

DR DAVID W KISTLER EL SCH

301 Old River Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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
Mary Gallis	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
Sean Flynn	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 areas of concerns will be identified through Performance Plus and PVAAS. Teachers will develop Student Learning Objectives, and use differentiated instruction to meet the needs of the students.

English Language
Growth and
Attainment

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

ACTION PLAN AND STEPS

Evidence-based Strategy

ELA Growth

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA Growth

The All Student Group percentage will increase 3% towards meeting the Interim Goal/Improvement Target.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Small group intervention workshops 150 min/week.	2023-09-11 - 2024-08-30	Mary Gallis/Lit Leader	Federal funding will be utilized to support the purchase of Linkit

Anticipated Outcome

Growth and acceleration towards proficiency in ELA.

Monitoring/Evaluation

M. Gallis/Linkit

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The All Student Group percentage will increase 3% towards meeting the Interim Goal/Improvement Target. (ELA Growth)	ELA Growth	Small group intervention workshops 150 min/week.	09/11/2023 - 08/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

Chief School Administrator

Dr. Brian Costello

2023-08-30

School Improvement Facilitator Signature

Building Principal Signature

Corey Brenner

2023-08-30

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

According to 2021-2022 Future Ready PA Index State Assessment Report, the percentage of students under the Early Indicators of Success in Grade 3 Science Hispanic Group scored the highest in all subgroups.

According to 2021-2022 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 4 & 5.

According to 2021-2022 PVAAS School Value Added report, in ELA, the academic growth of the Hispanic 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 4 & 5.

According to 2021-2022 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 4 & 5.

Challenges

According to 2021-2022 PVAAS School Value Added report, in ELA, 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 2021-2022 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 2021-2022 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 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 2021-2022 PVAAS School Value Added report, in

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 2021-2022 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 5.

According to 2021-2022 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 PVAAS, Economically Disadvantage students showed significant evidence of growth in 4th grade ELA.

According to 2020-2021 Future Ready PA Index State Assessment Report, 81.8% of the White 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,

Challenges

ELA, 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 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 2021-2022 Future Ready Index report, in SCIENCE, the academic growth of Hispanic 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 2021-2022 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.

Strengths

emotionally, intellectually and physically.

According to 2021-2022 Future Ready PA Index State Assessment Report, 93% of Hispanic students exceed the Standard Demonstrating Growth.

Challenges

Economically disadvantaged students in 5th grade showed significant evidence that they did not meet the growth standard.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
<p>According to 2021-2022 PVAAS School Value Added report, in ELA, 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.</p>	<p>Our district will be implementing a new Science of Reading program (SuperKids and Open Court), Exact Path, and Imagine Learning. We are also providing an option for a free tutoring program by teachers after school.</p>	<p>✓</p>
<p>According to 2021-2022 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.</p>	<p>We are many different academic opportunities to help students recover from the covid learning loss. Students are offered many different after school academic recovery options.</p>	<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: ELA Growth

Action Steps	Anticipated Start/Completion Date
Small group intervention workshops 150 min/week.	09/11/2023 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
M. Gallis/Linkit	Growth and acceleration towards proficiency in ELA.

Material/Resources/Supports Needed	PD Step
Federal funding will be utilized to support the purchase of Linkit	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The All Student Group percentage will increase 3% towards meeting the Interim Goal/Improvement Target. (ELA Growth)	ELA Growth	Small group intervention workshops 150 min/week.	09/11/2023 - 08/30/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis/Instruction Planning	Administration and Teachers	Data Analysis, Instructional Planning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Title I Coach will review and analyze data reports weekly for Exact Path & Acadience Learning. These reports include Actionable Areas - Usage, Growth, Lesson Progress, and individual Student Achievement.	09/11/2023 - 06/07/2024	M. Gallis Literacy Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Available on Website postings, Skyalert, and mail	Schoolwide Title I School Plan	Internet, phone, mail	All students	1 month

