

**DANIEL J FLOOD EL SCH**

565 N Washington St

Schoolwide Title 1 School Plan | 2023 - 2024

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## **VISION FOR LEARNING**

The vision of Dan Flood Elementary School is to work together as a community to build a safe, respectful, and an enriching environment focused on maximizing each students sense of well being and skills for the classroom and life.

## STEERING COMMITTEE

Name	Position	Building/Group
Robert Makaravage	Administrator	Administration Building
Marlena Nockley	School Principal	Dan Flood
Michele Williams	Director of Federal and State Programs	Administration Building
Ashley Wislow	Community Representative	United Way of Wyoming Valley
Sandy Atherton	Title 1 Department Chair	Administration Building
Mara Vitali	Guidance Counselor	Dan Flood
Mary Jo Petlock	Dan Flood Literacy Leader	Dan Flood
Michael Corcoran	Elementary Math/Science Supervisor	Administration Building
Thomas Zelinka	Supervisor of K-2 ELA Curriculum	Administration Building
Maureen Dolan	Primary Teacher-Dan Flood	Dan Flood
Tammy Latinski	Teacher	Dan Flood
Stephanie Marino	Intermediate Teacher- Dan Flood	Dan Flood
Lori Ohrin	Primary Teacher-Dan Flood	Dan Flood

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Kelly Jackson	ESL Teacher- Dan Flood	Dan Flood
Mary Grace Walkowiak	Primary Teacher-Dan Flood	Dan Flood
Melissa Watkins	Teacher	Dan Flood
Jenny Sosa	Dan Flood Parent	Dan Flood
Annette Delassandro	Intermediate Special Education Teacher	Dan Flood
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District
Ms. Margo Serafini	District Level Leaders	Wilkes-Barre Area School District
Mr. Sean Flynn	District Level Leaders	Wilkes-Barre Area School District

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>ELA: Dan Flood will continue use targeted instructional grouping, differentiated instruction, and utilize online technology resources to increase achievement in the ELA PSSA. Dan Flood will implement year 2 of the newly adopted reading from for the 2023-2024 school year. These two reading programs continue to transform the way we teach reading from a balanced literacy approach to the science of reading. The building with continue utilizing the RAISE tutoring program and on-sight college tutoring program.</p>	English Language Arts
<p>Math: Dan Flood will continue use targeted instructional grouping, differentiated instruction, and utilize online technology resources to increase achievement in the Math PSSA. The district will be adopting a new data management called "Link It". This system will help us make more informed academic decisions.</p>	Mathematics
<p>Dan Flood will closely monitor the student completion of the online components of Choices 360 website.</p>	Career Standards Benchmark

## ACTION PLAN AND STEPS

<b>Evidence-based Strategy</b>
Differentiated Instruction
<b>Measurable Goals</b>

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
ELA PSSA	The "All Student Group" will increase the number of proficient and advanced students by 2%. (ELA Growth)
Math PSSA	The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth)

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
The district will continue year 2 of the newly adopted reading program for the 2023-2024 school year. These programs will change our approach to reading from balanced literacy to the science of reading. The online components of these programs will remediate and reinforce content along with monitoring performance.	2023-09-07 - 2024-06-07	Thomas Zelinka/Sandra Atherton/Margo Serafini/Sean Flynn/Marlana Nockley	Title 1 funds are utilized for the salaries and benefits of 3.3 interventionists. Title 1 funds have been budgeted to provide appropriate resources, including technology, to support instruction and increase performance. Resources identified/requested by teachers/building administrators and approved by subject area supervisors and the Federal Programs Department. Additional funds have been budgeted to provide parent engagement events and professional development.
Dan Flood will continue to use technology resources to increase performance on PSSA and curriculum based Assessment.	2023-09-07 - 2024-06-07	Thomas Zelinka/Michael Corcoran/Margo Serafini/Marlana Nockley/Sandy Atherton	Title 1 funds will be utilized to support instruction(Chromebooks, ipads, online programs) and provide the necessary professional development to support these programs.

**Anticipated Outcome**

To increase student performance and growth on District Assessments , Curriculum Based Assessments and PSSA.

**Monitoring/Evaluation**

Thomas Zelinka/Sandra Atherton/Margo Serafini/Sean Flynn

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The "All Student Group" will increase the number of proficient and advanced students by 2%. (ELA Growth) (ELA PSSA)</p>	<p>Differentiated Instruction</p>	<p>The district will continue year 2 of the newly adopted reading program for the 2023-2024 school year. These programs will change our approach to reading from balanced literacy to the science of reading. The online components of these programs will remediate and reinforce content along with monitoring performance.</p>	<p>09/07/2023 - 06/07/2024</p>
<p>The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth) (Math PSSA)</p>			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The "All Student Group" will increase the number of proficient and advanced students by 2%. (ELA Growth) (ELA PSSA)	Differentiated Instruction	Dan Flood will continue to use technology resources to	09/07/2023 - 06/07/2024
The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth) (Math PSSA)		increase performance on PSSA and curriculum based Assessment.	

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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

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Chief School Administrator

Dr. Brian Costello

2023-08-30

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School Improvement Facilitator Signature

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Building Principal Signature

Marlena Nockley

2023-08-30

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, the all student group in Mathematics annual academic growth scored at 79.0 % which was above the statewide average of 75.3% in meeting expectations.

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, 73% of the all student in science met the standard demonstrating growth.

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, 87.4% of the all student group met the performance standard for attendance and was above the statewide average of 82.2%

According to PVAAS as of August 2023, the available data for 2022 indicated that Hispanic students in grades 4 and 5 showed evidence that the school met a standard of growth in ELA.

According to Acadience Learning Online(Dibels) for the 2022-2023 school year, K, 1, and 2 students made growth from BOY to EOY using the benchmark assessment. However, 47% of 2nd grade students and 53% of 1st grade are at the strategic and intensive level.

### Challenges

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According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, 26.3% of the all student group were proficient and advanced which was below the state average of 54.1 % and also did not meet the interim goal/improvement target in ELA.

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, at 56.7% the all student group did not meet the the Career Standards Benchmark and was below the state average of 88.3%.

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, the all student group was 22.2% proficient and advanced and did not meet the interim goal/improvement target in Mathematics and was below the state average of 35.7%

According to PVAAS as of August 2023, the available data for 2022 indicated that students in grades 4 and 5 showed moderate evidence that the school did not meet a standard of growth in ELA.

According to Acadience Learning Online(Dibels) for the 2022-

## Strengths

According to PVAAS as of August 2023, the available data for 2022 indicated that students in grades 4 and 5 showed moderate evidence that the school met a standard of growth in Math.

According to PVAAS as of August 2023, the available data for 2022 indicated that students in 4th grade met the growth standard in science.

Dan Flood will continue implementing the new reading programs, year 2, for the 2023- 2024 school year. The program for k to 2 will be "Superkids" and for grades 3 to 5 "Open Court" utilizing the online component of both programs to differentiate learning.

In the 2023-2024 school year, k to 2 students will continue to use Exact Path Math and Imagine Learning and Literacy to create individualized learning path to bridge the gap in student learning.

We are utilizing the career readiness program to identify students at an earlier age which path they might take whether it be academia, technical or other.

Over the last several years based on data, schedules and student groups have been adjusted to meet the needs of our ever changing students population.

Additional funding resources have become available to remediate the students in reading and math with a afterschool RAISE

## Challenges

2023 school year, K, 1, and 2 students made growth from BOY to EOY using the benchmark assessment. However, 47% if 2nd grade students and 53% of 1st grade are at the strategic and intensive level.

According to PVAAS as of August 2023, the available data for 2022 indicated that all subgroups except Hispanic showed moderate evidence that the school did not meet a standard of growth in ELA.

According to PVAAS as of August 2023, the available data for 2022 indicated that IEP students in grades 4 and 5 showed moderate evidence that the school did not meet a standard of growth in Math.

Dan Flood will monitor more closely the student completion of the the Career Readiness online program.

Dan Flood will utilize targeted instructional groups for grades 1 to 5 to differentiate learning. Also, teachers will be departmentalized in grades 3 to 5.

During the 2023- 2024 school year, we will continue to provide parents with strategies for learning during our Parent and Family Engagement Programs in order to help their children succeed.

The district will continue to find funding sources to bring in effective professional develop sessions to increase teacher

## Strengths

program and Misericordia and Kings College tutoring within our building.

All student have a one to one ratio with technology to complete all career readiness online components of the program.

The district will continue to use data to drive instruction to be more effective in differentiating instruction to meet the needs of these subgroups.

The district will continue to use Exact Path(K to 5) and Imagine Learning and Literacy (K to 2) to create Individualized Learning Paths to differentiate learning.

In 2023-2024 school year, additional funding sources allowed the district to implement professional development year two of the 2023-2024 adoption of Superkids and Open Court reading programs.

The district will adopt "Link It", the new data management system to better service our students instructional needs.

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## Challenges

knowledge and student performance.

For our English learners group, the students home support is limited due to language barriers with academic material.

The district will continue to differentiate learning using various online programs and the year 2 of newly adopted reading program in Grades K to 5.

Due to guidelines in the ESL program, students are pulled out of the core reading block and taught by the ESL teacher with year two of the newly adopted Superkids and Open Court Reading Program.

According to the data available as of August 2023, the proficient and advanced students in 4th grade, 2022, decreased from slightly from 52.6% to 52.4% which indicates lack to progress in the area of science.

At an early age students rarely focus on setting goals so changes constantly occur whether it be financial, external, influence from parents, and peer pressure.

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### Most Notable Observations/Patterns

The observation by the Comprehensive planning team is focused on continuing to increase the number of proficient and advanced students with our targeted instructional grouping. Also, continuing to challenge our students to make growth in both ELA and Math by differentiating instruction in the classroom and within online in math and ELA. Additionally, continue to work with parents on increasing their knowledge of strategies to help their child succeed.

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### Challenges

#### Discussion Point

#### Priority for Planning

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, 26.3% of the all student group were proficient and advanced which was below the state average of 54.1 % and also did not meet the interim goal/improvement target in ELA.

✓

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, at 56.7% the all student group did not meet the the Career Standards Benchmark and was below the state average of 88.3%.

✓

According to the August 2023 PA Future Ready Index referencing the 2021-2022 school year, the all student group was 22.2% proficient and advanced and did not meet the interim goal/improvement target in Mathematics and was below the state average of 35.7%

✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Differentiated Instruction

Action Steps	Anticipated Start/Completion Date
<p>The district will continue year 2 of the newly adopted reading program for the 2023-2024 school year. These programs will change our approach to reading from balanced literacy to the science of reading. The online components of these programs will remediate and reinforce content along with monitoring performance.</p>	09/07/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Thomas Zelinka/Sandra Atherton/Margo Serafini/Sean Flynn	To increase student performance and growth on District Assessments , Curriculum Based Assessments and PSSA.

Material/Resources/Supports Needed	PD Step
<p>Title 1 funds are utilized for the salaries and benefits of 3.3 interventionists. Title 1 funds have been budgeted to provide appropriate resources, including technology, to support instruction and increase performance. Resources identified/requested by teachers/building administrators and approved by subject area supervisors and the Federal Programs Department. Additional funds have been budgeted to provide parent engagement events and professional development.</p>	yes





**Action Steps****Anticipated Start/Completion Date**

Dan Flood will continue to use technology resources to increase performance on PSSA and curriculum based Assessment.

09/07/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Thomas Zelinka/Sandra Atherton/Margo Serafini/Sean Flynn

To increase student performance and growth on District Assessments , Curriculum Based Assessments and PSSA.

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

Title 1 funds will be utilized to support instruction(Chromebooks, ipads, online programs) and provide the necessary professional development to support these programs.

yes

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The "All Student Group" will increase the number of proficient and advanced students by 2%. (ELA Growth) (ELA PSSA)	Differentiated Instruction	The district will continue year 2 of the newly adopted reading program for the 2023-2024 school year. These programs will change our approach to reading from balanced literacy to the science of reading. The online components of these programs will remediate and reinforce content along with monitoring performance.	09/07/2023 - 06/07/2024
The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth) (Math PSSA)			

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The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth) (Math PSSA)			06/07/2024



## PROFESSIONAL DEVELOPMENT PLANS

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Continuation of Training for Superkids, Open Court and online instructional programs	K to 5 teachers, Title 1 Coaches and Administrators.	Superkids and Open Court grade level meetings/Webinars/and leaders training
<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
The Coaching staff will provide feedback.	09/07/2023 - 06/07/2024	Sandy Atherton/Margo Serafini/Sean Flynn/ Marlena Nockely
<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>	
	Language and Literacy Acquisition for All Students	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inservice Training, meetings, website posting	Schoolwide Title 1 Plan, Comprehensive Plan, ELA Goals, Math Goals, Differentiated Instruction, Intervention o support student instruction	Meetings, emails, phone calls, and skyward	Teachers & Staff, Community members, and Parents	09/07/2023-06/07/2024

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