Barre	PA	18702
Chief School Administrator		Chief School Administrator Email
Dr. Brian Costello		brian.costello@wbasd.k12.pa.us
Principal Name		
Sean McLaughlin		
Principal Email		
smclaughlin@wbasd.k12.pa.us		
Principal Phone Number		Principal Extension
(570)826-7111		5112
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	Superintendent	Wilkes-Barre Area School District	bcostello@wbasd.k12.pa.us
Denise Thomas	School Board Member	Wilkes-Barre Area School District	denisethomas910@gmail.com
Kimberly Pasonick	Title I Teacher	G.A.R. Memorial Middle School	kpasonick@wbasd.k12.pa.us
Melissa Myers	District Level Leaders	G.A.R. Memorial Middle School	mmyers@wbasd.k12.pa.us
Brenda Cavalari	Teacher	G.A.R. Memorial Middle School	bcavalari@wbasd.k12.pa.us
Betsy Witczak	Teacher	G.A.R. Memorial Middle School	bwitczak@wbasd.k12.pa.us
Tina Najera	Other	G.A.R. Memorial Middle School	tnajera@wbasd.k12.pa.us
Michael Ostrum	Teacher	G.A.R. Memorial Middle School	mostrum@wbasd.k12.pa.us
Anita Zaboski	Other	Children's Service Center	Azaboski@e-csc.org
Tim Walker	Community Member	Restored Church	tim@restoredchurch.org
Corinne Drost	District Level Leaders	Wilkes-Barre Area School District	cdrost@wbasd.k12.pa.us
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District	lzigmund@wbasd.k12.pa.us
Taniqua Scott	Parent	G.A.R. Memorial Middle School	taniquascott@gmail.com
Sean McLaughlin	Principal	G.A.R. Memorial Middle School	smclaughlin@wbasd.k12.pa.us
Renee Schneider	Parent	G.A.R. Memorial Middle School	rschneider570@gmail.com
Michele Williams	District Level Leaders	Wilkes-Barre Area School District	mwilliams@wbasd.k12.pa.us

Vision for Learning

Vision for Learning

GAR Memorial Middle School's Mission is to maintain an equitable education for all learners by sustaining a positive, safe, and respectful environment which inspires and develops courageous student 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! The teachers and staff of GAR will nurture a rigorous academic learning environment to prepare all students to be successful in their futures.

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	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All Student Group	All student group for ELA and Literature exceeded the overall state growth score of 75. GAR score was 100.
All Student Group	All student group for Math exceeded the overall state growth score of 75.3.. GAR score was 100.
All student group	All student group for Science exceeded the overall state growth score of 75.1 for Biology/Science. GAR score was 100.

Challenges

Indicator	Comments/Notable Observations
All Student group	In Math, the all student group did not meet the state wide average in proficiency (38.3%), GAR score was 11.5%
All Student group	In ELA, the all student group did not meet the state wide average in proficiency (54.5%), GAR score was 37.6%
All Student group	In Science, the all student group did not meet the state wide average in proficiency (58.9%), GAR score was 38.6%
All student group	In English, the all student group did not meet the state wide average for advanced on the state assessments (15%), GAR score was 5.6%
All student group	In Math, the all student group did not meet the state wide average for advanced on the state assessments (14%), GAR score was 2.2%
All student group	In Science, the all student group did not meet the state wide average for advanced on the state assessments (26%), GAR score was 13.1%
All student group	For the English Language Growth and Attainment, the all student group did not meet the statewide average (29%), GAR score was 13.6%
All student group	For regular attendance, the all student group did not meet the statewide average (73.9%), GAR score was 52.1%
All student group	For Grade 7 math early indicators of success, GAR score was 6.4%
All student group	For the Career Standards Benchmark all student group, GAR did not meet the statewide average (89.6%), GAR score was 68.7%

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

Strengths

Indicator	Comments/Notable Observations
All ELA Subgroups ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	All subgroups, Black, Hispanic, White, economically disadvantaged, ELL, 2 or more races, and disability students all showed growth. The 2 or more races (26.8%) and ELL (24.2%) subgroups met or exceeded the interim targets

Indicator Math subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations In all subgroups except ELL, students showed growth
Indicator Science subgroups ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations all subgroups students showed growth. The black (44.4%) and Hispanic (35%) subgroups met or exceeded the interim targets
Indicator All ELA subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups except White (99%) and 2 or more races (97%), scored 100% on growth score. and scored above the statewide average of 75%
Indicator All Math subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups except 2 or more races (73%) exceeded the statewide average for growth, 75.3%
Indicator All Science subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups scored above the statewide average of 75.1%

Challenges

Indicator All ELA subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All scored below statewide average
Indicator	Comments/Notable Observations

All Math subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	All scored below statewide average. ELL subgroup went down from previous year
Indicator All science subgroups ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All scored below statewide average
Indicator Math student with disabilities subgroup ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations did not meet statewide average and went down from previous year
Indicator ELA all subgroups on Advanced on State Assessments ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups scored below statewide average
Indicator Math all subgroups on Advanced on State Assessments ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups scored below statewide average
Indicator Science all subgroups on Advanced on State Assessments ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups scored below statewide average
Indicator All subgroups on English Language Growth and Attainment ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups scored below statewide average
Indicator All subgroups for Regular attendance ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All subgroups did not meet the statewide average

Indicator All subgroups for Career Standards Benchmark ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations all subgroups did not meet the statewide average
---	--

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.

All tested subject areas (ELA, Math, Science) all student growth exceeded the growth standard, many at 100%
The black (44.4%) and Hispanic (35%) subgroups met or exceeded the interim targets in Science
All subgroups except 2 or more races (73%) exceeded the statewide average for growth, 75.3% for Math

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.

In regular attendance, all groups/subgroups went below the statewide average
In Mathematics, the students with disabilities subgroup decreased in performance from previous year
In Mathematics, the ELL subgroup decreased in performance from previous year
In all tested subjects (ELA, Math, Science), all groups did not meet the proficiency standards of the statewide average
In career standards benchmark, all groups did not meet the proficiency standards of the statewide average

Local Assessment

English Language Arts

Data	Comments/Notable Observations
District Quarterly Assessments 7th Grade English	Adv. BOY-6% MOY-3% EOY- 8% Prof. BOY-51% MOY-29% EOY- 35% Bas. BOY-21% MOY-30% EOY-10% Bel. Bas.BOX-22% MOY-38% EOY-47%
6th Grade Exact Path Usage Reading	Q1-62% Q2-67% Q3-70% Q4- 66%
District Quarterly Assessments 6th Grade ELA	Adv. BOY-1% MOY-6% EOY- 12% Prof. BOY-17% MOY-31% EOY- 27% Bas. BOY-10% MOY-18% EOY-37% Bel. Bas.BOX-72% MOY-45% EOY-23%
District Quarterly Assessments 8th Grade English	Adv. BOY-1% MOY-5% EOY- 4% Prof. BOY-28% MOY-31% EOY- 36% Bas. BOY-15% MOY-26% EOY- 13% Bel. Bas.BOX-56% MOY-39% EOY- 47%
7th Grade Exact Path Usage Reading	Q1-60% Q2-67% Q3-66% Q4- 38%%
8th Grade Exact Path Usage Reading	Q1-58% Q2-58% Q3-61% Q4- 58%

English Language Arts Summary

Strengths

The completion rate remained steady in all grade levels for Reading Exact Path Diagnostic data. Due to PSSA score results, we will be implementing Exact Path in English class more frequently to help address deficiency.
Although the proficiency rates in GAR ELA assessments in all grade levels are lower than 50%, they are higher than any proficiency rates in GAR Math assessments.
ELA teachers meet monthly during professional learning community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.

Challenges

Student transiency impacts student academic performance overall.
There is a major discrepancy with relying on all grade levels' Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment. This will be addressed by more administrative oversight of the program as well as increase frequency use in English courses

Mathematics

Data	Comments/Notable Observations
District Quarterly Assessments 6th Grade	Adv. Q1-0% Q2-0% Q3-0% Prof. Q1-8% Q2-9% Q3-4% Bas. Q1-14% Q2-14% Q3-7% Q4- Bel. Bas. Q1-78% Q2-77% Q3-89% Q4-
District Quarterly Assessments 7th Grade	Adv. Q1-1% Q2-0% Q3-0% Prof. Q1-15% Q2-4% Q3-3% Bas. Q1-11% Q2-7% Q3-4% Q4- Bel. Bas. Q1-73% Q2-88% Q3-93% Q4-

District Quarterly Assessments 8th grade	Adv. Q1-0% Q2-1% Q3-0% Prof. Q1-7% Q2-8% Q3-6% Bas. Q1-6% Q2-8% Q3-6% Q4- Bel. Bas. Q1-87% Q2-83% Q3-88% Q4-
6th Grade Exact Path Usage	Q1-76% Q2-80% Q3-83% Q4- 79%
7th Grade Exact Path Usage	Q1- 65% Q2-73% Q3-76% Q4- 61%
8th Grade Exact Path Usage	Q1-60% Q2-68% Q3-75% Q4- 71%

Mathematics Summary

Strengths

Mathematics teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.
The Exact Path Math Diagnostic tool usage was much higher than English and Reading; thereby, indicating better data reliability and teacher implementation efforts.

Challenges

There are no district math assessments that provide progress monitoring to determine appropriate instructional adjustments and interventions for students.
Student transiency impacts student academic performance overall.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Life Science, Grade 6, Common Assessment	Adv. Q1-6% Q2-24% Q3-7% Prof. Q1-35% Q2-38% Q3-26% Bas. Q1-11% Q2-28% Q3-51% Q4- Bel. Bas. Q1-49% Q2-11% Q3-15% Q4-
Physical Science, Grade 7, Common Assessment	Adv. Q1-0% Q2-5% Q3-4% Prof. Q1-10% Q2-16% Q3-36% Bas. Q1-11% Q2-46% Q3-43% Q4- Bel. Bas. Q1-79% Q2-33% Q3-16% Q4-
Earth Science, Grade 8, Common Assessment	Adv. Q1-13% Q2-3% Q3-11% Prof. Q1-39% Q2-27% Q3-41% Bas. Q1-8% Q2-9% Q3-32% Q4- Bel. Bas. Q1-40% Q2-61% Q3-15% Q4-

Science, Technology, and Engineering Education Summary

Strengths

PLCs and the Data team review common assessments to direct instruction.
Common (Benchmark) Assessments are being revised during the 2023 summer to be aligned directly to the curriculum to include questions that students are reaching depth of knowledge in science.
Implementation of a STEM course for all 6th grade students provides them science, technology, engineering, and mathematics academic opportunities.
Review of curriculum and quarterly assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning.

Challenges

Student transiency impacts student academic performance overall.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards benchmark	GAR did not attain the state goal or average with a 68.7% completion percentage in grade 8 in 22-23 school year

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Social/Emotional Curriculum	In Health classes, a social/emotional curriculum is taught to 6th, 7th and 8th grades

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.

Implementation of a social-emotional curriculum has positively impacted student focus and success in school. It will be integrated across all curriculum areas with designated SEL theme and lesson plans in each subject area each quarter of the school year
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. A proposed increase in instructional coaches will help to implement this program with more fidelity than in its first year

Career Readiness participation rate in the 2022-2023 school year indicated significant growth from previous year especially in non reporting grades which will increase future benchmark completion

Challenges

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

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.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
eMetric	ELL students subgroup performed below statewide average but were increasing for growth and attainment. For proficiency, the ELL subgroup scored below the statewide average but did meet the interim target and showed growth
ELLvation District ELD Assessment Data base-WIDA	this progress monitoring tool assists ELL teachers to assure data driven instruction occurs and monitors ELL student progress towards meeting their goals
On track measures for attendance	ELL subgroup did not meet the state wide average and scored below at 56.8%, a drop from the previous year

Students with Disabilities

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

Data	Comments/Notable Observations
On-Track Measures for Attendance	This target did not meet the state average of 73.9%; GAR decreased from previous year to 48.5%
Aimsweb and iXL	This progress monitoring tool assists IEP case managers and teachers to assure data-driven instruction occurs and monitors IEP students' progress toward meeting their annual goals.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
On-Track Measures for Attendance	This target did not meet the state average of 73.9%; GAR was at 51.3%

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Although students with disabilities are not meeting the state set goals for ELA, Math, and Science, they continue to show growth in a number of categories.
Aimsweb and iXL are used as progress monitoring tools to assist IEP case managers and teachers to assure data-driven instruction occurs and monitors IEP students' progress toward meeting their annual goals.
ELLvation District ELD Assessment Database-WIDA ACCESS is used as progress monitoring tools to assist ELL teachers to assure data-driven instruction occurs and monitors ELL students' progress toward meeting their annual goals.

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.

There are no formative assessment measures that provide categorized information for ELL students.
GAR targeted groups; Economically Disadvantaged, English Learners and Students with Disabilities; did not meet the statewide performance standard for regular attendance.

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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
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?

Our teachers have implemented a variety of instructional and assessment strategies to monitor student learning and progress in order to make necessary instructional adjustments (i.e. exit tickets)
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 out students and staff.
A mental health therapist became part of the school team to address social-emotional struggles with students, implement peer mediation strategies, manage mental health crises, and provide education for self-regulation and coping skills during health classes.
The school-wide positive behavior support program continues to maintain school-wide consistent and proactive disciplinary practices for all students to maximize their time in the instructional environment. Discipline referrals have decreased significantly as PBIS has continued to be implemented, down 40% from 22-23 to 23-24 school years

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?

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. Moving into the 24-25 school year, instructional coaches will become part of the MTSS process further supporting students in their progress to increase achievement
Address attendance issues for those students that are coming to school late or not attending at all.
PBIS is needed to decrease the number of major behavior issues in students, improve attendance and academic success, and maintain a positive school community.
Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.

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
All tested subject areas (ELA, Math, Science) all student growth exceeded the growth standard, many at 100%	True
The black (44.4%) and Hispanic (35%) subgroups met or exceeded the interim targets in Science	True
All subgroups except 2 or more races (73%) exceeded the statewide average for growth, 75.3% for Math	False
The completion rate remained steady in all grade levels for Reading Exact Path Diagnostic data. Due to PSSA score results, we will be implementing Exact Path in English class more frequently to help address deficiency.	False
Although the proficiency rates in GAR ELA assessments in all grade levels are lower than 50%, they are higher than any proficiency rates in GAR Math assessments.	False
ELA teachers meet monthly during professional learning community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.	True
Implementation of a STEM course for all 6th grade students provides them science, technology, engineering, and mathematics academic opportunities.	False
Review of curriculum and quarterly assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning.	False
Career Readiness participation rate in the 2022-2023 school year indicated significant growth from previous year especially in non reporting grades which will increase future benchmark completion	False
A mental health therapist became part of the school team to address social-emotional struggles with students, implement peer mediation strategies, manage mental health crises, and provide education for self-regulation and coping skills during health classes.	False
Aimsweb and iXL are used as progress monitoring tools to assist IEP case managers and teachers to assure data-driven instruction occurs and monitors IEP students' progress toward meeting their annual goals.	True
ELLvation District ELD Assessment Database-WIDA ACCESS is used as progress monitoring tools to assist ELL teachers to assure data-driven instruction occurs and monitors ELL students' progress toward meeting their annual goals.	True
PLCs and the Data team review common assessments to direct instruction.	True
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. A proposed increase in instructional coaches will help to implement this program with more fidelity than in its first year	True

Mathematics teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.	True
Common (Benchmark) Assessments are being revised during the 2023 summer to be aligned directly to the curriculum to include questions that students are reaching depth of knowledge in science.	True
Although students with disabilities are not meeting the state set goals for ELA, Math, and Science, they continue to show growth in a number of categories.	True
The Exact Path Math Diagnostic tool usage was much higher than English and Reading; thereby, indicating better data reliability and teacher implementation efforts.	True
Implementation of a social-emotional curriculum has positively impacted student focus and success in school. It will be integrated across all curriculum areas with designated SEL theme and lesson plans in each subject area each quarter of the school year	True
The school-wide positive behavior support program continues to maintain school-wide consistent and proactive disciplinary practices for all students to maximize their time in the instructional environment. Discipline referrals have decreased significantly as PBIS has continued to be implemented, down 40% from 22-23 to 23-24 school years	True
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.	False
Our teachers have implemented a variety of instructional and assessment strategies to monitor student learning and progress in order to make necessary instructional adjustments (i.e. exit tickets)	True
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 out students and staff.	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
In Mathematics, the ELL subgroup decreased in performance from previous year	False
In all tested subjects (ELA, Math, Science), all groups did not meet the proficiency standards of the statewide average	True
In career standards benchmark, all groups did not meet the proficiency standards of the statewide average	False
In regular attendance, all groups/subgroups went below the statewide average	True
In Mathematics, the students with disabilities subgroup decreased in performance from previous year	False
There are no district math assessments that provide progress monitoring to determine appropriate instructional adjustments and interventions for students.	False
There is a major discrepancy with relying on all grade levels' Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment	True

from the first quarter benchmark to the end of the year benchmark assessment. This will be addressed by more administrative oversight of the program as well as increase frequency use in English courses	
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. Moving into the 24-25 school year, instructional coaches will become part of the MTSS process further supporting students in their progress to increase achievement	True
Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.	True
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.	True
Student transiency impacts student academic performance overall.	False
There are no formative assessment measures that provide categorized information for ELL students.	False
Address attendance issues for those students that are coming to school late or not attending at all.	False
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.	False
Student transiency impacts student academic performance overall.	False
Student transiency impacts student academic performance overall.	False
GAR targeted groups; Economically Disadvantaged, English Learners and Students with Disabilities; did not meet the statewide performance standard for regular attendance.	True
PBIS is needed to decrease the number of major behavior issues in students, improve attendance and academic success, and maintain a positive school community.	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.

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 as well as decreasing student discipline issues. PBIS implementation and more supports through MTSS will help to address discipline and academic deficiencies

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In all tested subjects (ELA, Math, Science), all groups did not meet the proficiency standards of the statewide average		False
In regular attendance, all groups/subgroups went below the statewide average		False
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.	Attendance rewards program through PBIS and increased communication with parents about the importance of regular school attendance will address this concern	True
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. Moving into the 24-25 school year, instructional coaches will become part of the MTSS process further supporting students in their progress to increase achievement	Initial and benchmarking assessments accompanied with data analysis meetings will address systematic implementation of a multi-tiered approach of interventions for students.	True
Identify the struggling subgroups and offer additional assistance as needed to improve academic and social outcomes.		False
There is a major discrepancy with relying on all grade levels' Exact Path data for Math, English and Reading due to the steady decline of students completing the diagnostic assessment and teachers' general lack of implementation of the assessment from the first quarter benchmark to the end of the year benchmark assessment. This will be addressed by more administrative oversight of the program as well as increase frequency use in English courses	Exact Path for English and Reading will become more of a priority so the teachers can use the data to identify students in need of additional support	True
GAR targeted groups; Economically Disadvantaged, English Learners and Students with Disabilities; did not meet the statewide performance standard for regular attendance.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA teachers meet monthly during professional learning community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.	
Aimsweb and iXL are used as progress monitoring tools to assist IEP case managers and teachers to assure data-driven instruction occurs and monitors IEP students' progress toward meeting their annual goals.	

ELLvation District ELD Assessment Database-WIDA ACCESS is used as progress monitoring tools to assist ELL teachers to assure data-driven instruction occurs and monitors ELL students' progress toward meeting their annual goals.	
Although students with disabilities are not meeting the state set goals for ELA, Math, and Science, they continue to show growth in a number of categories.	
PLCs and the Data team review common assessments to direct instruction.	
Common (Benchmark) Assessments are being revised during the 2023 summer to be aligned directly to the curriculum to include questions that students are reaching depth of knowledge in science.	Teachers are implementing PSSA Released item style questions into quarterly assessments to better prepare students for the PSSAs.
All tested subject areas (ELA, Math, Science) all student growth exceeded the growth standard, many at 100%	PLCs and the Data team meetings reviewed math performance data monthly and adjusted instruction accordingly.
The black (44.4%) and Hispanic (35%) subgroups met or exceeded the interim targets in Science	All students will be able to access the program Exact Path to help with academic recovery since chrome books are given to every student.
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. A proposed increase in instructional coaches will help to implement this program with more fidelity than in its first year	The Director of Middle Level of Education is a position that was newly created in order to guide newly formed GAR's 'WIN Team (What I Need)/ MTSS through successful implementation with the support of the LIU 18.
The school-wide positive behavior support program continues to maintain school-wide consistent and proactive disciplinary practices for all students to maximize their time in the instructional environment. Discipline referrals have decreased significantly as PBIS has continued to be implemented, down 40% from 22-23 to 23-24 school years	Although school-wide behavior expectations are consistent, the consistency of implementation is lacking building-wide, which will need to be addressed with the support of LIU 18 and the Director of Middle Level Education.
Mathematics teachers meet monthly during professional learnign community time (PLCs) to review assessment results and discuss teaching methods that are productive with each student group. Then we can use that data and build upon it in order to achieve continuous growth.	
Our teachers have implemented a variety of instructional and assessment strategies to monitor student learning and progress in order to make necessary instructional adjustments (i.e. exit tickets)	
Implementation of a social-emotional curriculum has positively impacted student focus and success in school. It will be integrated across all curriculum areas with designated SEL theme and lesson plans in each subject area each quarter of the school year	
The Exact Path Math Diagnostic tool usage was much higher than English and Reading; thereby, indicating better data reliability and teacher implementation efforts.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Attendance rewards program through PBIS and increased communication with parents about the importance of regular school attendance will address this concern
	Currently, there is no system in place to identify struggling learners through an early warning system and determine appropriate interventions. A multi-tiered system will be implemented, meeting monthly, to determine students in need of support and means to progress monitor, with the support of the LIU 18.
	Student completion of the diagnostic assessments via Exact Path in Reading and English during each benchmark timeframe will improve. The results will assist teachers with identifying students in need of additional support in each respective content area.

Goal Setting

Priority: Currently, there is no system in place to identify struggling learners through an early warning system and determine appropriate interventions. A multi-tiered system will be implemented, meeting monthly, to determine students in need of support and means to progress monitor, with the support of the LIU 18.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year.			
Measurable Goal Nickname (35 Character Max)			
WIN TEAM-MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5% of students will be in tiered interventions	7% of students will be in tiered interventions	10% of students will be in tiered interventions	15% of students will be in tiered interventions

Priority: Student completion of the diagnostic assessments via Exact Path in Reading and English during each benchmark timeframe will improve. The results will assist teachers with identifying students in need of additional support in each respective content area.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Student increase of average number of students in grades 6-8 working at proficient level according to PSSA aligned scores from 25-30% in Math and 36% to 41% in Reading via Exact Path during each benchmark timeframe of fall, winter, and spring. The results will assist teachers with identifying students in need of additional targeted support in each respective content area.			
Measurable Goal Nickname (35 Character Max)			
Diagnostic Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
37% proficient in Reading 26% proficient in Math	38% proficient in Reading 27% proficient in Math	39% proficient in Reading 28% proficient in Math	41% proficient in Reading 30% proficient in Math

Priority: Attendance rewards program through PBIS and increased communication with parents about the importance of regular school attendance will address this concern

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			

Student attendance will increase by 8% from 2022-2023 school year rate of 52.1%. We will target the increase in attendance with PBIS and increased parent communication.

Measurable Goal Nickname (35 Character Max)

Regular Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
54% (2% increase)	56% (4% increase)	58% (6% increase)	60% (8% increase)

Action Plan

Measurable Goals

Diagnostic Assessments	WIN TEAM-MTSS
Regular Attendance	

Action Plan For: Early Warning & Intervention Monitoring System

Measurable Goals:
A multi-tiered system of support team, 'The WIN Team' will be implemented and meet monthly to identify students who are in need of academic and/or behavioral support. Of the students who are identified for targeted interventions, based upon the number of office referrals and/or failing classes, 15% of the student population will require interventions throughout the school year.

Action Step		Anticipated Start/Completion Date	
Provide staff with Exact Path student data reports from previous school year. Provide explicit expectations to Reading and math teachers for weekly student usage and teacher analysis of the reports		2024-09-30	2024-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sean McLaughlin-Principal Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco	Exact Path Reports by grade level and subject area. Time scheduled in calendar for teachers to look at the data, implement Exact path in class, and use the reports to increase student achievement	Yes	
Action Step		Anticipated Start/Completion Date	
Implementing an online data base for exit ticket usage and results		2024-09-30	2024-11-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sean McLaughlin-Principal Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco	District subscription to formative for core content teachers. PD for staff. Admin monitoring of implementation through walk throughs and observations	Yes	
Action Step		Anticipated Start/Completion Date	
Monthly PLC/data team meetings that review the diagnostic data from Exact Path, formative/exit tickets		2024-09-30	2025-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Teachers from each department Sean McLaughlin-Principal Melissa Myers- Director of Middle Level Education Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco	Data coordinator formative database to provide reports for student proficiency of daily exit tickets/formative and exact path diagnostic assessment data. LIU 18 personnel support	No	
Action Step		Anticipated Start/Completion Date	
Establish a team of staff to be members of WIN (what I need) team that will implement and follow MTSS model. Team will determine evidence based interventions, data will be tracked and monitored using PBIS, student management system, and a google sheet maintained tracking students and interventions throughout the year		2024-09-30	2025-05-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Melissa Myers-Director of Middle Level Education Sean McLaughlin-Principal Instructional coaches Data Coordinator-Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal-Erik Draco	LIU 18 support for MTSS presentation, monthly meetings scheduled. Team (psychologist, guidance counselor, principals, data coordinator, instructional coaches	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PLC/data team members will be observably referencing report from Formative and Exact Path in order to determine instructional best practices that will increase student proficiency on Exact Path assessments. Admin observations in classroom will indicate observable teacher implementation of exit tickets/formative and Exact path	Data coordinator and instructional coaches will monitor exact path data along with building administration. They will also monitor the exit ticket/exact path data. Classroom teachers will monitor the student's proficiency daily (optimal), weekly at minimum

Action Plan For: Regular Attendance Supports

Measurable Goals:
Student attendance will increase by 8% from 2022-2023 school year rate of 52.1%. We will target the increase in attendance with PBIS and increased parent communication.

Action Step		Anticipated Start/Completion Date	
PBIS team will create attendance rewards and incentives to increase student regular attendance		2024-09-09	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Sean McLaughlin-Principal Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco PBIS Coordinator	PBIS team, creation of reward activities and prizes to incentivize students	No	
Action Step		Anticipated Start/Completion Date	
Increased communication to families via Skyalert messaging, parent engagement events, and monthly e-newsletter about the importance of regular attendance and how it relates to daily student academic success as well as achievement on state testing		2024-09-09	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sean McLaughlin-Principal Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco	Subscription possibly needed for e-newsletter	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased information to parents and rewards to students will increase student regular attendance by at least 8% this upcoming school year	Sean McLaughlin- Principal will run monthly reports and share information to students, staff, and families and share incentive winners

Action Plan For: Diagnostic Assessments

Measurable Goals:
Student increase of average number of students in grades 6-8 working at proficient level according to PSSA aligned scores from 25-30% in Math and 36% to 41% in Reading via Exact Path during each benchmark timeframe of fall, winter, and spring. The results will assist teachers with identifying students in need of additional targeted support in each respective content area.

Action Step		Anticipated Start/Completion Date	
Provide staff with Exact Path student data reports from previous school year. Provide explicit expectations to Reading and math teachers for weekly student usage and teacher analysis of the reports		2024-09-30	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sean McLaughlin-Principal Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco	Exact Path Reports by grade level and subject area. Time scheduled in calendar for teachers to look at the data, implement Exact path in class, and use the reports to increase student achievement	Yes	
Action Step		Anticipated Start/Completion Date	

Monthly PLC/data team meetings that review the diagnostic data from Exact Path, formative/exit tickets		2024-09-30	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sean McLaughlin-Principal Instructional coaches Data Coordinator- Mike Ostrum Head Teacher- Jaclyn Selepak Assistant Principal- Erik Draco	Data coordinator formative database to provide reports for student proficiency of daily exit tickets/formative and exact path diagnostic assessment data. LIU 18 personnel support	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Renewed focus on data collection from Exact path which has PSSA related scoring, gives teachers an area to focus skill development as the year progresses to increase student achievement	Data will be monitored by teachers daily (optimal) and weekly (required). Data will be reviewed at monthly PLC/Data team meetings and will also be used as a data point in WIN team identifications and interventions. WIN team/PLC/Data team will be led by instructional coaches and building admin team

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	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	SALARIES OF INTERVENTION SPECIALISTS	326458
Instruction	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	BENEFITS OF INTERVENTION SPECIALISTS	82975
Instruction	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	RESOURCES FOR TITLE I CLASSROOMS IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS, TEACHERS AND ADMINISTRATOES	15466
Title II.A and Title IV.A Transfer Funds	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	SALARIES OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM (Transferred from Title IV)	23840

Title II.A and Title IV.A Transfer Funds	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	BENEFITS OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM (Transferred from Title IV)	5960
Title II.A and Title IV.A Transfer Funds	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	RESOURCES IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS, TEACHERS AND ADMINISTRATORS FOR USE IN AFTER-SCHOOL PROGRAM (Transferred from Title IV)	28000
Title II.A and Title IV.A Transfer Funds	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	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	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	SALARIES OF INTERVENTION SPECIALISTS (Title II Funded)	153610
Title II.A and Title IV.A Transfer Funds	• Early Warning & Intervention Monitoring System • Regular Attendance Supports • Diagnostic Assessments	BENEFITS OF INTERVENTION SPECIALISTS (Title II Funded)	95594
Total Expenditures			738303

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Early Warning & Intervention Monitoring System	Provide staff with Exact Path student data reports from previous school year. Provide explicit expectations to Reading and math teachers for weekly student usage and teacher analysis of the reports
Early Warning & Intervention Monitoring System	Implementing an online data base for exit ticket usage and results
Early Warning & Intervention Monitoring System	Establish a team of staff to be members of WIN (what I need) team that will implement and follow MTSS model. Team will determine evidence based interventions, data will be tracked and monitored using PBIS, student management system, and a google sheet maintained tracking students and interventions throughout the year
Diagnostic Assessments	Provide staff with Exact Path student data reports from previous school year. Provide explicit expectations to Reading and math teachers for weekly student usage and teacher analysis of the reports

Exact Path

Action Step		
Provide staff with Exact Path student data reports from previous school year. Provide explicit expectations to Reading and math teachers for weekly student usage and teacher analysis of the reports		
Audience		
Reading, English, Math teachers		
Topics to be Included		
Expectations set for instructional staff regarding how to implement Exact Path, frequency required for students and teachers, how to run reports for teachers, and how to use the student data to conference with students about their needs and communicate those to parents		
Evidence of Learning		
Exact Path reports will show an increase of 5% in Math (25-30%) and Reading (36-41%) proficiency compared to last school year		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administrators will observe during classroom visits	2024-09-30	2025-06-13

Learning Format

Type of Activities	Frequency
Workshop(s)	Weekly in class review of data by teacher Monthly data team/PLC review
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

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
Sean McLaughlin	2024-08-12
School Improvement Facilitator Signature	Date
Deanna Mennig	2024-07-26