

DR DAVID W KISTLER EL SCH

301 Old River Rd

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Dr. David W. Kistler Elementary embraces a vision of an educational community committed to developing each student as a life-long learner, capable of meeting his or her fullest intellectual, emotional and physical potential in an ever-changing culturally diverse and technologically expanding society.

STEERING COMMITTEE

Name	Position	Building/Group
Michele Williams	Administrator/School Improvement Plan/Schoolwide Plan	Wilkes-Barre Area School District
Margo Serafini	Building Principal/ School Improvement Plan	Dr. David W. Kistler Elementary
Anne Goffredo	Guidance Counselor/ School Improvement Plan	Dr. David W. Kistler Elementary
Angela Falzone	Business Representative/ School Improvement Plan	Entrepreneur
Thomas Zelinka	Curriculum Supervisor/School Improvement Plan/Schoolwide Plan	Wilkes-Barre Area School District
Kelly Henry	Elementary School Teacher- Regular Education; School Improvement Plan	Dr. David W. Kistler Elementary
Keli Shanahan	Elementary School Teacher/ Reading Specialist/ School Improvement Plan	Dr. David W. Kistler Elementary
Michelle McGettigan	Elementary School Teacher- Special Education; School Improvement Plan	Dr. David W. Kistler Elementary
Sandy Atherton	Reading Curriculum Supervisor; School Improvement Plan	Wilkes-Barre Area School District
Courtenay McDonough	Community Representative/ School Improvement Plan	Parent
Shirley Torna	Community Representative/ School Improvement Plan	Parent
Dionne Fisher	Elementary School Teacher- Regular Education; School Improvement Plan	Dr. David W. Kistler Elementary
Sandra Marinko	Elementary School Teacher/Math Specialist/ School Improvement Plan	Dr. David W. Kistler Elementary

Name

Position

Building/Group



ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students areas of concerns will be identified through Performance Plus and PVAAS. Teachers will develop Student Learning Objectives, and use differentiated instruction to meet the needs of the students.	English Language Growth and Attainment
Students will be identified through Child Study, Dibels Progress Monitoring, and Performance Plus. Students will receive Title 1 Students areas of concerns will be identified through Performance Plus and PVAAS. Teachers will develop Student Learning Objectives, and use differentiated instruction to meet the needs of the students.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy			
ELA Growth			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA Growth	The All Student Group percentage will increase 5% towards meeting the Interim Goal/Improvement Target.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Intervention using Exact Path 45 min./day 2021-09-13 - 2022-06-01 Keli Shanahan/Lit. Leader Exact Path

Anticipated Outcome

Growth and acceleration towards proficiency in ELA.

Monitoring/Evaluation

K. Shanahan/Exact Path

Evidence-based Strategy

Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Growth	The All Student Group percentage will increase 5% towards meeting the Interim Goal/Improvement Target.
Data Resources	Teachers will use available data resources to target individual students needs, continually monitor student progress, and use differentiated instruction to meet specific needs of all learners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Literacy Coach will meet with Administration and teachers to review	2021-09-13 -	K.	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
data and implementation plan monthly.	2022-06-03	Shanahan/Lit. Coach	

Anticipated Outcome

Monitoring/Evaluation



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The All Student Group percentage will increase 5% towards meeting the Interim Goal/Improvement Target. (ELA Growth)</p> <p>Teachers will use available data resources to target individual students needs, continually monitor student progress, and use differentiated instruction to meet specific needs of all learners. (Data Resources)</p>	Professional Development	Literacy Coach will meet with Administration and teachers to review data and implementation plan monthly.	09/13/2021 - 06/03/2022

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Margo Serafini

2021-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

According to 2018 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 overall evidence that the school has met the standard for PA Academic Growth in ALL grades (4-6).

According to 2019-2020 School Performance Profile/PVAAS AGI report, in MATH, the academic growth of students taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown overall evidence that the school has MET OR EXCEEDED the standard for PA Academic Growth in ALL grades (4-6)

According to 2019-2020 School Performance Profile/PVAAS AGI report, in ELA, the academic growth of students taking the ELA PSSA relative to changes in their achievement level/entering achievement have shown overall significant evidence that the school has EXCEEDED the standard for PA Academic Growth in ALL grades (4-6).

According to 2019-2020 Future Ready PA Index State Assessment Report, 100% of all students met the Career Standards Benchmark.

Challenges

According to 2018 PVAAS School Value Added Report in ELA Growth and Attainment, the All Student Group did not meet the Goal/Improvement Target.

According to 2019-2020 Future Ready PA Index State Assessment Report, and although the All Student Group increased performance from the previous year, the percentage of all students scoring Proficient or Advanced on the ELA PSSA did not meet the Interim Goal/Improvement Target.

According to 2019-2020 Future Ready PA Index State Assessment Report, the percentage of students in the All Student Group scoring Proficient or Advanced on the MATH PSSA did not meet the Interim Goal/Improvement Target.

According to 2019-2020 PVAAS School Value Added report, in MATH, the academic growth of the Student with Disabilities Group taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown overall evidence that the school has not met the standard for PA Academic Growth in ALL grades (4-6).

According to 2019-2020 PVAAS School Value Added Report in

Strengths

According to 2019-2020 PVAAS School Value Added report, in ELA, the academic growth of students taking the ELA PSSA relative to changes in their achievement level/entering achievement have shown overall significant evidence that the school has met the standard for PA Academic Growth in ALL grades (4-6).

According to 2019-2020 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 moderate evidence that the school has exceeded the standard for PA Academic Growth.

According to 2019-2020 PVAAS School Value Added report, in ELA, the academic growth of students taking the ELA PSSA relative to changes in their achievement level/entering achievement have shown overall significant evidence that the school has met the standard for PA Academic Growth in ALL grades (4-6).

According to 2019-2020 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 overall evidence that the school has met the standard for PA Academic Growth in ALL grades (4-6).

Challenges

ELA Growth and Attainment, the All Student Group did not meet the Goal/Improvement Target.

According to 2019-2020 PVAAS School Value Added report, in MATH, the academic growth of the Student with Disabilities Group taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown overall evidence that the school has not met the standard for PA Academic Growth in ALL grades (4-6).

According to 2019-2020 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 a decrease in performance from the previous year.

Maintaining 100% of all students meeting the Career Standards Benchmark.

According to 2019-2020 Future Ready PA Index State Assessment Report, the percentage of students in the Student with Disabilities Group scoring Proficient or Advanced on the MATH PSSA did not meet the Interim Goal/Improvement Target and decreased in performance from the previous year.

Identify and address individual student learning needs.

Strengths

According to 2019-2020 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 moderate evidence that the school has exceeded the standard for PA Academic Growth.

According to 2019 Future Ready PA Index State Assessment Report, 100% of all students met the Career Standards Benchmark.

According to 2019-2020 Future Ready PA Index State Assessment Report, the percentage of students in the Hispanic Group scoring Proficient or Advanced on the ELA PSSA met or exceeded the Interim Goal/Improvement Target.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Most Notable Observations/Patterns

Challenges**Discussion
Point****Priority for Planning**

According to 2019-2020 Future Ready PA Index State Assessment Report, and although the All Student Group increased performance from the previous year, the percentage of all students scoring Proficient or Advanced on the ELA PSSA did not meet the Interim Goal/Improvement Target.

According to 2019-2020 Future Ready PA Index State Assessment Report, the percentage of students in the All Student Group scoring Proficient or Advanced on the MATH PSSA did not meet the Interim Goal/Improvement Target.

ADDENDUM B: ACTION PLAN

Action Plan: ELA Growth

Action Steps	Anticipated Start/Completion Date
Intervention using Exact Path 45 min./day	09/13/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
K. Shanahan/Exact Path	Growth and acceleration towards proficiency in ELA.

Material/Resources/Supports Needed	PD Step
Exact Path	no

Action Plan: Professional Development

Action Steps

Anticipated Start/Completion Date

Literacy Coach will meet with Administration and teachers to review data and implementation plan monthly.

09/13/2021 - 06/03/2022

Monitoring/Evaluation

Anticipated Output

Material/Resources/Supports Needed

PD Step

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The All Student Group percentage will increase 5% towards meeting the Interim Goal/Improvement Target. (ELA Growth)	Professional Development	Literacy Coach will meet with Administration and teachers to review data and implementation plan monthly.	09/13/2021 - 06/03/2022
Teachers will use available data resources to target individual students needs, continually monitor student progress, and use differentiated instruction to meet specific needs of all learners. (Data Resources)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis/Instruction Planning	Administration and Teachers	Data Analysis, Instructional Planning
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Title I Coach will review and analyze data reports weekly for Exact Path & Acadience Learning. These reports include Actionable Areas - Usage, Growth, Lesson Progress, and Individual Student Achievement.	09/13/2021 - 06/06/2022	K. Shanahan/Literacy Coach
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Website postings, Skylert, and Mail	Schoolwide Title 1 School Plan	Internet, phone, mail.	All students	1 month
