

Daniel J Flood El Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Daniel J. Flood Elementary School		5152
Address 1		
565 North Washington Street		
Address 2		
City	State	Zip Code
Wilkes Barre	PA	18705
Chief School Administrator		Chief School Administrator Email
Brian Costello		brian.costello@wbasd.k12.pa.us
Principal Name		
Marlena Nockley		
Principal Email		
mnockley@wbasd.k12.pa.us		
Principal Phone Number		Principal Extension
5708267245		
School Improvement Facilitator Name		School Improvement Facilitator Email
Marlena Nockley		mnockley@wbasd.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Makaravage	Administrator	Administration Building	rmakaravage@wbasd.k12.pa.us
Marlena Nockley	School Principal	Dan Flood	mnockley@wbasd.k12.pa.us
Michele Williams	Director of Federal and State Programs	Administration Building	mwilliams@wbasd.k12.pa.us
Sandy Atherton	Title 1 Department Chair	Administration Building	satherton@wbasd.k12.pa.us
Mara Vitali	Guidance Counselor	Dan Flood	mvatali@wbasd.k12.pa.us
Mary Jo Petlock	Dan Flood Literacy Leader	Dan Flood	mpetlock@wbasd.k12.pa.us
Thomas Zelinka	Supervisor of K-2 ELA Curriculum	Administration Building	tzelinak@wbasd.k12.pa.us
Maureen Dolan	Primary Teacher-Dan Flood	Dan Flood	mdolan@wbasd.k12.pa.us
Stephanie Marino	Intermediate Teacher- Dan Flood	Dan Flood	smarino@wbasd.k12.pa.us
Lori Ohrin	Primary Teacher-Dan Flood	Dan Flood	lohrin@wbasd.k12.pa.us
Kelly Jackson	ESL Teacher- Dan Flood	Dan Flood	kjackson@wbasd.k12.pa.us
Mary Grace Walkowiak	Primary Teacher-Dan Flood	Dan Flood	mwalkowiak@wbasd.k12.pa.us
Melissa Watkins	Teacher	Dan Flood	mwatkins@wbasd.k12.pa.us
Jenny Sosa	Dan Flood Parent	Dan Flood	sosajenny82@yahoo.com
Annette Delassandro	Intermediate Special Education Teacher	Dan Flood	adelassandro@wbasd.k12.pa.us
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District	lzigmund@wbasd.k12.pa.us
Ms. Margo Serafini	District Level Leaders	Wilkes-Barre Area School District	mserafini@wbasd.k12.pa.us
Mr. Sean Flynn	District Level Leaders	Wilkes-Barre Area School District	sflynn@wbasd.k12.pa.us
Chris Hetkowsky Pastor LCBC	Community Member	Community Member LCBC	chrishetkowsky@lcbcchurch.com

Vision for Learning

Vision for Learning

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

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Mathematics annual academic growth scored 91.0 % which was above the statewide average of 75.3% in meeting expectations.	Academic Growth Score: All student group: 91.0 Statewide Average: 75.3
According to the July 2024, PA Future Ready Index referencing the 2022-2023 school year, 100% of the all student group in science met the standard demonstrating growth.	Academic Growth Score: All Student Group: 100.0
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in ELA annual academic growth scored was 100.0 % which was above the statewide average of 75.0% in meeting expectations.	Academic Growth Score: All student group: 100.0 Statewide Average: 75.0
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group did not meet the interim goal/improvement target in Career Readiness but had an increase from 56.7% in 2021-2022 to 81.9% in 2022-2023.	All student groups: 21-22 56.7% to 2022-2023 81.9% Hispanic: 21-22 62.9% to 2022-2023 80.4% Economically Disadvantaged: 21-22 56.7% to 2022-2023 82.1% Student with Disabilities: 21-22 35.5% to 2022-2023 71.4%
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group did not meet the interim goal/improvement target in Math but had an increase in proficient and advanced students from 14.4% in 20-21, 22.2% in 21-22 and 24.2 in 22-23.	All Student Group in Math: 2020-2021: 14.4% 2021-2022: 22.2% 2022-2023: 24.2%

Challenges

Indicator	Comments/Notable Observations
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group was 36.3% proficient and advanced but did not meet the interim goal/improvement target in ELA. Also, the advanced and proficient all student group increased from 26.3% in 21-22 to 36.3% in 2022-2023.	ELA All student group: 2021-2022: 26.3% 2022-2023: 36.3%
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Math was 24.2% proficient and advanced and did not meet the interim goal/improvement target but increased from 22.2% in 21-22 to 24.32% in 2022-2023.	Math All student group: 2021-2022: 22.2% 2022-2023: 24.2%
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 81.9% the all student group did not meet the the Career Standards Benchmark of 89.6% but increased from 56.7% in 2021-2022.	All student group: 2021-2022 56.7% to 2022-2023 81.9% Hispanic: 2021-2022 62.9% to 2022-2023 80.4% Economically Disadvantaged: 2021-2022 56.7% to 2022-2023 82.1% Student with Disabilities: 2021-2022 35.5% to 2022-2023 71.4%
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 56.6% the all student group did not meet the the Regular Attendance Benchmark of 73.9% but also decreased from 87.4% in 2021-2022.	All student group: 2021-2022 87.4% to 2022-2023 56.6% Hispanic: 2021-2022 88.1% to 2022-2023 57.4% Economically Disadvantaged: 2021-2022 86.2% to 2022-2023 56.2% Student with Disabilities: 2021-2022 81.3% to 2022-2023 44.8% English Learners: 2021-2022 83.3% to 2022-2023 70.5% White: 2021-2022 89.2% to 2022-2023 57.3% Black: 2021-2022 81.3% to 2022-2023 44.8% 2 or more races: 2021-2022 85.2% to 2022-2023 50.0%

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

Strengths

Indicator	Comments/Notable Observations
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the ESSA subgroups(Black, Hispanic, White, and Economically Disadvantaged) in ELA indicated that these groups increased their performance from the previous year but did not meet the interim target/improvement target. ESSA Student Subgroups	All student groups: 21-22 26.3% to 2022-2023 36.3% Hispanic: 21-22 26.5% to 2022-2023 37.2% Economically Disadvantaged: 21-22 24.8% to 2022-2023 35.6% 2 or more races: 21-22 34.8% to 2022-2023 50.0% Black: 21-22 21.1% to 2022-2023 22.2% White: 21-22 25.5% to 2022-2023 40.8%

<p>African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners</p>	
<p>Indicator According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the ESSA subgroups(Hispanic, White, and Economically Disadvantaged) in Math indicated that these groups increased their performance from the previous year but did not meet the interim target/improvement target. ESSA Student Subgroups Hispanic, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations All student groups: 21-22 22.2% to 2022-2023 24.2% Hispanic: 21-22 24.5% to 2022-2023 28.7% Economically Disadvantaged: 21-22 24.8% to 2022-2023 35.6% White: 21-22 17.0% to 2022-2023 22.4%</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator According to the July 2024 Pa Future Ready Index Data referencing the 2022-2023 school year, the Students with Disabilities group in math decreased from 12.5% in 2021-2022 to 9.1% in 2022-2023 and were significantly below the state average of 38.3%. ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 2021-2022: Student with Disabilities: 12.5% 2022-2023: Students with Disabilities 9.1% Learning Support Students were transitioned to a Dan Flood based on the needs of the school district and the elimination of their program provided at the previous school. This transitioning has greatly impacted our overall data/ subgroups in students with Disabilities in ELA and Math and also significantly in attendance and career readiness.</p>
<p>Indicator According to the July 2024 Pa Future Ready Index Data referencing the 2022-2023 school year, the Students with Disabilities group in ELA decreased from 10.8% in 2021-2022 to 10.4% in 2022-2023 and were significantly below the state average of 54.5%. ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 2021-2022: Student with Disabilities: 10.8% 2022-2023: Students with Disabilities 10.4% Learning Support Students were transitioned to a Dan Flood based on the needs of the school district and the elimination of their program provided at the previous school. This transitioning has greatly impacted our overall data/ subgroups in students with Disabilities in ELA and Math and also significantly in attendance and career readiness.</p>
<p>Indicator According to the July 2024 Pa Future Ready Index Data referencing the 2022-2023 school year, the Students with</p>	<p>Comments/Notable Observations 2021-2022: Student with Disabilities:81.3% 2022-2023: Students with Disabilities 44.8% Learning Support Students were transitioned to a Dan</p>

<p>Disabilities group in Regular Attendance decreased from 81.3% in 2021-2022 to 44.8% in 2022-2023 and were significantly below the state average of 54.5%.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Flood based on the needs of the school district and the elimination of their program provided at the previous school. This transitioning has greatly impacted our overall data/ subgroups in students with Disabilities in ELA and Math and also significantly in attendance and career readiness.</p>
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in ELA annual academic growth scored was 100.0 % which was above the statewide average of 75.0% in meeting expectations.</p>
<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Mathematics annual academic growth scored 91.0 % which was above the statewide average of 75.3% in meeting expectations.</p>
<p>According to the July 2024, PA Future Ready Index referencing the 2022-2023 school year, 100% of the all student group in science met the standard demonstrating growth.</p>
<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group did not meet the interim goal/improvement target in Career Readiness but had an increase from 56.7% in 2021-2022 to 81.9% in 2022-2023.</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group was 36.3% proficient and advanced but did not meet the interim goal/improvement target in ELA. Also, the advanced and proficient all student group increased from 26.3% in 21-22 to 36.3% in 36.3%.</p>
<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Math was 24.2% proficient and advanced and did not meet the interim goal/improvement target but increased from 22.2% in 21-22 to 24.32% in 2022-2023.</p>
<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 81.9% the all student group did not meet the the Career Standards Benchmark of 89.6% but increased from 56.7% in 2021-2022.</p>
<p>According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 56.6% the all student group did not meet the the Regular Attendance Benchmark of 73.9% but also decreased from 87.4% in 2021-2022.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
<p>According to Exact Path Reading (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 3% to 13% in the 75th to 99th percentile and 11% to 18% in the 50th to 74th Percentile.</p>	<p>2022-2023 Exact Path Reading Grade 3 Diagnostic #1 Diagnostic #2 1st to 24th 65% 35% 25th to 49th 21% 12% 50th to 74th 12% 20% 75th to 99th 3% 32% Grade 4 Diagnostic #1 Diagnostic #2 1st to 24th 58% 30% 25th to 49th 24% 33% 50th to 74th 14% 21% 75th to 99th 4% 16%</p>
<p>Dan Flood Programs</p>	<p>RAISE Afterschool tutoring Kings College and Misericordia University Afterschool Tutoring Cross Aged Tutoring</p>
<p>According to Acadience Learning Online(Dibles) and Amplify and for the 2022-2023 school year, K, 1, and 2 students made growth from BOY to EOY using the benchmark assessment test.</p>	<p>2023-2024 Acadience Learning Online/Amplify (Dibels): Grade BOY MOY EOY K 26% 45% 68% 1 51% 42% 53% 2 50% 49% 54% 2022-2023 Acadience Learning Online (Dibels): Grade BOY MOY EOY K 15% 47% 80% 1 43% 42% 47% 2 42% 46% 53%</p>
<p>According to Imagine Learning and Literacy for the 2023-2024 school year, K, 1, and 2 students made growth from BOY to EOY using the benchmark assessment test.</p>	<p>2023-2024 Imagine Learning and Literacy Grade BOY EOY K 40% 66% 1st 7% 48% 2nd 9% 38%</p>
<p>Dan Flood will continue implementing the new reading programs, year 3, for the 2024- 2025 school year. The program for k to 2 will be "Superkids" and for grades 3 to 5 "Open Court".</p>	<p>The implementation year 3 of "Superkids and Open Court reading program for the 2024-2025 school year.</p>
<p>According to the LinkIt data Management system as of July of 2024, the 4th grade district assessment data indicated that overall students made growth from assessment 1 to assessment 3 in ELA. The percentage of students in the 90 to 100 percent went from 0% to 5.2% and 70 to 89 percent went from 21.1% to 47.9%.</p>	<p>ELA Grade 4 BOY EOY 90 to 100 0.0 % 5.2% 70 to 89 21.1% 47.9% 60 to 69 12.6% 13.5% 60 and below 66.3% 33.3%</p>
<p>According to the LinkIt data Management system as of July of 2024, the 5thgrade district assessment data indicated that overall students made growth from assessment 1 to assessment 3 in</p>	<p>ELA Grade5 BOY EOY 90 to 100 0.0 % 3.2% 70 to 89 19.7% 56.5% 60 to 69 24.2% 16.1% 60 and below 56.1% 24.2%</p>

ELA. The percentage of students in the 90 to 100 percent went from 0% to 3.2% and 70 to 89 percent went from 19.7% to 56.5%.													
According to the LinkIt data Management system as of July of 2024, the 3rd grade district assessment data indicated that overall students did not make growth from assessment 1 to assessment 3 in ELA. The percentage of students in the 90 to 100 percent went from 4.9% to 0.0% and 70 to 89 percent went from 27.9% to 27.7%.	<table border="1"> <tr> <td>ELA Grade 3</td> <td>BOY</td> <td>EOY 90 to 100</td> <td>4.9 %</td> </tr> <tr> <td>0.0% 70 to 89</td> <td>27.9%</td> <td>27.7% 60 to 69</td> <td>9.8%</td> </tr> <tr> <td>26.2% 60 and below</td> <td>57.4%</td> <td>46.2%</td> <td></td> </tr> </table>	ELA Grade 3	BOY	EOY 90 to 100	4.9 %	0.0% 70 to 89	27.9%	27.7% 60 to 69	9.8%	26.2% 60 and below	57.4%	46.2%	
ELA Grade 3	BOY	EOY 90 to 100	4.9 %										
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English Language Arts Summary

Strengths

According to Exact Path Reading (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 3% to 13% in the 75th to 99th percentile and 11% to 18% in the 50th to 74th Percentile.
According to the LinkIt data Management system as of July of 2024, the 4th grade district assessment data indicated that overall students made growth from assessment 1 to assessment 3 in ELA. The percentage of students in the 90 to 100 percent went from 0% to 5.2% and 70 to 89 percent went from 21.1% to 47.9%.

Challenges

According to Exact Path Reading (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 3% to 13% in the 75th to 99th percentile and 11% to 18% in the 50th to 74th Percentile. Although they showed growth in percentile rank, 69% of the students are in the 49% and below percentile rank.
According to the LinkIt data Management system as of July of 2024, the 3rd grade district assessment data indicated overall the students did not make growth from assessment 1 to assessment 3 in ELA. The percentage of students in the 90 to 100 percent went from 4.9% to 0.0% and 70 to 89 percent went from 27.9% to 27.7%.

Mathematics

Data	Comments/Notable Observations																								
According to Exact Path Math (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 0% to 9% in the 75th to 99th percentile and 4% to 19% in the 50th to 74th Percentile. Although they showed growth in percentile rank, 72% of the students are in the 49% and	<table border="1"> <tr> <td>2022-2023 Exact Path Math</td> <td>Grade K</td> <td>Diagnostic #1</td> <td>Diagnostic</td> </tr> <tr> <td>#2 1st to 24th</td> <td>94%</td> <td>48% 25th to 49th</td> <td>6%</td> </tr> <tr> <td>28% 50th to 74th</td> <td>0%</td> <td>17% 75th to 99th</td> <td>3%</td> </tr> <tr> <td>7% Grade 1</td> <td>Diagnostic #1</td> <td>Diagnostic #2 1st to 24th</td> <td></td> </tr> <tr> <td>89%</td> <td>36% 25th to 49th</td> <td>8%</td> <td>39% 50th to 74th</td> </tr> <tr> <td>4%</td> <td>17% 75th to 99th</td> <td>0%</td> <td>8% Grade2</td> </tr> </table>	2022-2023 Exact Path Math	Grade K	Diagnostic #1	Diagnostic	#2 1st to 24th	94%	48% 25th to 49th	6%	28% 50th to 74th	0%	17% 75th to 99th	3%	7% Grade 1	Diagnostic #1	Diagnostic #2 1st to 24th		89%	36% 25th to 49th	8%	39% 50th to 74th	4%	17% 75th to 99th	0%	8% Grade2
2022-2023 Exact Path Math	Grade K	Diagnostic #1	Diagnostic																						
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<p>below percentile rank.</p>	<table border="0"> <tr> <td>Diagnostic #1</td> <td>Diagnostic #2</td> <td>1st to 24th</td> <td>83%</td> <td>48%</td> </tr> <tr> <td>25th to 49th</td> <td>11%</td> <td>24%</td> <td>50th to 74th</td> <td>6%</td> </tr> <tr> <td>22%</td> <td>75th to 99th</td> <td>0%</td> <td>7%</td> <td>Grade 3</td> </tr> <tr> <td>Diagnostic #2</td> <td>1st to 24th</td> <td>83%</td> <td>43%</td> <td>Diagnostic #1</td> </tr> <tr> <td>15%</td> <td>29%</td> <td>50th to 74th</td> <td>2%</td> <td>17%</td> </tr> <tr> <td>0%</td> <td>10%</td> <td>Grade 4</td> <td>Diagnostic #1</td> <td>Diagnostic #2</td> </tr> <tr> <td>24th</td> <td>72%</td> <td>32%</td> <td>25th to 49th</td> <td>19%</td> </tr> <tr> <td>33%</td> <td>50th to 74th</td> <td>8%</td> <td>23%</td> <td>75th to 99th</td> </tr> <tr> <td>13%</td> <td></td> <td></td> <td></td> <td>0%</td> </tr> </table>	Diagnostic #1	Diagnostic #2	1st to 24th	83%	48%	25th to 49th	11%	24%	50th to 74th	6%	22%	75th to 99th	0%	7%	Grade 3	Diagnostic #2	1st to 24th	83%	43%	Diagnostic #1	15%	29%	50th to 74th	2%	17%	0%	10%	Grade 4	Diagnostic #1	Diagnostic #2	24th	72%	32%	25th to 49th	19%	33%	50th to 74th	8%	23%	75th to 99th	13%				0%
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<p>According to the LinkIt data Management system as of July of 2024, the 3rd grade district assessment data indicated that students made growth from assessment 1 to assessment 3 in Math. The percentage of students in the 90 to 100 percent went from 3.7% to 31% and 70 to 89 percent went from 29.3% to 34.5%.</p>	<table border="0"> <tr> <td>Math Grade 3</td> <td>BOY</td> <td>EOY 90 to 100</td> <td>3.7 %</td> </tr> <tr> <td>31%</td> <td>70 to 89</td> <td>29.3%</td> <td>34.5%</td> </tr> <tr> <td>19%</td> <td>60 and below</td> <td>56.1%</td> <td>15.5%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>11.0%</td> </tr> </table>	Math Grade 3	BOY	EOY 90 to 100	3.7 %	31%	70 to 89	29.3%	34.5%	19%	60 and below	56.1%	15.5%				11.0%																													
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<p>According to the LinkIt data Management system as of July of 2024, the 5th grade district assessment data indicated that students made growth from assessment 1 to assessment 3 in Math. The percentage of students in the 90 to 100 percent went from 2.5% to 8.9 % and 70 to 89 percent went from 16.2% to 43%.</p>	<table border="0"> <tr> <td>Math Grade 5</td> <td>BOY</td> <td>EOY 90 to 100</td> <td>2.5 %</td> </tr> <tr> <td>8.9%</td> <td>70 to 89</td> <td>16.2%</td> <td>43%</td> </tr> <tr> <td>35.4%</td> <td>60 and below</td> <td>58.8%</td> <td>12.7%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>22.5%</td> </tr> </table>	Math Grade 5	BOY	EOY 90 to 100	2.5 %	8.9%	70 to 89	16.2%	43%	35.4%	60 and below	58.8%	12.7%				22.5%																													
Math Grade 5	BOY	EOY 90 to 100	2.5 %																																											
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Mathematics Summary

Strengths

According to Exact Path Math (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 0% to 9% in the 75th to 99th percentile and 4% to 19% in the 50th to 74th Percentile.

According to the LinkIt data Management system as of July of 2024, indicated that the students in grades 3 to 5 made growth from

assessment 1 to assessment 3 in Math.

Challenges

According to Exact Path Math (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades K to 5 showed growth in Percentile rank from 0% to 9% in the 75th to 99th percentile and 4% to 19% in the 50th to 74th Percentile. Although they showed growth in percentile rank, 72% of the students are in the 49% and below percentile rank.

According to the LinkIt data Management system as of July of 2024, indicated that the students in grades 3 to 5 made growth from assessment 1 to assessment 3 in Math but 48.1 percent for these students fall below 69% in the assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations																
According to the LinkIt data Management system as of July of 2024, the 4th grade district assessment data indicated that overall students did not make growth from assessment 1 to assessment 3 in Science.	<table border="1"> <thead> <tr> <th data-bbox="978 521 1507 558">District Science Assessment</th> <th data-bbox="1507 521 1619 558">Grade4</th> <th data-bbox="1619 521 1751 558">BOY</th> <th data-bbox="1751 521 2018 558">EOY 90 to</th> </tr> </thead> <tbody> <tr> <td data-bbox="978 558 1087 596">100</td> <td data-bbox="1087 558 1339 596">0.9 %</td> <td data-bbox="1339 558 1619 596">2.7% 70 to 89</td> <td data-bbox="1619 558 2018 596">26.3% 18.6% 60</td> </tr> <tr> <td data-bbox="978 596 1087 633">to 69</td> <td data-bbox="1087 596 1339 633">25.4%</td> <td data-bbox="1339 596 1619 633">19.5% 60 and below</td> <td data-bbox="1619 596 2018 633">47.4%</td> </tr> <tr> <td data-bbox="978 633 1087 673">59.3%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	District Science Assessment	Grade4	BOY	EOY 90 to	100	0.9 %	2.7% 70 to 89	26.3% 18.6% 60	to 69	25.4%	19.5% 60 and below	47.4%	59.3%			
District Science Assessment	Grade4	BOY	EOY 90 to														
100	0.9 %	2.7% 70 to 89	26.3% 18.6% 60														
to 69	25.4%	19.5% 60 and below	47.4%														
59.3%																	

Science, Technology, and Engineering Education Summary

Strengths

According to the LinkIt data Management system as of July of 2024, the 4th grade district science assessment data indicated that the students did not make growth from assessment 1 to assessment 3 except in the student averages of 90 to 100 percent.

Challenges

According to the LinkIt data Management system as of July of 2024, the 4th grade district assessment data indicated that the students did not make growth from assessment 1 to assessment 3 in Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
According to the July 2024 PA Future Ready Index referencing the 222-23 school year, the all student group decreased from 92% in 20-21 to 56.7% in 21-22 and 81.9% in 22-23	Career Readiness: 20-21: 92% 21-22: 56.7% 22-23: 81.9%
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, 81.9% of the all student group did not meet the the Career Standards Benchmark and was below the state average of 89.6%. The all student group increased their score from 56.7% in 21-22 to 81.9% in 22-23.	Career Readiness: 21-22: 56% 22-23: 81.9%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, 81.9% of the all student group did not meet the the Career Standards Benchmark and was below the state average of 89.6%. The all student group increased their score from 56.7% in 21-22 to 81.9% in 22-23.

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

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

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, 81.9% of the all student group did not meet the the Career Standards Benchmark and was below the state average of 89.6% and did not meet the Statewide Goal of 98%.

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.

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

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
As of July 24, According to the Future Ready Index, the English Learners subgroup had an insufficient sample for the 22-23 school year.	Insufficient Sample for the 22-23 school year

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
As of August 23, the 2022-2023 data indicated that the student with disabilities did not meet the interim goal/Improvement target in ELA, Science and Math and was below the state average.	ELA: Statewide average: 54.5% ELA: Student with Disabilities: 10.4% Math: Statewide Average: 38.3% Math: Students with Disabilities: 9.1% Science: Statewide Average: 58.9% Science: Students with Disabilities: 40.0%
As of July 2024, the 2022-2023 PVAAS data indicated that the student with disabilities showed showed significant evidence that the school exceeded the growth standard in ELA and Math.	According to PVAAS: ELA: Well Above 100% Growth Math: Well Above 100% Growth
As of July 2024, the Future Ready Index indicated that the schools with Disabilities subgroup indicated that they did not meet the statewide average in regular attendance and decreased from 81.3% in 21-22 to 44.8% in 22-23.	Future Ready Index: 21-22: 81.3% 22-23: 44.8%
As of July 2024, the Future Ready Index indicated that the schools with Disabilities subgroup indicated that they did not meet the statewide average in Career Readiness but increased from 35.5.3%	Career Readiness: Statewide average: 89.6% 21-22: 35.5% 22-23: 71.4%

in 21-22 to 71.4% in 22-23.	
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Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
According to PVAAS as of July 2024, from the 22-23 school year, the 4th grade economically disadvantaged students showed evidence that the school met the growth standard in Math.	
According to PVAAS as of August 2023, from the 21-22 school year, the 4th and 5th grade economically disadvantaged students showed significant evidence that the school did not meet a standard of growth in ELA.	
According to PVAAS as of July 2024, from the 22-23 school year, the 5th grade economically disadvantaged students showed significant evidence that the school exceeded the growth standard in Math.	
According to PVAAS as of July 2024, from the 22-23 school year, the 4th grade economically disadvantaged students showed significant evidence that the school exceeded the growth standard in Science.	

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

As of July 2024, the 2022-2023 PVAAS data indicated that the student with disabilities showed showed significant evidence that the school exceeded the growth standard in ELA and Math.
According to PVAAS as of July 2024, from the 22-23 school year, the 4th grade economically disadvantaged students showed significant evidence that the school exceeded the growth standard in Science.

The district will continue to use Exact Path (Grades 3 to 5) and Imagine Learning and Literacy and Math (K to 2) to create Individualized Learning Paths to differentiate learning.
The district will continue to use data to drive instruction to be more effective in differentiating instruction to meet the needs of these subgroups.
Dan Flood will continue implementing the new reading programs, year 3, 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.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

As of July 24, the 2022-2023 data indicated that the student with disabilities did not meet the interim goal/Improvement target in ELA, Science and Math and was below the state average.
As of July 2024, the Future Ready Index indicated that the schools with Disabilities subgroup indicated that they did not meet the statewide average in regular attendance and decreased from 81.3% in 21-22 to 44.8% in 22-23.
The district will continue to differentiate learning using various online programs and the year 3 of the third year of Superkids and Open Court reading program in Grades K to 5.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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 program within our building.

In 2024-2025 school year, additional funding sources allowed the district to implement professional development year three of Superkids and Open Court reading programs.

The district has adopted "Link It", a new data management platform to better service our students' instructional needs.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

During the 2024- 2025 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 development sessions to increase teacher knowledge and student performance and to evaluate these sessions for effectiveness.

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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
According to the July 2024, PA Future Ready Index referencing the 2022-2023 school year, 100% of the all student group in science met the standard demonstrating growth.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in ELA annual academic growth scored was 100.0 % which was above the statewide average of 75.0% in meeting expectations.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Mathematics annual academic growth scored 91.0 % which was above the statewide average of 75.3% in meeting expectations.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group did not meet the interim goal/improvement target in Career Readiness but had an increase from 56.7% in 2021-2022 to 81.9% in 2022-2023.	False
According to Exact Path Reading (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 3% to 13% in the 75th to 99th percentile and 11% to 18% in the 50th to 74th Percentile.	False
According to the LinkIt data Management system as of July of 2024, the 4th grade district science assessment data indicated that the students did not make growth from assessment 1 to assessment 3 except in the student averages of 90 to 100 percent.	False
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, 81.9% of the all student group did not meet the the Career Standards Benchmark and was below the state average of 89.6%. The all student group increased their score from 56.7% in 21-22 to 81.9% in 22-23.	False
According to Exact Path Math (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 0% to 9% in the 75th to 99th percentile and 4% to 19% in the 50th to 74th Percentile.	False
All student have a one to one ratio with technology to complete all career readiness online components of the program.	False
As of July 2024, the 2022-2023 PVAAS data indicated that the student with disabilities showed showed	False

significant evidence that the school exceeded the growth standard in ELA and Math.	
The district will continue to use Exact Path (Grades 3 to 5) and Imagine Learning and Literacy and Math (K to 2) to create Individualized Learning Paths to differentiate learning.	False
In 2024-2025 school year, additional funding sources allowed the district to implement professional development year three of Superkids and Open Court reading programs.	False
Additional funding resources have become available to remediate the students in reading and math with a afterschool RAISE program within our building.	False
According to PVAAS as of July 2024, from the 22-23 school year, the 4th grade economically disadvantaged students showed significant evidence that the school exceeded the growth standard in Science.	False
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.	False
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group did not meet the interim goal/improvement target in Career Readiness but had an increase from 56.7% in 2021-2022 to 81.9% in 2022-2023.	True
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.	False
According to the LinkIt data Management system as of July of 2024, the 4th grade district assessment data indicated that overall students made growth from assessment 1 to assessment 3 in ELA. The percentage of students in the 90 to 100 percent went from 0% to 5.2% and 70 to 89 percent went from 21.1% to 47.9%.	False
The district will continue to use data to drive instruction to be more effective in differentiating instruction to meet the needs of these subgroups.	False
Dan Flood will continue implementing the new reading programs, year 3, 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.	False
According to the LinkIt data Management system as of July of 2024, indicated that the students in grades 3 to 5 made growth from assessment 1 to assessment 3 in Math.	False
The district has adopted "Link It", a new data management platform to better service our students' instructional needs.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration
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	in Plan
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 81.9% the all student group did not meet the the Career Standards Benchmark of 89.6% but increased from 56.7% in 2021-2022.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group was 36.3% proficient and advanced but did not meet the interim goal/improvement target in ELA. Also, the advanced and proficient all student group increased from 26.3% in 21-22 to 36.3% in 36.3%.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Math was 24.2% proficient and advanced and did not meet the interim goal/improvement target but increased from 22.2% in 21-22 to 24.32% in 2022-2023.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 56.6% the all student group did not meet the the Regular Attendance Benchmark of 73.9% but also decreased from 87.4% in 2021-2022.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, 81.9% of the all student group did not meet the the Career Standards Benchmark and was below the state average of 89.6% and did not meet the Statewide Goal of 98%.	False
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.	False
According to Exact Path Math (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades K to 5 showed growth in Percentile rank from 0% to 9% in the 75th to 99th percentile and 4% to 19% in the 50th to 74th Percentile. Although they showed growth in percentile rank, 72% of the students are in the 49% and below percentile rank.	False
As of July 2024, the Future Ready Index indicated that the schools with Disabilities subgroup indicated that they did not meet the statewide average in regular attendance and decreased from 81.3% in 21-22 to 44.8% in 22-23.	False
According to the LinkIt data Management system as of July of 2024, the 4th grade district assessment data indicated that the students did not make growth from assessment 1 to assessment 3 in Science.	False
According to Exact Path Reading (Edmentum) as of July 2024 the available data for the 2022-2023 school year indicated that students at Dan Flood in grades 3 to 5 showed growth in Percentile rank from 3% to 13% in the 75th to 99th percentile and 11% to 18% in the 50th to 74th Percentile. Although they showed growth in percentile rank, 69% of the students are in the 49% and below percentile rank.	False
During the 2024- 2025 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.	False
According to the LinkIt data Management system as of July of 2024, the 3rd grade district assessment data indicated overall the students did not make growth from assessment 1 to assessment 3 in ELA. The	False

percentage of students in the 90 to 100 percent went from 4.9% to 0.0% and 70 to 89 percent went from 27.9% to 27.7%.	
The district will continue to find funding sources to bring in effective professional development sessions to increase teacher knowledge and student performance and to evaluate these sessions for effectiveness.	False
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.	False
The district will continue to differentiate learning using various online programs and the year 3 of the third year of Superkids and Open Court reading program in Grades K to 5.	False
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 56.6% the all student group did not meet the the Regular Attendance Benchmark of 73.9% but also decreased from 87.4% in 2021-2022.	False
As of July 24, the 2022-2023 data indicated that the student with disabilities did not meet the interim goal/Improvement target in ELA, Science and Math and was below the state average.	False
Dan Flood will monitor more closely the student completion of all subgroups for of the the Career Readiness online program.	False
According to the LinkIt data Management system as of July of 2024, indicated that the students in grades 3 to 5 made growth from assessment 1 to assessment 3 in Math but 48.1 percent for these students fall below 69% in the assessment.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 81.9% the all student group did not meet the the Career Standards Benchmark of 89.6% but increased from 56.7% in 2021-2022.	Continue to monitor the completion of the Career Readiness online completion of students.	True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group was 36.3% proficient and advanced but did not meet the interim goal/improvement target in ELA. Also, the advanced and proficient all student group increased from 26.3% in 21-22 to 36.3% in 36.3%.		True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Math was 24.2% proficient and advanced and did not meet the interim goal/improvement target but increased from 22.2% in 21-22 to 24.32% in 2022-2023.		True
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, at 56.6% the all student group did not meet the the Regular Attendance Benchmark of 73.9% but also decreased from 87.4% in 2021-2022.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
According to the July 2024, PA Future Ready Index referencing the 2022-2023 school year, 100% of the all student group in science met the standard demonstrating growth.	
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in ELA annual academic growth scored was 100.0 % which was above the statewide average of 75.0% in meeting expectations.	
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group in Mathematics annual academic growth scored 91.0 % which was above the statewide average of 75.3% in meeting expectations.	
According to the July 2024 PA Future Ready Index referencing the 2022-2023 school year, the all student group did not meet the interim goal/improvement target in Career Readiness but had an increase from 56.7% in 2021-2022 to 81.9% in 2022-2023.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Dan Flood Administration will closely monitor the student completion of the online components of Choices 360 website.
	<p>ELA: Dan Flood Administration 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 3 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. The school will continue to use Exact Path to create individual learning paths and to monitor that data to make instructional changes.</p>
	<p>Math: Dan Flood Administration will continue use targeted instructional grouping, differentiated instruction, and utilize online technology resources to increase achievement in the Math PSSA. The district continue to the data management called "Link It". This system will help us make more informed academic decisions. The school will continue to use Exact Path to create individual learning paths and to monitor that data to make instructional changes.</p>
	<p>Regular Attendance: Dan Flood Administration will continue to monitor the regular attendance of all students using the district program Skyward Student Monitoring System. Administration will work closely with the Home and School Visitor to follow through on the District Policy for Attendance.</p>

Goal Setting

Priority: ELA: Dan Flood Administration 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 3 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. The school will continue to use Exact Path to create individual learning paths and to monitor that data to make instructional changes.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The "All Student Group" will increase the number of proficient and advanced students by 2%. (ELA Growth)			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Monitor Exact Path Data, district level assessment, and curriculum based assessment.	Monitor Exact Path Data, district level assessment, and curriculum based assessment.	Monitor Exact Path Data, district level assessment, and curriculum based assessment.	Monitor Exact Path Data, district level assessment, and curriculum based assessment.

Priority: Dan Flood Administration will closely monitor the student completion of the online components of Choices 360 website.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth)			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Monitor Exact Path Data, district level assessment, and curriculum based assessment.	Monitor Exact Path Data, district level assessment, and curriculum based assessment.	Monitor Exact Path Data, district level assessment, and curriculum based assessment.	Monitor Exact Path Data, district level assessment, and curriculum based assessment.

Priority: Math: Dan Flood Administration will continue use targeted instructional grouping, differentiated instruction, and utilize online technology resources to increase achievement in the Math PSSA. The district continue to the data management called "Link It". This system will help us make more informed academic decisions. The school will continue to use Exact Path to create individual learning paths and to monitor that data to make instructional changes.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
The "All Student Group" will increase their completion of the career standards benchmark by 10%			
Measurable Goal Nickname (35 Character Max)			
Career Readiness Benchmark			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Monitor data using the website Choices 360.	Monitor data using the website Choices 360.	Monitor data using the website Choices 360.	Monitor data using the website Choices 360.

Priority: Regular Attendance: Dan Flood Administration will continue to monitor the regular attendance of all students using the district program Skyward Student Monitoring System. Administration will work closely with the Home and School Visitor to follow through on the District Policy for Attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The "All Student Group" will increase their percent of regular attendance by 5%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Monitor using Skyward Student Monitoring System	Monitor using Skyward Student Monitoring System	Monitor using Skyward Student Monitoring System	Monitor using Skyward Student Monitoring System

Action Plan

Measurable Goals

Career Readiness Benchmark	ELA PSSA
Math PSSA	Regular Attendance

Action Plan For: Differentiated Instruction

Measurable Goals:
<ul style="list-style-type: none"> The "All Student Group" will increase the number of proficient and advanced students by 2%. (ELA Growth) The "All Student Group" will increase the number of proficient and advanced students by 2% (Math Growth)

Action Step		Anticipated Start/Completion Date	
The district will continue year 3 of the Superkids and Open Court Reading Programs for the 2024-2025 school year. The online components of these programs will remediate and reinforce content along with monitoring performance.		2024-09-05	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Thomas Zelinka/Sandra Atherton/Sean Flynn/Margo Serafini/Marlina Nockley	Title 1 funds are utilized for the salaries and benefits of 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.	Yes	
Action Step		Anticipated Start/Completion Date	
Dan Flood will continue to use technology resources in Math and ELA to increase performance on PSSA and curriculum based assessments.		2024-09-05	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Thomas Zelinka/ Sean Flynn, Marlina Nockley/ Margo Serafini/ Sandra Atherton	Title 1 Funds will be utilized to support instruction(chromebooks, ipads, online programs) and provide the necessary professional development to support these programs.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase student performance and growth on District Assessments, Curriculum Based Assessments, and PSSA.	Sean Flynn, Margo Serafini, Thomas Zelinka, Sandra Atherton, Marlana Nockley BOY MOY EOY Online Monitoring Tools and Link It

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Differentiated Instruction 	SALARIES OF INTERVENTION SPECIALISTS	226115
Instruction	<ul style="list-style-type: none"> Differentiated Instruction 	BENEFITS OF INTERVENTION SPECIALISTS	96901
Instruction	<ul style="list-style-type: none"> Differentiated Instruction 	RESOURCES FOR TITLE I CLASSROOMS; IDENTIFIED AND APPROVED BY SUBJECT AREA SUPERVISORS	64567
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Differentiated Instruction 	SALARIES OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM	15280
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Differentiated Instruction 	BENEFITS OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL	3820

		PROGRAM	
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Differentiated Instruction 	RESOURCES IDENTIFIED AS NECESSARY TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM	12000
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> Differentiated Instruction 	FOOD SERVICE TO PROVIDE HEALTHY SNACKS TO STUDENTS PARTICIPATING IN AFTER-SCHOOL PROGRAM	6400
Total Expenditures			425083

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Instruction	The district will continue year 3 of the Superkids and Open Court Reading Programs for the 2024-2025 school year. The online components of these programs will remediate and reinforce content along with monitoring performance.
Differentiated Instruction	Dan Flood will continue to use technology resources in Math and ELA to increase performance on PSSA and curriculum based assessments.

Continuation of Training for Superkids, Open Court and Online Programs

Action Step		
<ul style="list-style-type: none"> The district will continue year 3 of the Superkids and Open Court Reading Programs for the 2024-2025 school year. The online components of these programs will remediate and reinforce content along with monitoring performance. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Scheduled Inservice Days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Continuation of Training for Online Programs

Action Step
<ul style="list-style-type: none"> Dan Flood will continue to use technology resources in Math and ELA to increase performance on PSSA and curriculum based

assessments.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Inservice day	Scheduled Inservice Days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">AFFIRMATION STATEMENT - WILKES-BARRE AREA SCHOOL DISTRICT SIGNED.pdf

Chief School Administrator	Date
Dr. Brian Costello	2024-08-11
Building Principal Signature	Date
Marlena Nockley	2024-08-13
School Improvement Facilitator Signature	Date