Wilkes-Barre Area HS

ATSI Title 1 School Plan | 2024 - 2025

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

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

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

Strengths

Indicator Hispanic Students exceeded the growth standard in ELA and ALGEBRA **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 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 Students with Disabilities met the growth standard for all 3 Keystone Exams. ELA, ALGEBRA, and BIOLOGY **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 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 ELL students exceeded the growth standard for ELA and ALGEBRA **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** 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 BLACK and ELL subgroup students exceeded the growth standard for BIOLOGY **ESSA Student Subgroups** African-American/Black, English Learners	**Comments/Notable Observations** 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 **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator The Black, White, and Economically Disadvantaged subgroups met or	**Comments/Notable Observations** 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.

exceeded the interim target in ALGEBRA **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged	Based on 2022-2023 future ready index the growth standard for the economically disadvantaged subgroup was 100.0.

Challenges

Indicator No Students with Disabilities were proficient or advanced on the BIOLOGY Keystone Exam **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Base on 2022-23 future ready index 0% of students with Disabilities were proficient or advanced.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator No student subgroups met the statewide interim target for proficiency on any of the Keystone Exams **ESSA Student Subgroups** 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** Based on 2022-23 future ready index indicated no subgroup met the statewide interim target for proficiency.
Indicator The 2 or more races student subgroup did not meet the growth standard for ALGEBRA **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** 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 The Hispanic, White, 2 or more races and economically disadvantaged student subgroups did not meet the growth standard for BIOLOGY **ESSA Student Subgroups** Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged	**Comments/Notable Observations** 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.

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.

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.

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
The All student group in ELA exceeded the standard for academic growth.	False
Teachers are able to quickly identify areas of concern and remediation.	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
Teachers are able to quickly identify areas of concern and remediation.	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 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

	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
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
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	No

	access to materials to allow teachers to incorporate best practices and strategies in the classroom, and content area resources		

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

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 • Data Analysis	SALARIES OF INTERVENTION SPECIALISTS	788205
Instruction	• Diagnostic Assessments • Data Analysis	BENEFITS OF INTERVENTION SPECIALISTS	440462
Instruction	• Diagnostic Assessments • 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 • 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 • Data Analysis	BENEFITS OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN	7640

		AFTER-SCHOOL PROGRAM (Transferred from Title IV)	
Title II.A and Title IV.A Transfer Funds	• Diagnostic Assessments • Data Analysis	RESOURCES IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS, TEACHERS AND ADMINISTRATORS FOR USE IN AFTER-SCHOOL PROGRAM (Transferred from Title IV)	20010
Title II.A and Title IV.A Transfer Funds	• Diagnostic Assessments • 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 • Data Analysis	SALARIES OF INTERVENTION SPECIALISTS (Transferred from Title II)	173031
Title II.A and Title IV.A Transfer Funds	• Diagnostic Assessments • 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
• 1c: Setting Instructional Outcomes • 4a: Reflecting on Teaching • 2c: Managing Classroom Procedures • 3d: Using Assessment in Instruction

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**
School Improvement Facilitator Signature	**Date**