

Dr David W Kistler El Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Dr David W Kistler El Sch

301 Old River Rd
 Wilkes Barre, PA 18702
 (570)826-7230

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Margo Serafini
 Superintendent: Brian Costello

Stakeholder Involvement

Name	Role
Justin Correll	Administrator : School Improvement Plan
Margo Serafini	Building Principal : School Improvement Plan
Joshua Mason	Business Representative
Sandy Atherton	Elementary School Teacher - Regular Education : School Improvement Plan
Kelly Henry	Elementary School Teacher - Regular Education
Sandy Marinko	Elementary School Teacher - Regular Education
Darlene Payne	Elementary School Teacher - Regular Education : School Improvement Plan
Christina Grendzinski	Elementary School Teacher - Special Education : School Improvement Plan
Dionne Fisher	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Board meeting presentations
- District report card
- Yearly letter to parents
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Directors of Federal Programs and Instructional Technology/Data aid school personnel in the development of a needs assessment document to prioritize most at-risk student in need of remediation. District subject-area supervisors are included and take the lead where appropriate. Training is scheduled to provide teachers practice in the use of data software programs and reports including Performance Plus, eMetric, mClass, PVAAS and School Performance Profiles.

Guidance is provided in areas of professional development, including identification of topics to be addressed and the securing/scheduling of presenters. Parent involvement activities and events are supported by central office. The after-school tutoring program, accessible only due to the availability of School Intervention Grant funds, is managed by Kistler's staff with guidance and documentation provided by the Federal Programs Department. Kistler's principal communicates regularly with Federal Programs Department regarding the School Intervention Grant Program. Kistler Elementary has had great success in increasing student achievement due to the appropriate use of SIP funds and "out of the box" thinking by the principal.

Appropriate curriculum materials and resources are identified by district subject-area supervisors. Additional materials are reviewed, purchased and provided by Federal Programs Department. Data Teams are in place and regular meetings are scheduled to analyze student achievement data. Data Teams include central office administrators, principals and teachers. Data driven decision making is strongly encouraged and ongoing training is provided for such. Student achievement plays a major role in the planning and evaluation of the Title I Programs, as does parent involvement. Parent surveys are distributed, collected and analyzed by Federal Programs Department to encourage parental input in the design and implementation of Title I programs.

Provider	Meeting Date	Type of Assistance
Director of Instructional Technology/Data and District Supervisors	8/30/2016 12:00:00 AM	Training in assessment software
District Personnel	11/15/2016 12:00:00 AM	Comprehensive Planning
District Supervisors	1/18/2017 12:00:00 AM	Collaborative session on the topic of bridging the gap between elementary and secondary math curriculum and instruction
Federal Programs Department	9/8/2016 12:00:00 AM	Creating and/or updating Needs Assessment
Federal Programs Department	3/4/2017 12:00:00 AM	Schoolwide Planning
Federal Programs Department	3/4/2017 12:00:00 AM	Parent Involvement Workshops
Lakeshore	9/13/2016 12:00:00 AM	Supervisors met with teachers to discuss products and methods to effectively implement those products with current curriculum
LIU18	11/23/2016 12:00:00 AM	Collins writing in mathematics was presented

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Kistler Elementary School's Data Team members collect various types of assessment data on a regular basis. Data resources include Performance Plus, a software program used to store data and to generate reports, eMetric, mClass (to collect and analyze DIBELSNext data), PVAAS and School Performance Profiles. Data reports generated are analyzed and discussed among the Data Team which includes teachers, administrators and subject-area supervisors. Strengths and weaknesses, at both the classroom and individual student levels, are identified and addressed. Curriculum revisions are constructed based on this data. The data and reports that are generated are also used for remediation that occurs in both large and small group settings. Students are identified for remediation based on academic performance and the instruction delivered in these groups is based on addressing the weaknesses realized in the data reports. Data analysis and instructional planning takes place at the primary level in grade-level meetings. Teachers in grades K through two, guided by a literacy leader, analyze results and student progress to identify students in intervention groups. Resources to be utilized in groups are prepared and shared.

Quarterly exam data also provides a snapshot of student progress in mastering the curriculum, including the pace at which it is presented. Adjustments can therefore be made as needed. Quarterly exam reports are shared by subject-area supervisors and discussed with teachers. Teachers are encouraged to share assessment strategies and results during in-service and departmental meetings. Teachers work with subject-area supervisors to revise curriculum based on data reports.

Finally, our special education teachers meet with classroom teachers to review and discuss assessment data and strategies to improve performance for those students with IEP's.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes

Pull Out Instructional Support

Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title I School Intervention Grant Program	\$84832.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

According to 2015-16 PVAAS School Value Added report, in MATH, the academic growth of students taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown evidence that the school has met the standard for PA Academic Growth in ALL grades (4-6).

Accomplishment #2:

According to 2015-16 PVAAS School Value Added report, in Reading/ELA, the academic growth of students taking the Reading PSSA relative to changes in their achievement level/entering achievement have shown evidence that the school has met the standard for PA Academic Growth where grade 6 showed significant evidence that the school exceeded the standard for PA Academic Growth.

Accomplishment #3:

According to 2015-16 PVAAS School Value Added report, in SCIENCE, the academic growth of students taking the Science PSSA relative to changes in their achievement level/entering achievement have shown significant evidence that the school has exceeded the standard for PA Academic Growth.

Accomplishment #4:

According to 2015-16 School Performance Profile/PVAAS AGI report, in Reading/ELA, Math, and Science, the academic growth of all students, combined, taking the tests relative to changes in their achievement level/entering achievement have shown evidence that the school has met the standard for PA Academic Growth in Math and showed significant evidence that the school exceeded the standard for PA Academic Growth in ELA and Science.

School Concerns

Concern #1:

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of students scoring Proficient or Advanced on the Grade 3 ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

Concern #2:

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

Concern #3:

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the Mathematics PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of students scoring Proficient or Advanced on the Grade 3 ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the Mathematics PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of students scoring Proficient or Advanced on the Grade 3 ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the Mathematics PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of students scoring Proficient or Advanced on the Grade 3 ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the ELA PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

According to 2015-16 School Performance Profile/PVAAS AGI report, the percentage of all students scoring Proficient or Advanced on the Mathematics PSSA showed significant evidence that the school is well below the standard for PA Academic Achievement.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: District Critical Concepts Assessments (Grades 3-6:Math)-November 2017, February 2018, June 2018.

Specific Targets: District Critical Concepts Assessments indicate evidence that all groups in all grades meet the District Standard for Academic Growth with at least a 2% increase from baseline administration.

Type: Interim

Data Source: DIBELS (Grades K-2)

Specific Targets: DIBELS Benchmark Assessments-BOY (beginning of the year)

September 2017-MOY (middle of the year) January 2018 and BOY to the EOY (end of the year) May 2018 to show a 20% increase in overall student growth for grades K-2.

Type: Annual

Data Source: Spring 2017 ELA, MATH, SCIENCE PSSA'S SCORES (Grades 3-6)

Specific Targets: ELA, MATH & SCIENCE PSSA SCORES indicates evidence that all groups in all grades meet the Standard for Academic Growth with at least a 2% increase from baseline administration.

Type: Interim

Data Source: Student Learning Objectives- Pre and Post Tests for ELA & MATH (Grades 3-6)

Specific Targets: ALL students to show GROWTH from their (SLO) Student Learning Object pre-test score, administered on Day 60 of the 2017-2018 school year, to SLO post-test score, administered on Day 120 of the 2017-2018 school year, to include at least a 2% increase from baseline administration.

Type: Interim

Data Source: Reading Streets Weeekly and Unit Assesments (K-6)

Specific Targets: Students receive a score of "proficient" or in Weekly Assessments at least a 2% increase from baseline administration from September 2017-May 2018.

Type: Interim

Data Source: Reading Streets Unit Assessments (K-6) (Administered at the completion of every Reading Unit from September 2017-May 2018.)

Specific Targets: All students receive a score of 80% or higher.

Strategies:

Study Island

Description:

Students in grades 3 through 6 utilize Study Island in the computer lab and/or in the classroom on their chrome books. Study Island is a Pennsylvania Standards Mastery and PSSA Preparation Program specifically designed to help students master content outlined in the Pennsylvania Core Standards in ELA, Math, and Science.

Teachers create lessons, track student progress in specific skill areas, and develop benchmark tests to assess student progress toward meeting Pennsylvania standards.

Teachers monitor students' progress by viewing assessment results and make instructional modifications based on need. All lessons are aligned to the Common Core.

Students are scheduled for a one-hour block of time once a week in our computer lab and/or have access to their chrome books daily to access Study Island.

SAS Alignment: Standards, Curriculum Framework, Assessment, Materials & Resources

Primary Literacy Initiative

Description:

The 3-tier model and preventative approach to literacy will continue in Grades K, 1 and 2 for the upcoming 2017-18 school year. This systematic and periodic assessment plan includes screening, diagnostics and progress monitoring.

Students will be assessed using the DIBELS Next benchmark assessments 3 times a year (Fall, Winter, Spring). Teachers will look at this data during Data Analysis/Instructional Planning sessions twice a year and utilize the scores to develop small group, targeted intervention lessons to be done daily for 45 minutes.

Teachers will continue to use ongoing evaluations of their students by progress monitoring students weekly and using the assessment data to determine the

effectiveness of instruction in intervention. Based on this immediate feedback, teachers will be able to flex their groups and change students as they become proficient in their original deficient skills. Through the use of Amplify (mclass) website, teachers can generate reports, create class summaries, student summaries, probe detail and look at historical data. Twice a year teachers will also attend SIRS training (student intervention response process) to review all progress monitoring data for each child, discuss possible modifications for intervention groups and note student progress towards their goal.

SAS Alignment: Assessment, Instruction, Standards, Materials & Resources

Data Collection, Data Analysis, Data Teams, and Data Warehousing

Description:

Creation of data teams was conducted to include all grade levels, special education, and ESL. Each group gathered the required data pieces to use for instructional decisions to target student needs. These needs include remediation, enrichment, or maintenance, of current educational levels. The Data Teams will meet monthly to generate specific needs or areas of deficiency for students in all grades. The Data Team will group the students according to needs and disseminate the information to the instructional teachers and share it via on google docs. The grade level data team member will collaborate with the grade instructional teachers to develop interventions to target need areas of the individual students.

Grade Level meetings for all grades will be held once a month to discuss the interventions presently being used. Each grade will be represented by the grade level data team member.

SIR- Student Intervention Response- Grades K, 1, 2 teachers will participate in this training two times a year. Teachers will view their individual students progress monitoring data to make instructional modifications in their small group intervention.

SAS Alignment: Standards, Assessment, Materials & Resources

Performance Plus

Description:

Performance Plus is a program that will incorporate PSSA, dibels, quarterlies, and local assessments in one program to analyze progress and growth. All teachers will have passwords and be allowed access daily. The program not only provides scoring information but identifies student based on categories such as ELL, IEP, and economically disadvantaged. The program also provides item analysis so teachers can provide specific instruction based on the individual needs of the student. Teachers will use a specific part of this program called the Assessment Connector as a resource to develop standards based questions tailored from the individual students item analysis.

SAS Alignment: Standards, Assessment, Curriculum Framework, Materials & Resources

*State Assessment Analysis and PSSA Results***Description:**

School Data Analysis Team identifies students scoring below proficient on PSSA and Keystone Assessment or in danger of scoring below proficient levels based on benchmark assessment data in order to identify at risk students for intervention, with particular attention to Historically Underachieving Students. Emetric and PVAAS data will allow classroom teachers to hone in on standards that show a troublesome pattern with the students in their present classes, so that extra emphasis can be applied within the confines of standard-based instruction.

SAS Alignment: Standards, Assessment, Materials & Resources

*District-Wide, State Standard-Aligned, Quarterly Assessment***Description:**

Mandatory district-wide quarterly assessments will be given to grades 3,4, & 6 in Math and uploaded into Performance Tracker. (Grade 5- Math will not be assessed until Day 80.) Students will not receive quarterly assessments in Reading or Science. The elementary Reading, Math, and Science District Coordinators will provide disaggregated data to teachers specific to the students in their particular class. Teachers will use that data to observe patterns of deficiency specific to standards and anchors, which in turn can be re-emphasized in upcoming lessons. Students will be given additional instruction to target identified deficiencies.

SAS Alignment: Standards, Assessment, Curriculum Framework, Materials & Resources

Literacy Coordinator, Lead Literacy Teacher, and Intervention Specialist

Description:

1) **Literacy Coordinator to perform the following tasks:**

The Keystones to Opportunity Grant Program will come to an end this school year. In order to continue the most successful components of this program without the benefit of a funding source, the district will develop a plan which may include the appointment of a coordinator to manage the professional development pieces of KtO along with strategies to increase literacy skills.

Data analysis and instructional planning sessions will be managed by the coordinator along with modeling and coaching. Needs Assessment documents will be created based on data. The coordinator will analyze and deliver data reports to teachers which will include individual student, classroom and grade level progress reports. The coordinator will also provide resources to Kindergarten, first and second grade teachers. The coordinator will work closely with the subject-area supervisors to revise curriculum and to create intervention resources as needed.

2) **Intervention Specialist Lead Literacy Teacher** to perform the following tasks:

Identify at risk students, diagnose skill deficiencies, assist and aide in literacy skill intensive intervention, create meaningful goals for individual students and form appropriate intervention groups, monitor students' progress via AIMS WEB, Dibels Pathways, Dibels Next, Study Island, interpret individual data, and adjust intensive interventions as needed.

The Lead Literacy teacher would also be the liaison to all K, 1, & 2 grade level teachers and the Literacy Coordinator.

3) **Intervention Specialist (Math and Reading)** to perform the following tasks:

Math and Reading Specialist will remediate all students (K-6) once a week in large group setting for each discipline.

Reading Specialist: assist and aide in literacy skill intensive interventions daily and monitor students' progress via Dibels Pathways, Dibels Next weekly, and/or Performance Plus. Collaborate findings with Lead Teacher and help set weekly goals.

Math Specialist: assist and aide in intensive math intervention during small group math and monitor students' progress via teacher logs, Study Island, Sum Dog, or Performance Plus. Collaborate findings with Lead teacher and help set weekly goals.

SAS Alignment: Standards, Instruction, Materials & Resources

After School Intervention Program

Description:

Identified students grades K-6 will be invited to participate in after school small group tutoring program focused on individual academic needs. The program will promote higher level thinking skills through collaboration and active learning. Students will be able to anchor learning through the use of technology and web-based resources. Instructional Planners will develop and design the instruction based on the review of student's academic data (such as: State Assessment Analysis, PSSA, DIBLES Next, Grade, District Assessments, Study Island Assessments.) This program will include a component to promote positive parent involvement through workshops and supply parents with additional support, intervention techniques and resources to help their children. A STEM component will be added to the After School Intervention Program and delivered by the schools certified STEM teachers.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Early experience with S.T.E.M. develops critical thinking skills.

Description:

Students will be introduced to the world of science, technology, engineering, and math through hands on activities. Critical thinking skills will be developed through the use S.T.E.M. activities as PLTW (Project Lead The Way) curriculum dictates. Students will use structured approaches and apply S.T.E.M knowledge to seek solutions to new problems by connecting to classroom lessons and the world around them. Students in grades K-6 will become more confident by becoming efficient problem solvers in the class.

All teachers administering the PLTW (Project Lead The Way) curriculum will be trained according.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Prevent the Summer Slide with Parent Involvement and Remediation

Description:

Summer remediation will include 4 weeks of targeted intervention and/or a STEM Computer Module. It will also include (2) Parent-Student Community Literacy/Math/Science/STEM events targeted to help parents prevent their children from slipping backward during the summer.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:***Data Team Involvement*****Description:**

The school-wide data team includes, but is not limited to, a faculty representative from each grade level, subject supervisors and administration. The Data Team will be structured by Grade Level and will also include Department Representatives. The Data Team will meet monthly with Administration for the purposes of analyzing and interpreting school level data. Data will be used to measure, monitor, and address student achievement.

Start Date: 9/12/2017 **End Date:** 5/1/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- Performance Plus
- State Assessment Analysis and PSSA Results
- District-Wide, State Standard-Aligned, Quarterly Assessment

Performance Plus**Description:**

Performance Plus is a program that will incorporate pssa, dibels, quarterlies, and local assessments in one program to analyze progress and growth. All teachers will have passwords and access. The program not only provides scoring information but identifies student based on categories such as ELL, IEP, and economically disadvantaged. The program also provides item analysis so teachers can provide

specific instruction based on the individual needs of the student. The other side of the program Assessment Connector serves a resource for where teachers

Start Date: 8/29/2017 **End Date:** 6/19/2018

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- Performance Plus
- State Assessment Analysis and PSSA Results

Distribute data from state assessment to teachers.

Description:

Teachers will be able to access relevant data from Emetric, PVAAS and Performance Tracker to hone in on specific deficiencies of students in their classes, and in turn focus instructional emphasis to remediate those deficiencies within the confines of standards-based classroom instruction.

Start Date: 9/1/2017 **End Date:** 6/1/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- Performance Plus
- State Assessment Analysis and PSSA Results

Data Team Meeting Findings and Dissemination of Information

Description:

All findings associated with the data team meetings will be documented and distributed to grade level teachers by department representatives within 2 school days.

Google will be used to enhance communication. A Google form will be used to document meetings and topics for grade level meetings Google Docs will also be

used by the building data team document meeting agenda. To further enhance this communicating with other teachers, Google Docs will be used as a working/live document to keep track of discussions and ideas.

Start Date: 9/13/2017 **End Date:** 5/1/2018

Program Area(s): Professional Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- Performance Plus
- State Assessment Analysis and PSSA Results

After School/Summer Intervention Tutoring

Description:

Students will be identified using Dibels, Grade, PSSA results, State Assessment Analysis, Study Island Assessments and 2016-2017 grades. Parents will be contacted and informed of the program. Identified students will receive daily small group intervention instruction for math and reading after school. STEM modules will be offered for select grade levels. Parents & Students will be invited to participate in Reading/Math/STEM Parent Involvement Events throughout the year and summer.

Summer remediation will include 4 weeks of targeted intervention and/or a STEM Modules. STEM modules will be offered for every grade level. Summer Parent Involvement Events will focus on the targeted areas of intervention.

Start Date: 6/9/2017 **End Date:** 5/31/2018

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies:

- Study Island
- Primary Literacy Initiative
- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- Performance Plus
- State Assessment Analysis and PSSA Results
- District-Wide, State Standard-Aligned, Quarterly Assessment

- Literacy Coordinator, Lead Literacy Teacher, and Intervention Specialist
- After School Intervention Program

Implementation of STEM curriculum through PLTW (Project Lead The Way and BL-RT)

Description:

Trained teachers will implement the STEM Computer Module during the 2016 summer school program. Students will receive at least one module of instruction through the 2017-2018 school year. Teachers needing training will be trained by STEM Lead Teachers.

Start Date: 9/1/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Literacy Coordinator, Lead Literacy Teacher, and Intervention Specialist
- After School Intervention Program
- Early experience with S.T.E.M. develops critical thinking skills.

District-wide, PA Standards aligned Quarterly Assessment

Description:

Mandatory district-wide quarterly exams will be given to all students in all grades in the areas of Science, Reading, and Mathematics. Attendance records as well as academic records will insure that quarterly exams will be distributed to all appropriate students.

Start Date: 8/31/2017 **End Date:** 6/11/2018

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- District-Wide, State Standard-Aligned, Quarterly Assessment

Plan Review

Description:

School Planning Committee will review the Implementation Steps semi-annually and adjust or change them according to needs assessment.

Start Date: 8/22/2017 **End Date:** 7/1/2018

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Study Island
- Primary Literacy Initiative
- Data Collection, Data Analysis, Data Teams, and Data Warehousing
- Performance Plus
- State Assessment Analysis and PSSA Results
- District-Wide, State Standard-Aligned, Quarterly Assessment

Literacy & Math Parent-Student Community Events

Description:

Parent-Student Community Literacy & Math events targeted to help parents maximize their children's education. Math and Literacy information will be delivered to both parents and students. Parents, along with their children, will participate in Literacy and Math educational activities. Parent and student STEM activities will be introduced to encourage parent involvement during the event. Resources will be available along with teachers to guide parents. Multiple community agencies will be present.

Start Date: 6/1/2017 **End Date:** 8/25/2018

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Literacy Coordinator, Lead Literacy Teacher, and Intervention Specialist
- After School Intervention Program
- Early experience with S.T.E.M. develops critical thinking skills.
- Prevent the Summer Slide with Parent Involvement and Remediation

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Strategy #1: Literacy Coordinator, Lead Literacy Teacher, and Intervention Specialist

Strategy #2: After School Intervention Program

Strategy #3: Early experience with S.T.E.M. develops critical thinking skills.

Start	End	Title				Description		
9/1/2017	6/15/2018	Implementation of STEM curriculum through PLTW (Project Lead The Way and BL-RT)				Trained teachers will implement the STEM Computer Module during the 2016 summer school program. Students will receive at least one module of instruction through the 2017-2018 school year. Teachers needing training will be trained by STEM Lead Teachers.		
		Person Responsible Administration, After School Instructional Managers, Lead Lead Literacy	SH 2.0	S 4	EP 18	Provider STEM LEAD TEACHER(S)	Type School LEAD TEACHER conducts Building Level Readiness Training	App. No

Knowledge

Training: Building Level Readiness Training is facilitated by LAUNCH LEAD TEACHER and is designed to build awareness and understanding related to STEM at the elementary level. The program, activities, projects, and problem based approach allows teachers experience this type of learning to better service their students.

Supportive Research

STEM gives students early experience in the world of science, technology, engineering, and math (STEM) helps students learn to feel comfortable seeking solutions to new problems, connect classroom lessons to the world around them, and discover how to employ critical thinking. A solid foundation such as these puts students on an early path to success.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

	Paraprofessional Other educational specialists	Middle (grades 6-8)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Grade-Level Specific Core Training & Grade Level Ongoing Training 	<p>Evaluation Methods</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Portfolio</p>

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Dr David W Kistler El Sch in the Wilkes-Barre Area SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Dr David W Kistler El Sch in the Wilkes-Barre Area SD for the 2014-2018 school-year.

Affirmed by Brian Costello on 5/16/2017

Superintendent/Chief Executive Officer

Affirmed by Denise Thomas on 5/17/2017

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Dr. David Kistler Elementary School offered an after-school tutoring program, utilizing SIG funding, to provide our most at-risk students the opportunity to improve acquisition of reading and mathematics skills necessary to succeed. Multiple resources were purchased to address the needs of all students. Various strategies and methods were implemented to diversify instruction.

STEM classes were implemented and welcomed with enthusiasm in every grade.

After-School Parent-Involvement Literacy & Math events/activities were scheduled. Parent involvement in all activities increased with every event. Parent involvement continues to grow within our school community.

Professional development sessions were delivered to teachers and administrators in varying areas including building blocks for literacy, authentic connections, diversified instruction, supporting learners with special needs, all with an emphasis on data-driven decision making.

The Data Team continued help extract and disseminate useful data. Scheduled monthly meetings were used to review and discuss data points associated with DIBELS, PSSA and quarterly assessment scores. Trends were identified. Strategies to improve were discussed.

Components of our Comprehensive Literacy Plan were implemented including a newly developed Transition Plan to help ease the transition of Kistler students from Head Start to kindergarten and from sixth to seventh grade. Subject area supervisors aided in the implementation of the plan to ease transition, including identification and purchase of simple tools such as calculators and planners to be used by students transitioning from sixth to seventh grade.

The new core reading program along with daily intervention has proven to be a beneficial and successful. Kindergarten benchmark population grew from 40% at/above benchmark in the fall of 2016 to 80% in the winter benchmark of 2017 and second grade benchmark population grew from 66% to 67% of the students at/above benchmark.

Describe the continuing areas of concern from the past year.

Our biggest area concern is the DIBELS first grade benchmark population at winter testing. This year, the first grade benchmark population decreased from 71% in the fall to 61% in the winter. This is the highest regression in first grade in the past five years.

Even though we had a substantial number of our at-risk student population sign up to attend our after-school program, we were only able to accommodate a small number of classes due to lack of teacher involvement.

However, we did not experience the large drop out rate of students attending this years sessions. The attendance remaind consistant.

Although we were successful in increasing the number of participants in our After-School Parent-Involvement Literacy & Math events/activities, we will continue to host more events to ensure its continued success. This year, will add a STEM component to our Parent Involvement events/activities if funding continues.

Describe the initiatives that have been revised.

Our Title I Mathematics and Reading Programs have been revised to include a Reading Coordinator. Data analysis and instructional planning sessions will be managed by the coordinator along with modeling and coaching. Needs Assessment documents will be created based on data. The coordinator will analyze and evaluate student data, looking closely at the mastery of specific grade level skills and deliver data reports to teachers which will include individual student, classroom and grade level progress reports. The coordinator will also provide resources to Kindergarten, first and second grade teachers; and act as a mentor to ensure students are receiving the instruction, practice, and review of the skills necessary to learn how to read. The coordinator will work closely with the subject-area supervisors to revise curriculum and to create intervention resources as needed.

Our Comprehensive Literacy Plan, first developed in 2012, has been revised and several components have been implemented. We continue to review, analyze and discuss data, including perceptual data, to set new academic goals for our students in continuing effort to improve.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Dr. David Kistler Elementary School offered an after-school tutoring program, utilizing SIG funding, to provide our most at-risk students the opportunity to improve acquisition of reading and mathematics skills necessary to succeed. Multiple resources were purchased to address the needs of all students. Various strategies and methods were implemented to diversify instruction. New classes were added to our after-school tutoring program such as STEM and a Parent-Involvement classes (to help parents help their children succeed in school.) Both classes were successfully implemented, delivered, and always filled. Thirty-six teachers were trained as STEM facilitators by our STEM Lead Teachers and can deliver STEM lessons to grades K-6. STEM lessons were delivered to students in grades 4-6 this year.

Multiple

After-School Parent-Involvement Literacy & Math events/activities were scheduled. Parent involvement in all activities dramatically increased with every event. This was our biggest success.

Professional development sessions were delivered to teachers and administrators in varying areas including building blocks for literacy, authentic connections, diversified instruction, supporting learners with special needs, all with an emphasis on data-driven decision making.

The Data Team continued help extract and deseminate useful data. Scheduled monthly meetings were used to review and discuss data points associated with DIBELS, PSSA and quarterly assessment scores. Trends were identified. Strategies to improve were discussed. Components of our Comprehensive Literacy Plan were implemented including a newly developed Transition Plan to help ease the transition of Kistler students from Head Start to kindergarten and from sixth to seventh grade. Subject area supervisors aided in the implementation of the plan to ease transition, including identification and purchase of simple tools such as calculators and planners to be used by students transitioning from sixth to seventh grade.

The new core reading program along with daily intervention has proven to be a beneficial and successful. Kindergarten benchmarked 91% of students in the MOY, first grade benchmarked 77%, and second grade benchmarked 60% of the students.

Describe the continuing areas of concern from the past year.

A substantial number of our at-risk student population attended our after-school program, we will continue to explore strategies to maintain the number of students participating. Although, a large number of students register, and start the program, many tend to drop out after a few weeks. The addition of an alternate class setting, like STEM, has increased daily attendance. We will continue to explore using STEM classes to target deficient areas. However, there is a cost factor associated with the STEM modules and may restrict the addition of certain modules.

Although we were successful in increasing the number of participants in our After-School Parent-Involvement Literacy & Math events/activities, we will continue to host more events to ensure its continued success. However, they will also be restricted to available funding and volunteers.

Describe the initiatives that have been revised.

Our Title I Mathematics and Reading Programs have been revised to better service our most at-risk student population. With only three full-time reading specialists, to service grades K through 3, and two full-time and one part-time math specialist to service grades 3-6, the specialist needed to develop a plan to enrich learning on the other grade levels. As a result, the specialist created several enrichment programs (large group setting) to reinforce what our students have learned. Reading specialists will continue remediation for the primary grade levels and the Title I mathematics teachers will still continue to service students in grades three through six at Kistler Elementary. Revised Title I teacher schedules now enable teachers to provide supplemental services to our lowest performing students as identified in our Title I Needs Assessment. Assessment data is analyzed and used to identify students in need of remediation which will be provided both in small groups in the classroom and during "pull-out" sessions. Data reports are reviewed at regular intervals to update our Title I Needs Assessment and to prioritize students in need of remediation.

Our Comprehensive Literacy Plan, first developed in 2012, has been revised and several components have been implemented. We continue to review, analyze and discuss data, including perceptual data, to set new academic goals for our students in continuing effort to improve.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Dr. David Kistler Elementary School offered an after-school tutoring program, utilizing SIG funding, to provide our most at-risk students the opportunity to improve acquisition of reading and mathematics skills necessary to succeed. Multiple resources were purchased to address the needs of all students. Various strategies and methods were implemented to diversify instruction. Data will be analyzed to evaluate student improvement. Events and activities to promote parent involvement were also scheduled. Parent participation did increase, but was not substantial.

Professional development sessions were delivered to teachers and administrators in varying areas including building blocks for literacy, authentic connections, diversified instruction, supporting learners with special needs, all with an emphasis on data-driven

decision making. Performance Tracker and Assessment Builder, two components of a newly purchased software program were introduced and training was provided.

A Data Team was created at Kistler Elementary. Monthly meetings, at minimum, were scheduled where numerous data points were reviewed and discussed to include DIBELS, PSSA and quarterly assessment scores. Trends were identified. Strategies to improve were discussed.

Components of our Comprehensive Literacy Plan were implemented including a newly developed Transition Plan to help ease the transition of Kistler students from Head Start to kindergarten and from sixth to seventh grade. Subject area supervisors aided in the implementation of the plan to ease transition, including identification and purchase of simple tools such as calculators and planners to be used by students transitioning from sixth to seventh grade.

A new core reading program was implemented in 2014-15.

Describe the continuing areas of concern from the first year plan.

Although a substantial number of our at-risk student population attended our after-school program, we will continue to explore strategies to increase the number of students participating in year two. Parent involvement is always a challenge at Kistler Elementary. The number of parents/guardians attending after-school events must increase to better ensure the success of our students.

Describe the initiatives that have been revised.

Our Title I Mathematics and Reading Programs have been revised to better service our most at-risk student population. Three full-time reading specialists now service grades K through 3. Reading specialists had struggled in the past to service grades one through six thus, time allocated to any particular small group or individual was minimal at best. Remediation now provided in the primary grade levels, as research shows, will increase academic skills and produce more readers by grade three. Two full-time and one part-time Title I mathematics teachers service students in grades three through six at Kistler Elementary. Revised Title I teacher schedules now enable teachers to provide supplemental services to our lowest performing students as identified in our Title I Needs Assessment. Assessment data is analyzed and used to identify students in need of remediation which will be provided both in small groups in the classroom and during “pull-out” sessions. Data reports are reviewed at regular intervals to update our Title I Needs Assessment and to prioritize students in need of remediation.

A new core reading program was implemented in 2014-15. Title I reading specialists aid classroom teachers in understanding how to use the new core formative assessment pieces to form small groups in the core reading program. Specialists also provide specific core support during 120 ELA minutes as requested by the classroom teacher.

Our Comprehensive Literacy Plan, first developed in 2012, has been revised and several components have been implemented. We continue to review, analyze and discuss data, including perceptual data, to set new academic goals for our students in continuing effort to improve.