

DR DAVID W KISTLER EL SCH

301 Old River Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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
Corey Brenner	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	Parent	Parent
Shirley Torna	Community Representative/ School Improvement Plan	Parent
Dionne Fisher	Elementary School Teacher- Regular Education; School Improvement Plan	Dr. David W. Kistler Elementary
Margo Serafini	District Level Leaders	Wilkes-Barre Area School District

Name	Position	Building/Group
Megan Peters	Teacher	Wilkes-Barre Area School District
Dr. Brian Costello	Chief School Administrator	Wilkes-Barre Area School District
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students will be identified through Child Study, DIBELS Progress Monitoring, and Performance Plus. Students will receive Title 1 services with an Interventionist based on areas of concerns identified through Performance Plus, DIBELS 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
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

ACTION PLAN AND STEPS

Evidence-based Strategy	
Exact Path	
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 provided by Exact Path to target individual students needs, continually monitor

Goal Nickname**Measurable Goal Statement (Smart Goal)**

student progress, and use differentiated instruction to meet specific needs of all learners. Teachers will get professional development monthly.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Review Exact Path through monthly data meetings with teachers and staff.

2022-09-08 -
2022-06-09

Keli
Shanahan,
Title One
Coach

Professional development utilizing federal funds (as related to new core reading program and curriculum revisions when needed). Technology and supplies to support student instruction utilizing Title I Funds. Professional Development utilizing federal funds (as related to new core reading program and curriculum revisions where needed). In order to increase student reading performance in K-8, student instruction in reading will be supported by Interventionists utilizing Title I funding.

Provide 3-5 teachers with ELA professional development monthly based on the new Reading Program Open Court.

2022-08-22 -
2023-06-09

Tom Zelinka

Technology and supplies to support student instruction utilizing Title I funds. Increase student reading performance in K-8, student instruction in reading will be supported by Interventionists utilizing Title I funding.

Anticipated Outcome

That all students increase by 5%.

Monitoring/Evaluation

Students use the program for at least 40 minutes a week.

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 provided by Exact Path to target individual students needs, continually monitor student progress, and use differentiated instruction to meet specific needs of all learners. Teachers will get professional development monthly. (Data Resources)</p>	Exact Path	Review Exact Path through monthly data meetings with teachers and staff.	09/08/2022 - 06/09/2022

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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Corey Brenner

2022-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

According to 2020-2021 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 2020-2021 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 evidence that the school has met the standard for PA Academic Growth in grades 5 & 6.

According to 2020-2021 PVAAS School Value Added report, in ELA, the academic growth of the Economically Disadvantaged Students taking the ELA PSSA relative to changes in their achievement level/entering achievement have shown evidence that the school has met the standard for PA Academic Growth in grades 5 & 6.

According to 2020-2021 PVAAS School Value Added report, in ELA, the academic growth of the all student group taking the ELA

Challenges

According to 2019-2020 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 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 2020-2021 Future Ready PA Index State Assessment Report, the percentage of students in the All Student Group scoring Proficient or Advanced on the ELA PSSA did not meet the Statewide Average Goal/ Interim Target.

According to 2020-2021 Future Ready PA Index State Assessment Report, the ALL Student Group DID NOT meet the Regular Attendance Statewide Average Goal/Interim Target.

According to 2020-2021 Future Ready PA Index State Assessment Report, the percentage of students in the All Student Group scoring Proficient or Advanced on the ELA PSSA did not

Strengths

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 (5-6).

According to 2020-2021 PVAAS School Value Added report, in Math, the academic growth of students taking the Math PSSA relative to changes in their achievement level/entering achievement have shown evidence that the school has met the standard for PA Academic Growth in grade 6.

According to 2020-2021 Future Ready Index report, in SCIENCE, the academic growth of students taking the Science PSSA relative to changes in their achievement level/entering achievement has shown evidence that the school has exceeded the standard for PA Academic Growth.

According to 2020-2021 Future Ready PA Index State Assessment Report, 100% of the Black student group met the Career Standards Benchmark.

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

According to 2020-2021 Future Ready PA Index State Assessment Report, 100% of Black students in the College and Career measures met the performance standard.

Challenges

meet the Statewide Average Goal/ Interim Target.

According to 2020-2021 PVAAS School Value Added report, in MATH, the academic growth of the Economically Disadvantaged Group taking the Mathematics PSSA relative to changes in their achievement level/entering achievement have shown significant evidence that the school has not met the standard for PA Academic Growth in grade 5.

According to 2020-2021 Future Ready Index report, in SCIENCE, the academic growth of students taking the Science PSSA relative to changes in their achievement level/entering achievement has shown evidence that the school has not met the standard for PA Academic Growth in the percent advanced student group.

According to the 2020-2021 Future Ready PA Index State Assessment Report, the all student group did not meet the Career Standards Benchmark.

Identify and address individual student learning needs.

Zero percent of students with disabilities scored advanced on the Pennsylvania State Assessment in both Math and ELA.

Economically disadvantaged students showed significant evidence that they did not meet the growth standard.

Most Notable Observations/Patterns

Challenges

According to 2020-2021 Future Ready PA Index State Assessment Report, the percentage of students in the All Student Group scoring Proficient or Advanced on the ELA PSSA did not meet the Statewide Average Goal/ Interim Target.

Discussion Point

Our district will be implementing a new Science of Reading program (SuperKids and Open Court), Exact Path, and Imagine Learning.

Priority for Planning

According to 2020-2021 Future Ready PA Index State Assessment Report, the ALL Student Group DID NOT meet the Regular Attendance Statewide Average Goal/Interim Target.

We have a bilingual Social Worker to work with all families on attendance.

ADDENDUM B: ACTION PLAN

Action Plan: Exact Path

Action Steps	Anticipated Start/Completion Date
Review Exact Path through monthly data meetings with teachers and staff.	09/08/2022 - 06/09/2022
Monitoring/Evaluation	Anticipated Output
Students use the program for at least 40 minutes a week.	That all students increase by 5%.
Material/Resources/Supports Needed	PD Step
Professional development utilizing federal funds (as related to new core reading program and curriculum revisions when needed). Technology and supplies to support student instruction utilizing Title I Funds. Professional Development utilizing federal funds (as related to new core reading program and curriculum revisions where needed). In order to increase student reading performance in K-8, student instruction in reading will be supported by Interventionists utilizing Title I funding.	yes

Action Steps**Anticipated Start/Completion Date**

Provide 3-5 teachers with ELA professional development monthly based on the new Reading Program Open Court.

08/22/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Students use the program for at least 40 minutes a week.

That all students increase by 5%.

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

Technology and supplies to support student instruction utilizing Title I funds. Increase student reading performance in K-8, student instruction in reading will be supported by Interventionists utilizing Title I funding.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

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 provided by Exact Path to target individual students needs, continually monitor student progress, and use differentiated instruction to meet specific needs of all learners. Teachers will get professional development monthly. (Data Resources)</p>	Exact Path	Review Exact Path through monthly data meetings with teachers and staff.	09/08/2022 - 06/09/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Exact Path Training	Classroom Teachers grades K-5	Differentiated Instruction, Grouping, and Assessment	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Classroom Activities, Lesson Plans, Homework, Performance Tasks, Increased level on ELA and Math Technology Programs		09/07/2022 - 06/23/2023	Ms Serafini, Principal
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
In-Service Training, 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
