

**DANIEL J FLOOD EL SCH**

565 N Washington St

Schoolwide Title 1 School Plan | 2022 - 2023

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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>
Lynn Sebia	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
Chris Anthony	Teacher	Dan Flood
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Dan Flood will continue to differentiate instruction and utilize technology resources to increase achievement on the ELA PSSA. The district had adopted and will implement a two new reading programs for the 2022-2023 school year. These programs will transform the way we teach reading from a balanced literacy approach to the science of reading.</p>	<p>English Language Growth and Attainment</p>
<p>Dan Flood will continue to differentiate instruction and utilize technology resources to increase achievement on the Math PSSA. The district will continue to use technology to create individual learning paths for each students.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Differentiated Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Growth	The "All Student Group" will increase the number of advanced and proficient students by 2%.
ELA Growth	The "All Student Group" will increase the number of advanced and proficient students by 2%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will adopt two new reading programs for the 2022-2023 school year. These programs will change our approach to reading from balanced literacy to the science of reading.	2022-09-08 - 2023-06-09	Thomas Zelinka/Sandra Atherton/Marlana Nockely	Technology and supplies to support instruction utilizing Title 1 funds.
Dan Flood will continue to use technology resources to increase performance on PSSA and achievement on PA academic Standards	2022-09-08 - 2023-06-09	Michael Corcoran/Marlana Nockley	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 in ELA on Curriculum Based Assessments and PSSA

**Monitoring/Evaluation**

Monthly Data Meeting/Quarterly Assessments/Technology



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The "All Student Group" will increase the number of advanced and proficient students by 2%. (Math Growth)	Differentiated Instruction	Dan Flood will continue to use technology resources to	09/08/2022 - 06/09/2023
The "All Student Group" will increase the number of advanced and proficient students by 2%. (ELA Growth)		increase performance on PSSA and achievement on PA academic Standards	

## 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.**

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Marlena Nockley

2022-09-01

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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.

Since the fall of 2018, additional funding resources have become available to remediate the students in reading and math with a afterschool and summer programs.

COVID 19 learning loss funding became available which allowed us to purchase online programs to individualize instruction and also provided afterschool and summer programs.

In the 2022-2023 school year, k to 2 students will continue to use Exact Path and Imagine Learning and Literacy to create individualized learning path to bridge the gap in student learning.

In 2022-2023 school year, additional funding sources allowed the district to implement professional development for the newly adopted Superkids and Open Court reading for grades k to 5.

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.

### Challenges

During the 2022- 2023 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 knowledge and student performance.

To address learning loss best it is necessary to reduce class size in order to provide much needed remediation.

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.

For the 2022-2023 School year, How do we begin to bridge the gap of learning loss due to COVID 19 since March of 2020. New reading programs will be implemented and online programs and strategies will be continued to provide individualize instruction and the needed remediation in order to bridge the gap. Data will be analyzed, monitored, and instruction adjusted based on data.

As of July 2022, based on the available data on the Future Ready Index 77.1% of our students did not meet the performance

## Strengths

As of July 2022, based on the Future Ready Index, 78% of our students achieved growth in Math which is above the state average of 75.3%

As of July 2022, based on available data on the Future Ready Index, 70% of our students achieved growth in ELA.

As of July 2022, PVAAS data indicated that the 5th grade students in ELA showed evidence that they met the growth standard.

Overall, According to the Future Ready Index as of July 2022, had an academic growth score of 70%.

According to the Future Ready index as of July 2022, 36.2% of third grade students are early indicators of ELA success.

Overall, According to the Future Ready Index as of July 2022, the all student group had an academic growth score of 78% in math.

Overall, According to the Future Ready Index as of July 2022, the all student group had an academic growth score of 75.1% in science.

Over the last several year, our teachers were departmentalized for the student with disabilities group.

## Challenges

standard for attendance. We were below the state average on 85.8%.

According to the Future Ready Index, as of July 2022, the all student group was 28.1% proficient and advanced in ELA. This data was based on a small portion of the student population due to COVID Restrictions and online/inperson learning options.

According to the Future Ready Index, as of July 2022, the all student group was 14.4%% proficient and advanced in Math. This data was based on a small portion of the student population due to COVID Restrictions and online/inperson learning options.

According to the Future Ready Index, as of July 2022, the all student group was 52.6%% proficient and advanced in Science which is below the state average of 63.7%. This data was based on a small portion of the student population due to COVID Restrictions and online/inperson learning options.

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

Due to guidelines in the ESL program, students are pulled out of the core reading block and taught by the ESL teacher.

The district will continue to bridge the gap in learning with various

## Strengths

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Over the last several years, the use of data to drive instruction has been more effective in teaching these subgroups.

The district has adopted a new reading program for all students for grades Kindergarten to 5th Grade. The program in K to 2 will be SuperKids by Zaner Bloser and 3 to 5 Open Court by McGraw Hill.

The district will continue to use Exact Path and Imagine Learning and Literacy to create Individualized Learning Paths to bridge the gap in learning due to COVID 19.

The district will implement the online learning programs with both Open Court and SuperKids to reinforce learning within the core reading programs.

## Challenges

online programs and the newly adopted reading program in Grades K to 5.

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## Most Notable Observations/Patterns

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The observation by the Comprehensive planning team focused on continuing to increase the number of proficient and advanced students with our change of delivery this year from in class instruction to online learning. Also, continuing to challenge our students to make growth in both ELA and Math due to our instruction delivery change. 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**

As of July 2022, based on the available data on the Future Ready Index 77.1% of our students did not meet the performance standard for attendance. We were below the state average on 85.8%.

According to the Future Ready Index, as of July 2022, the all student group was 14.4%% proficient and advanced in Math. This data was based on a small portion of the student population due to COVID Restrictions and online/inperson learning options.

During the 2022- 2023 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.

According to the Future Ready Index, as of July 2022, the all student group was 28.1% proficient and advanced in ELA. This data was based on a small portion of the student population due to COVID Restrictions and online/inperson learning options.

## ADDENDUM B: ACTION PLAN

### Action Plan: Differentiated Instruction

Action Steps	Anticipated Start/Completion Date
The district will adopt two new reading programs for the 2022-2023 school year. These programs will change our approach to reading from balanced literacy to the science of reading.	09/08/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Monthly Data Meeting/Quarterly Assessments/Technology	To increase student performance and growth in ELA on Curriculum Based Assessments and PSSA
Material/Resources/Supports Needed	PD Step
Technology and supplies to support instruction utilizing Title 1 funds.	no

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

Dan Flood will continue to use technology resources to increase performance on PSSA and achievement on PA academic Standards

09/08/2022 - 06/09/2023

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

Monthly Data Meeting/Quarterly Assessments/Technology

To increase student performance and growth in ELA on 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 advanced and proficient students by 2%. (Math Growth)	Differentiated Instruction	Dan Flood will continue to use technology resources to increase performance on PSSA and achievement on PA academic Standards	09/08/2022 - 06/09/2023
The "All Student Group" will increase the number of advanced and proficient students by 2%. (ELA Growth)			

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Instruction PD	K to 5 teachers, Title 1 Coaches, and Administrators	The superkids professional development team will give an overview of the and discuss the instructional method according to the science of reading.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Superkids coaching staff will provide feedback during coaching visits.	09/08/2022 - 06/09/2023	Sandy Atherton /Title 1 Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
In-service trainings, meetings, website posting	Schoolwide Title I Plan, Comprehensive Plan, ELA Goals, Math Goals, Differentiated Instruction, Interventions to support student instruction	Meetings, emails, phone calls, skyward	Teachers & Staff, Community members, parents	09/01/2022-06/12/2023

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