Profile and Plan Essentials

School	AUN/Branch
Solomon/Plains Elementary School	7492

Address 1	
41 Abbott Street	

Address 2	

City	**State**	**Zip Code**
Plains	PA	18705

Chief School Administrator	**Chief School Administrator Email**
Brian Costello	brian.costello@wbasd.k12.pa.us

Principal Name	
Justin Correll	

Principal Email	
jcorrell@wbasd.k12.pa.us	

Principal Phone Number	**Principal Extension**
(570) 826-7222	3302

School Improvement Facilitator Name	**School Improvement Facilitator Email**
Deanna Menning	dmenning@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Robert Makaravage	Administator/Director of Instruction	Administration Building	rmakaravage@wbasd.k12.pa.us
Justin Correll	Principal	Solomon Plains Elementary	jcorrell@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
Denise Demellier	Business Representative	Dee's Diner	ddemellier@wbasd.k12.pa.us
Thomas Zelinka	Supervisor of K-12 ELA Curriculum	Administration Building	tzelinka@wbasd.k12.pa.us
Lorrie Gardner	Literacy Leader	Solomon-Plains Elementary	lgardner@wbasd.k12.pa.us
Molly Nealon	Guidance Counselor	Solomon- Plains Elementary	mnelon@wbasd.k12.pa.us
Yvonne Corcoran	Education Specialist	Solomon- Plains Elementary	ycorcoran@wbasd.k12.pa.us
Christine Hayward	Teacher	Solomon-Plains Elementary	chayward@wbasd.k12.pa.us
Maria Hayward	Teacher	Solomon-Plains Elementary	mhayward@wbasd.k12.pa.us
Lisa Giovaninni	Intermediate Elementary Teacher	Solomon-Plains Elementary	lgiovaninni@wbasd.k12.pa.us
Michele Kryzwicki	Intermediate Elementary Teacher	Solomon-Plains Elementary	mkryzwicki@wbasd.k12.pa.us
Jessica Speicher	Community Member	Little Eric's Foundation	jspeicher@wbasd.k12.pa.us
Melissa Styczen	Intermediate Special Education Teacher	Solomon-Plains Elementary	mstyczen@wbasd.k12.pa.us
Lori Frank	Parent	Solomon-Plains Elementary	lfrank01@gmail.com
Aubrey Hallinan	Parent	Solomon-Plains Elementary	ab2004bm@gmail.com
Cindy Gavin	Parent	Solomon-Plains Elementary	cindy.zbierski@gmail.com
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District	lzigmund@wbasd.k12.pa.us
Sean Flynn	District Level Leaders	Wilkes-Barre Area School District	sflynn@wbasd.k12.pa.us
Margo Serafini	District Level Leaders	Wilkes-Barre Area School District	mserafini@wbasd.k12.pa.us

Vision for Learning

Vision for Learning

The vision of Solomon Plains Elementary School is to educate all students to the highest levels of academic achievement, to enable them to maximize their fullest potential, and prepare them to become responsible, ethical, and compassionate members of the community.

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
In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeded the standard demonstrating growth at 97% which increased from 76% the previous year. This growth exceeds the state-wide average (75%)	2022/23-97% 2021/22---76% The standard of growth was met and is above the state average of 75%.
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group met the standard demonstrating growth at 78 % which increased from 72% the previous year. This growth exceeds the state-wide average of 75.3%	2022/23-78% 2021/22---72%
In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeds the standard demonstrating growth at 100% and was above the statewide average growth of 75.1%.	2022-23---100% 2021-22---98%
For the Career Standards Benchmark as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group increased from 81.7% to 92.4% and is above the statewide average of 89.6%.	2022/23---81.7% 2021/22---92.4% Although the All-Student group showed an increase, this group did not meet the Statewide Goal/interim goal of 98% by 2033.

Challenges

Indicator	Comments/Notable Observations
In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 81.1% by 2033. The group is at 45.4% which is below the statewide average of 54.5%.	Proficient and Advanced in ELA: 2022/23---45.4% 2021/22---38.4% Although the statewide average of 54.5% was not met, this group showed an increase over the previous year.
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 71.8% by 2033. The group is at 32.3% which is below the statewide average of 38.3%.	Proficient and Advanced in Math: 2022/23---32.3 2021/22---24.9% Although the statewide average of 38.3% was not met, this group showed an increase over the previous year.
In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target and decreased from 70% to 67.2%.	Proficient and Advanced in Science: 2022/23---67.2% 2021/22---70.0% Note: This group is still above the statewide average in 2022-23 of 58.9%

For Regular Attendance as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group decreased from 97.2 % the previous year to 79.1%. This group did not meet the Statewide Goal/interim target of 94.1% by 2033.	2022/23---79.1% 2021/22---94.1% This group is still above the statewide attendance average of 73.9%.

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

Strengths

Indicator In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the subgroup break down of Hispanic, White, Economically Disadvantaged and Student with Disabilities exceeds the standard demonstrating growth showing an increase over the previous year's scores. **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic: 2022/23---94%% 2021/22---no subgroup White: 2022/23---89% 2021/22---75.0% Economically Disadvantage: 2022/23---100%% 2021/22---72.0% Students with Disabilities: 2022/23---95%% 2021/22---no subgroup The statewide average growth is 75.0%
Indicator In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the subgroup break down of Hispanic, White, Economically Disadvantaged and Student with Disabilities met or exceeds the standard demonstrating growth showing an increase over the previous year's scores. **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Hispanic: 2022/23---86.0% 2021/22---no subgroup White: 2022/23---72.0% 2021/22---68.0% Economically Disadvantage: 2022/23---91.0% 2021/22---78.0% Students with Disabilities: 2022/23---83.0% 2021/22---no subgroup The statewide average is 75.3%
Indicator In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the subgroup break down of Hispanic, White and Economically Disadvantaged met or exceeds the standard demonstrating growth. **ESSA Student Subgroups** Hispanic, White, Economically Disadvantaged	**Comments/Notable Observations** Hispanic: 2022/23---73% 2021/22---no subgroup White: 2022/23---100% 2021/22---91.0% Economically Disadvantage: 2022/23---91% 2021/22---77.0% The statewide average is 75.1%
Indicator In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the subgroup break down of White met or exceeds the interim target of proficient and advanced and exceeds the statewide average. **ESSA Student Subgroups** White	**Comments/Notable Observations** White: proficient and advanced 2022/23---77.9% 2021/22---971.3% The statewide average is 58.9%

Challenges

Indicator In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the All Student Group and subgroups did not meet the interim goal	**Comments/Notable Observations** Statewide average of 54.1% All Student Group- 2022/23---45.4% 2021/22---38.4% Black: 2022/23---40.0% 2021/22---no subgroup Hispanic- 2022/23---

/improvement target of proficient and advanced and was below the statewide average of 54.5% (But, all groups showed an increase over last year's scores, except Students with Disabilities group) All Student Group-45.4% Black-40% Hispanic-41.3% White- 48.8% 2 or more races-30.8% Economically Disadvantaged -39.2% Students with Disabilities -14.9% **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	41.3% 2021/22---25.5% White- 2022/23---48.8% 2021/22---43.5% 2 or more races: 2022/23---30.8% 2021/22---no subgroup Economically Disadvantaged - 2022/23---39.2% 2021/22---29.6% Students with Disabilities - 2022/23---14.9% 2021/22---15.7%
Indicator In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the All Student Group and subgroups (except Black) did not meet the interim goal /improvement target and was below the statewide average of 38.3% All Student Group-32.3% Black-40.0% (met) Hispanic-23.8% White-35.7% 2 or more races-19.2% Economically Disadvantaged -26.6% Students with Disabilities -17.2% **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Statewide average of proficient and advanced 38.3% All Student Group-2022/23---32.3% 2021/22---24.9% Black: 2022/23---40.0% (met) 2021/22---no subgroup Hispanic- 2022/23---23.8% 2021/22---16.4% White- 2022/23---35.7% 2021/22---16.4% 2 or more races: 2022/23---19.2% 2021/22---no subgroup Economically Disadvantaged - 2022/23---26.6% 2021/22---16.7% Students with Disabilities - 2022/23---17.2% 2021/22---10.0%
Indicator For Regular Attendance as of August 2024, based on PA Future Ready Index 2022-23 data, the All Student Group and subgroups (except White) did not meet the performance standard and decreased from the previous year. **ESSA Student Subgroups** African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Statewide average for regular attendance is 73.9% All Student Group-2022/23---79.1% 2021/22---94.1% Black: 2022/23---74.4% (met) 2021/22---93.3% Hispanic- 2022/23---69.6% 2021/22---90.1% White- (met goal, but still decreased from previous year) 2022/23---83.4% 2021/22---95.4% 2 or more races: 2022/23---77.2% 2021/22---94.0% Economically Disadvantaged - 2022/23---75.7% 2021/22---93.1% Students with Disabilities - 2022/23---75.2% 2021/22---90.6%

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.

In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeded the standard demonstrating growth at 97% which increased from 76% the previous year. This growth exceeds the state-wide average (75%)
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group met the standard demonstrating growth at 78 % which increased from 72% the previous year. This growth exceeds the state-wide average of 75.3%
In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeds the standard demonstrating growth at 100% and was above the statewide average growth of 75.1%.

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.

In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 81.1% by 2033. The group is at 45.4% which is below the statewide average of 54.5%.
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 71.8% by 2033. The group is at 32.3% which is below the statewide average of 38.3%.
For Regular Attendance as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group decreased from 97.2 % the previous year to 79.1%. This group did not meet the Statewide Goal/interim target of 94.1% by 2033.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Imagine Learning and Literacy online Program (2023-2024)	K, 1, 2 individual grade level Core students made growth from BOY/September 2023 to EOY/June 2024 using Benchmark Assessment data Grade BOY EOY K 59% 66% 1st 13% 37% 2nd 17% 43%
Exact Path Reading (Edmentum) Online Program	As of August 2024 Exact Path Reading indicated students in Grades 3 to 5 showed growth in 75-99th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 10% to 15%; 4th grade-13% to 29%: 5th grade-15% to 18%). 3rd grade showed growth in the 50 to 74th Percentile Rank (10% to 15%). 3rd and 4th grade decreased the number of students in the lowest 1 to 24th Percentile Rank (3rd-70% to 47%; 4th-36% to 22%). 5th grade showed an increase in students in the 1 to 24th Percentile Rank (24% to 36%). Although students in grades 3-5 showed growth for Reading in the top Percentile Rank, many students are still in the 49th and Below Percentile Rank Range (3rd-70%, 4th-45%, 5th-56%) We will continue to use Exact Path which individualizes instruction to meet the needs of each student in Reading/Language Arts.
LinkIt Data Management System 2023-24 - 5th grade ELA District Assessments	As of August 2024, the 5th grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3 in ELA. The students in the 70 to 89% score range went from 19% to 44% (increase) and no students were in the 90 to 100 % score range for either assessment. went from 9% to 3%. (decrease). The percent of students in the lowest range of a score below 60% went from 59% down to 33% (positive decrease)
LinkIt Data Management System 2023-24- 4th grade ELA District Assessments	As of August 2024, the 4th grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3 in ELA. The students in the 70 to 89% score range went from 17% to 44% (increase) and students in the 90 to 100 % score range stayed the same at 1%. The percent of students in the lowest range of a score below 60% went from 56% down to 26% (positive decrease)
LinkIt Data Management System 2023-24 -3rd grade ELA District Assessments	As of August 2024, the 3rd grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3 in ELA. The students in the 70 to 89% score range went from 20% to 26% (increase) and students in the 90 to 100 % score range went from 9% to 3%. (decrease). The percent of students in the lowest range with a score below 60% went from 53% down to 48% (positive decrease)
Acadience Learning online (Dibels) data for K, 1, 2 (2023-2024)	K- increased its Core students from BOY (42%) to EOY (67%) 1st- decreased its Core students from BOY (71%) to EOY (40%) 2nd- decreased its Core students from BOY (71%) to EOY (63%)
Acadience Learning online (Dibels) data for K, 1, 2 (2022-2023)	K- increased its Core students from BOY (56%) to EOY (84%) 1st- decreased its Core students from BOY (66%) to EOY (47%) 2nd- decreased its Core students from BOY (55%) to EOY (51%)
RAISE after-school tutoring program	The RAISE program was continued for the 2023-2024 school year to help students with their academic growth in ELA and will continue for the 2024-25 school year.
Local School Data/Programs	Peer Tutoring Program
Parent and Family Involvement	Parent and Family Engagement Events
PVASS (Pennsylvania Value Added Assessment System)	In August of 2024 according to PVASS data in ELA, 5th grade showed significant evidence that the school exceeded the growth standard.

PVASS (Pennsylvania Value Added Assessment System)	In August of 2024 according to PVASS data in ELA, 4th grade showed moderate evidence that the school exceeded the growth standard.

English Language Arts Summary

Strengths

In ELA, according to LinkIt district assessment data for 2023-24, students in grades 3, 4, and 5 made overall growth from assessment 1 to assessment 2 in the 70 to 89% score range. (3rd-20% to 26%;, 4th-17% to 44%; 5th 19% to 44%) Data indicated number of students in the lowest range with a score below 60% decreased in grades 3 to 5. (3rd-53% down to 48%; 4th-56% down to 26%; 5th- 59% to 33%)
In Reading, according to Exact Path data for 2023-24 Exact Path Reading indicated students in Grades 3 to 5 showed growth in 75-99th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 10% to 15%; 4th grade-13% to 29%: 5th grade-15% to 18%).
According to Acadience Learning online 2022-2023 (Dibels) data, Kindergarten showed an increase in Core students from BOY (42%) to EOY (67%).
In ELA, according to PVASS 2023 data, 4th grade showed moderate evidence that the school exceeded the growth standard. In ELA, according to PVASS 2023 data, 5th grade showed evidence that the school exceeded the growth standard.

Challenges

In ELA, according to LinkIt district assessment data for 2023-24, although students in grades 3 to 5 made growth there are still many students below a score of 60% (3rd-48%; 4th-26%; 5th-33%). In grades 3 to 5 there are few students in the 90 to 100% score range. (3rd-decreased from 9% to 3%; 4th-1% to 1%; 5th-0% to 0%)
According to Acadience Learning Online (Dibels) for the 2023-24 school year, 1st and 2nd Core student scores decreased from BOY to EOY using the benchmark assessment. 1st grade BOY (71%) to EOY (40%) 2nd grade BOY (71%) to EOY (63%). In 1st grade the percentage of Intensive students increased from BOY (22%) to EOY (50%). In 2nd grade the percentage of Intensive students increased from BOY (20%) to EOY (22%)
According to Exact Path Reading, although students in grades 3-5 showed growth for Reading in the top Percentile Rank 75 to 99th, many students are still in the 49th and Below Percentile Rank Range (3rd-70%, 4th-45%, 5th-56%)
In ELA, according to PVASS 2023 data, although the All Student Group and subgroups: Black, Hispanic, White, 2 or more races, and   Economically Disadvantaged made growth, but they are still not meeting the statewide goal/interim target for proficient and advanced students.

Mathematics

Data	Comments/Notable Observations
Exact Path Math (Edmentum) online program	As of August 2024, Exact Path Math (2023-24) indicated students in Grades 3 to 5 showed growth in 75-99th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 2% to 17%; 4th grade-3% to 24%; 5th grade-3% to 18%). Students in Grades 3 to 5 showed growth in 50-74th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 8% to 18%; 4th grade-14% to 33%; 5th grade-15% to 32%). Grades 3 to 5 decreased the number of students in the lowest 1 to 24th Percentile Rank (3rd-78% to 47%; 4th-51% to 13%; 5th-50% to 23%). Although students in grades 3-5 showed growth in the Math Percentile Rank, many students are in the 49 and Below Percentile Rank Range (3rd-65%, 4th-43%, 5th-51%) We will continue to use Exact Path which individualizes instruction to meet the needs of each student in Math for the 2024-25 school year.

LinkIt Data Management System 2023-24 - Math District Assessments	As of August 2024, the LinkIt Math district assessment data indicated that students in grades 3 and 4 are not moving out of the Below 60% score range from Assessment 1 to Assessment 3. (3rd- 36% increased to 38%; 4th-34% stayed at 34%. Data indicates many students are still in the Below 60% score range on Assessment 3 (3rd- 38%; 4th- 34%; 5th- 42%)
RAISE after-school tutoring program	The RAISE program was continued for the 2023-2024 school year to help students with their academic growth in Math and will be in place for the 2024-25 school year.

Mathematics Summary

Strengths

As of August 2024, Exact Path Math (2023-24) indicated students in Grades 3 to 5 showed growth in 75-99th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 2% to 17%; 4th grade-3% to 24%; 5th grade-3% to 18%). Grades 3 to 5 decreased the number of students in the lowest 1 to 24th Percentile Rank (3rd-78% to 47%; 4th-51% to 13%; 5th-50% to 23%).
In Math, according to PVASS 2023 data, most subgroups in 4th and 5th grade showed evidence that they met or exceeded the growth standard. (Economically Disadvantaged, Hispanic, Lowest performing 33% of students, Students with IEP's, and 2 or more races)
In Math, according to PVASS 2023 data, the All Student Group and 5th grade showed evidence that they met or exceeded the growth standard.

Challenges

As of August 2024, Exact Path Math (2023-24) indicates although students in grades 3-5 showed growth in the Math Percentile Rank, many students are in the 49 and Below Percentile Rank Range (3rd-65%, 4th-43%, 5th-51%)
In Math, according to PVASS 2023 data, the White subgroup for 4th grade showed significant evidence that they did not meet the growth standard.
In Math, according to PVASS 2023 data, the All Student Group for 4th grade showed moderate evidence that they did not meet the growth standard.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Future Ready Index (2022-23)	In Science, according to Future Ready Index 2022-23, the All Student Group of Proficient or Advanced showed a decrease from the previous year from 70.0% down to 67.2%.
PVAAS (Pennsylvania Value Added Assessment System)	In Science, according to PVASS 2023, the all subgroups showed significant evidence that the school met or exceeded the growth standard. (Economically Disadvantaged, Hispanic, Lowest performing 33% of students, Students with IEP's, Two or more Races, and White)
Future Ready Index (2022-23)	In Science as of August 2024, according to Future Ready Index 2022-23, the All Student Group of Proficient or Advanced was at 67.2.0% which is above the state average of 58.9%
PVAAS (Pennsylvania Value Added Assessment System)	In Science, according to PVASS 2023, the All Student Group showed significant evidence that the school exceeded the growth standard.
LinkIt Data Management System 2023-24 - Science District Assessments	In Science as of August 2024 the 3rd grade district assessment data indicated that students did not make overall growth from assessment 1 to assessment 3. The students in the 70 to 89% score range went from 40% to 35% (decrease) and in the 90 to 100 % score range students went from 27% to 17% (decrease).

LinkIt Data Management System 2023-24 - Science District Assessments	In Science as of August 2024 the 4th grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3. The students in the 70 to 89% score range went from 35% to 45% (increase) and in the 90 to 100 % score range students went from 17% to 31% (increase).
LinkIt Data Management System 2023-24 - Science District Assessments	In Science as of August 2024 the 5th grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3. The students in the 70 to 89% score range maintained 40% and in the 90 to 100 % score range students went from 6% to 26% (increase).

Science, Technology, and Engineering Education Summary

Strengths

In Science as of August 2024, according to Future Ready Index 2022-23, the All Student Group of Proficient or Advanced was at 67.2.0% which is above the state average of 58.9%.
In Science, according to PVASS 2023, the all subgroups showed significant evidence that the school met or exceeded the growth standard. (Economically Disadvantaged, Hispanic, Lowest performing 33% of students, Students with IEP's, Two or more Races, and White)
In Science, according to PVASS 2023, the All Student Group showed significant evidence that the school exceeded the growth standard.
In Science as of August 2024 the LinkIt 4th and 5th grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3. 3rd grade students in the 70 to 89% score range went from 35% to 45% (increase) and in the 90 to 100 % score range students went from 17% to 31% (increase). 4th grade students in the 70 to 89% score range went from 35% to 45% (increase) and in the 90 to 100 % score range students went from 17% to 31% (increase).

Challenges

In Science as of August 2024 the 3rd grade district assessment data indicated that students did not make overall growth from assessment 1 to assessment 3. The students in the 70 to 89% score range went from 40% to 35% (decrease) and in the 90 to 100 % score range students went from 27% to 17% (decrease).
In Science, according to Future Ready Index 2022-23, the All Student Group of Proficient or Advanced showed a decrease from the previous year from 70.0% down to 67.2%.

Related Academics

Career Readiness

Data	Comments/Notable Observations
For Career Readiness, according to the Future Ready index 2022-23, the white and Students with disabilities groups met or exceeded interim target (White-97.5% , Student with Disabilities-93.3%)	
For the Career Standards Benchmark as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group increased from 81.7% to 92.4% and is above the statewide average of 89.6%.	
For Career Readiness, according to the Future Ready index 2022-23, Hispanic and Economically Disadvantaged increased but is not meeting the Statewide interim goal of 89.6%.	Statewide interim goal-89.6% Hispanic-81.5% Economically Disadvantaged-88.9%

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.

For the Career Standards Benchmark as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group increased from 81.7% to 92.4% and is above the statewide average of 89.6%.

We are utilizing the career readiness program at an early age to help identify as to which path students might take whether it be academia, technical, or other.
Student access to technology is at a 1 to 1 ratio to aid in the completion of the career readiness online components which can be completed in school.

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.

For Career Readiness, according to the Future Ready index 2022-23, Hispanic (81.5%) and Economically Disadvantaged (88.9%) increased, but is not meeting the Statewide interim goal of 89.6%.
When focusing on career readiness goals at an early age, it makes goal setting and consistency difficult because students interests change constantly. These changes may be influenced by financial restraints, external forces, peer pressure, and parental influence.
Career Readiness data and completion will be monitored more closely on an ongoing basis to ensure student/student subgroups meet the goals and complete all the tasks of this component.

Equity Considerations

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

Data	Comments/Notable Observations
According to the Future Ready Index 2022-23, the English Learners subgroup had an insufficient sample for the 22-23 school year.	Insufficient Subgroup

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

Data	Comments/Notable Observations
In Math, ELA, and Science Future Ready Index 2022-23 data as of August 2024, indicates the Students with Disabilities Group did not meet the statewide goal/interim target of proficient and advanced and is below the statewide average.	ELA State Average: 54.5% ELA Students with Disabilities: 14.9% Math State Average: 38.3% Math Students with Disabilities: 17.2% Science State Average:58.9% Science Students with Disabilities: 28.6%
In Math and ELA Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities Group exceeds the standard demonstrating growth.	Math Statewide Average Growth: 75.3% Students with Disabilities Math: 83.0% ELA Statewide Average Growth: 75.0% Students with Disabilities ELA: 95.0%%
Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities Group subgroup did not meet the Statewide Average in Regular Attendance (73.9%) and decreased from the previous year. 2021-22: 90.6% 2022-23: 75.2%	Future Ready Index: 2021-22: 90.6% 2022-23: 75.2%
Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities subgroup met or exceeded the Career Standards Benchmark of 92.4% at 93.3%, increased over the previous year from 85.7% to 93.3%, and was above the Statewide average of 89.6%.	

PVASS 2022-23 data as of August 2024 indicates that the Students with Disabilities subgroup showed moderate evidence the school exceeded the growth standard in Math and showed significant evidence the school exceeded the growth standard in ELA and Science.	
The students with disabilities subgroup in grades K-5 are integrated with the regular education population to increase student development and learning.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In Math, ELA, and Science as of August 2024, based on the Future Ready Index 2022-23 data, the Economically Disadvantaged group did not meet the interim goal of proficient and advanced and is below the statewide average.	ELA State Average: 54.5% ELA Economically Disadvantaged: 14.9% Math State Average: 38.3% Math Economically Disadvantaged:26.6%% Science State Average:58.9% Science Economically Disadvantaged: 63.0%
PVASS 2022-23 data as of August 2024 indicates 4th grade Economically Disadvantaged subgroup met the growth standard in Math, showed moderate evidence it exceeded the growth standard in ELA, and showed significant evidence it exceeded the growth standard in Science.	
PVASS 2022-23 data as of August 2024 indicates 5th grade Economically Disadvantaged subgroup shows significant evidence it exceeded the growth standard in Math and ELA.	
Future Ready Index 2022-23 data as of August 2024 indicates the Economically Disadvantaged subgroup did not meet the Performance Standard for Regular Attendance goal of 79.1% at 71.7% and decreased from the previous year. 2021-22: 91.3% 2022-23: 75.7%	
Future Ready Index 2022-23 data as of August 2024 indicates the Economically Disadvantaged subgroup did not meet the Career Standards Benchmark of 92.4% at 88.9%, but increased over the previous year from 79.4%.	

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.

PVASS 2022-23 data as of August 2024 indicates 4th grade Economically Disadvantaged subgroup met the growth standard in Math, showed moderate evidence it exceeded the growth standard in ELA, and showed significant evidence it exceeded the growth standard in Science.
In Math and ELA Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities Group exceeds the standard demonstrating growth.
Continuing the use the individualized online learning programs of Imagine Learning and Literacy in grades K to 2 and Exact Path in grades 3-5 to differentiate instruction based on student needs. We are also adding an additional online math program for K to 2 for the 2024-25 school year.
Solomon/Plains Elementary will continue year 3 implementation of the new reading programs that are based on the science of reading which began in the 2022-2023 school year. Grades K -2 will use Super Kids by Zaner Bloser and grades 3 to 5 will use Open Court by McGraw Hill. Teachers will continue utilizing the online component of both programs. The district will continue to use data to drive instruction to be more effective in teaching these subgroups by differentiating instruction meet students' needs.

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.

In Math, ELA, and Science as of August 2024, based on the Future Ready Index 2022-23 data, the Economically Disadvantaged group did not meet the interim goal of proficient and advanced and is below the statewide average on PSSA.
Future Ready Index 2022-23 data as of August 2024 indicates the Economically Disadvantaged subgroup did not meet the Career Standards Benchmark of 92.4% at 88.9%, but increased over the previous year from 79.4%.
Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities Group subgroup did not meet the Statewide Average in Regular Attendance (73.9%) and decreased from the previous year. 2021-22: 90.6% 2022-23: 75.2% In both students with disabilities and economically disadvantaged group, we need to use data more effectively to drive and differentiate instruction to meet the needs of our students academically.
In both Students with Disabilities and Economically Disadvantaged group, we need to use data more effectively to drive and differentiate instruction to meet the needs of our students academically.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Exemplary
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	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Exemplary

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?

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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Foster a culture of high expectations for success for all students, educators, families, and community members .

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?

Implement evidence-based strategies to engage families to support learning
Identify and address individual student learning needs.
Implement a multi-tiered system of supports for academics and behavior

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
In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeds the standard demonstrating growth at 100% and was above the statewide average growth of 75.1%.	True
In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeded the standard demonstrating growth at 97% which increased from 76% the previous year. This growth exceeds the state-wide average (75%)	True
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group met the standard demonstrating growth at 78 % which increased from 72% the previous year. This growth exceeds the state-wide average of 75.3%	True
In ELA, according to LinkIt district assessment data for 2023-24, students in grades 3, 4, and 5 made overall growth from assessment 1 to assessment 2 in the 70 to 89% score range. (3rd-20% to 26%;, 4th-17% to 44%; 5th 19% to 44%) Data indicated number of students in the lowest range with a score below 60% decreased in grades 3 to 5. (3rd-53% down to 48%; 4th-56% down to 26%; 5th- 59% to 33%)	False
In Reading, according to Exact Path data for 2023-24 Exact Path Reading indicated students in Grades 3 to 5 showed growth in 75-99th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 10% to 15%; 4th grade-13% to 29%: 5th grade-15% to 18%).	False
According to Acadience Learning online 2022-2023 (Dibels) data, Kindergarten showed an increase in Core students from BOY (42%) to EOY (67%).	False
In Science, according to PVASS 2023, the all subgroups showed significant evidence that the school met or exceeded the growth standard. (Economically Disadvantaged, Hispanic, Lowest performing 33% of students, Students with IEP's, Two or more Races, and White)	False
We are utilizing the career readiness program at an early age to help identify as to which path students might take whether it be academia, technical, or other.	False
In Science as of August 2024, according to Future Ready Index 2022-23, the All Student Group of Proficient or Advanced was at 67.2.0% which is above the state average of 58.9%.	False
Continuing the use the individualized online learning programs of Imagine Learning and Literacy in grades K to 2 and Exact Path in grades 3-5 to differentiate instruction based on student needs. We are also adding an additional online math program for K to 2 for the 2024-25 school year.	False
Solomon/Plains Elementary will continue year 3 implementation of the new reading programs that are based on the science of reading which began in the 2022-2023 school year. Grades K -2 will use Super Kids by Zaner Bloser and grades 3 to 5 will use Open Court by McGraw Hill. Teachers will continue utilizing the online component of both programs. The district will	True

continue to use data to drive instruction to be more effective in teaching these subgroups by differentiating instruction meet students' needs.	
In Math and ELA Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities Group exceeds the standard demonstrating growth.	False
For the Career Standards Benchmark as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group increased from 81.7% to 92.4% and is above the statewide average of 89.6%.	False
PVASS 2022-23 data as of August 2024 indicates 4th grade Economically Disadvantaged subgroup met the growth standard in Math, showed moderate evidence it exceeded the growth standard in ELA, and showed significant evidence it exceeded the growth standard in Science.	False
In Science, according to PVASS 2023, the All Student Group showed significant evidence that the school exceeded the growth standard.	False
As of August 2024, Exact Path Math (2023-24) indicated students in Grades 3 to 5 showed growth in 75-99th Percentile Rank from Diagnostic Test 1 to Test 3. (3rd grade- 2% to 17%; 4th grade-3% to 24%; 5th grade-3% to 18%). Grades 3 to 5 decreased the number of students in the lowest 1 to 24th Percentile Rank (3rd-78% to 47%; 4th-51% to 13%; 5th-50% to 23%).	False
In ELA, according to PVASS 2023 data, 4th grade showed moderate evidence that the school exceeded the growth standard. In ELA, according to PVASS 2023 data, 5th grade showed evidence that the school exceeded the growth standard.	False
In Math, according to PVASS 2023 data, most subgroups in 4th and 5th grade showed evidence that they met or exceeded the growth standard. (Economically Disadvantaged, Hispanic, Lowest performing 33% of students, Students with IEP's, and 2 or more races)	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
In Science as of August 2024 the LinkIt 4th and 5th grade district assessment data indicated that students made overall growth from assessment 1 to assessment 3. 3rd grade students in the 70 to 89% score range went from 35% to 45% (increase) and in the 90 to 100 % score range students went from 17% to 31% (increase). 4th grade students in the 70 to 89% score range went from 35% to 45% (increase) and in the 90 to 100 % score range students went from 17% to 31% (increase).	False
Student access to technology is at a 1 to 1 ratio to aid in the completion of the career readiness online components which can be completed in school.	False
Foster a culture of high expectations for success for all students, educators, families, and community members .	False
In Math, according to PVASS 2023 data, the All Student Group and 5th grade showed evidence that they met or exceeded the growth standard.	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 in Plan

For Regular Attendance as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group decreased from 97.2 % the previous year to 79.1%. This group did not meet the Statewide Goal/interim target of 94.1% by 2033.	True
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 71.8% by 2033. The group is at 32.3% which is below the statewide average of 38.3%.	True
In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 81.1% by 2033. The group is at 45.4% which is below the statewide average of 54.5%.	True
As of August 2024, Exact Path Math (2023-24) indicates although students in grades 3-5 showed growth in the Math Percentile Rank, many students are in the 49 and Below Percentile Rank Range (3rd-65%, 4th-43%, 5th-51%)	False
In ELA, according to LinkIt district assessment data for 2023-24, although students in grades 3 to 5 made growth there are still many students below a score of 60% (3rd-48%; 4th-26%; 5th-33%). In grades 3 to 5 there are few students in the 90 to 100% score range. (3rd-decreased from 9% to 3%; 4th-1% to 1%; 5th- 0% to 0%)	False
According to Acadience Learning Online (Dibels) for the 2023-24 school year, 1st and 2nd Core student scores decreased from BOY to EOY using the benchmark assessment. 1st grade BOY (71%) to EOY (40%) 2nd grade BOY (71%) to EOY (63%). In 1st grade the percentage of Intensive students increased from BOY (22%) to EOY (50%). In 2nd grade the percentage of Intensive students increased from BOY (20%) to EOY (22%)	True
In Math, ELA, and Science as of August 2024, based on the Future Ready Index 2022-23 data, the Economically Disadvantaged group did not meet the interim goal of proficient and advanced and is below the statewide average on PSSA.	False
Identify and address individual student learning needs.	False
In Science as of August 2024 the 3rd grade district assessment data indicated that students did not make overall growth from assessment 1 to assessment 3. The students in the 70 to 89% score range went from 40% to 35% (decrease) and in the 90 to 100 % score range students went from 27% to 17% (decrease).	False
When focusing on career readiness goals at an early age, it makes goal setting and consistency difficult because students interests change constantly. These changes may be influenced by financial restraints, external forces, peer pressure, and parental influence.	False
Implement evidence-based strategies to engage families to support learning	False
Future Ready Index 2022-23 data as of August 2024 indicates the Economically Disadvantaged subgroup did not meet the Career Standards Benchmark of 92.4% at 88.9%, but increased over the previous year from 79.4%.	False
For Career Readiness, according to the Future Ready index 2022-23, Hispanic (81.5%) and Economically Disadvantaged (88.9%) increased, but is not meeting the Statewide interim goal of 89.6%.	False
According to Exact Path Reading, although students in grades 3-5 showed growth for Reading in the top Percentile Rank 75 to 99th, many students are still in the 49th and Below Percentile Rank Range (3rd-70%, 4th-45%, 5th-56%)	False
In ELA, according to PVASS 2023 data, although the All Student Group and subgroups: Black, Hispanic, White, 2 or more races, and Economically Disadvantaged made growth, but they are still not meeting the statewide goal/interim target for proficient and advanced students.	True

In Science, according to Future Ready Index 2022-23, the All Student Group of Proficient or Advanced showed a decrease from the previous year from 70.0% down to 67.2%.	False
In Math, according to PVASS 2023 data, the White subgroup for 4th grade showed significant evidence that they did not meet the growth standard.	False
Career Readiness data and completion will be monitored more closely on an ongoing basis to ensure student/student subgroups meet the goals and complete all the tasks of this component.	False
Future Ready Index 2022-23 data as of August 2024 indicates the Students with Disabilities Group subgroup did not meet the Statewide Average in Regular Attendance (73.9%) and decreased from the previous year. 2021-22: 90.6% 2022-23: 75.2% In both students with disabilities and economically disadvantaged group, we need to use data more effectively to drive and differentiate instruction to meet the needs of our students academically.	False
In both Students with Disabilities and Economically Disadvantaged group, we need to use data more effectively to drive and differentiate instruction to meet the needs of our students academically.	False
Implement a multi-tiered system of supports for academics and behavior	False
In Math, according to PVASS 2023 data, the All Student Group for 4th grade showed moderate evidence that they did not meet the growth standard.	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 focused on continuing to increase the number of proficient and advanced students with our targeted instructional grouping, use of student tailored online instructional components, small group instruction, and after school tutoring. Motivating and continually challenging our students to make growth in both ELA and Math is a priority. We will continue to strengthen our reading curriculum as we move into year three of implementing the "Science of Reading" approach in grades K to 5. We will continue inform parents of their child's progress. Additionally, we will work with parents on increasing their knowledge of educational strategies and inform them of available educational opportunities to help their child succeed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
For Regular Attendance as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group decreased from 97.2 % the previous year to 79.1%. This group did not meet the Statewide Goal/interim target of 94.1% by 2033.	Continue to monitor attendance, contact and inform families, provide attendance incentives	True
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 71.8% by 2033. The group is at 32.3% which is below the statewide average of 38.3%.		True
In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group of proficient and advanced did not meet the interim goal/Improvement target of 81.1% by 2033. The group is at 45.4% which is below the statewide average of 54.5%.	Solomon-Plains Elementary administration will continue the 3nd year the implementation of our new reading programs, Superkids by Zaner Bloser (K to 2) and Open Court by McGraw Hill (3 to 5), which is based on the Science of Reading. Reading. Interventionists will be assigned to buildings and grade levels based on Title I building allocations. Interventionists will deliver instruction to both large and small groups. Students in grades K to 5 will be identified for intervention groups based on performance and needs. Resources and additional training will be provided to better ensure success in increasing student performance.	True
According to Acadience Learning Online (Dibels) for the 2023-24 school year, 1st and 2nd Core student scores decreased from BOY to EOY using the benchmark assessment. 1st grade BOY (71%) to EOY (40%) 2nd grade BOY (71%) to EOY (63%). In 1st grade the percentage of Intensive students increased from BOY (22%) to EOY (50%). In 2nd grade the percentage of Intensive students increased from BOY (20%) to EOY (22%)		False
In ELA, according to PVASS 2023 data, although the All Student Group and subgroups: Black, Hispanic, White, 2 or more races, and Economically Disadvantaged made growth, but they are still not meeting the statewide goal/interim target for proficient and advanced students.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Solomon/Plains Elementary will continue year 3 implementation of the new reading programs that are based on the science of reading which began in the 2022-2023 school year. Grades K -2 will use Super Kids by Zaner Bloser and grades 3 to 5 will use Open Court by McGraw Hill. Teachers will continue utilizing the online component of both programs. The district will continue to use data to drive instruction to be more effective in teaching these subgroups by differentiating instruction meet students' needs.	
In Science as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeds the standard demonstrating growth at 100% and was above the statewide average growth of 75.1%.	
In ELA as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group exceeded the standard demonstrating growth at 97% which increased from 76% the previous year. This growth exceeds the state-wide average (75%)	
In Math as of August 2024, based on PA Future Ready Index 2022-23 data, the all student group met the standard demonstrating growth at 78 % which increased from 72% the previous year. This growth exceeds the state-wide average of 75.3%	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Solomon/Plains Elementary administration will closely monitor student attendance using Skyward Student Monitoring System, work with the Home and School visitor to contact and inform parents of attendance issues, and provide student attendance incentives on a regular basis.
	Solomon- Plains will continue to use differentiated instruction, targeted instructional grouping, and online technology. Exact Path online program, which creates individualized learning paths for students, will be used. For the 2024-2025 school year , continue to use the data system, LinkIt, that houses local and state assessment data for teacher access and analysis. Teachers will analyze data sources and will use them for lesson plan development using a variety of educational strategies to address student need and increase achievement on the Math PSSA. Grades K to 2 will able introduced to Imagine Learning on-line Math in grades K to 2 for the 2024-25 school year to help target struggling students earlier.
	Our district will continue the 3rd year the implementation of our new reading programs, Superkids by Zaner Bloser (K to 2) and Open Court by McGraw Hill (3 to 5), which are based on the Science of Reading for our core instruction and intervention. We will continue utilize technology resources and online components from these programs along with the online program, Exact Path, to collect and analyze data to help individualize student instruction and increase achievement on the ELA PSSA. For the 2024-2025 school year staff will continue to use the data system, Linkit, which houses local and state data for teacher access. Teachers will analyze data and will use it for lesson plan development using a variety of educational strategies.

Goal Setting

Priority: Our district will continue the 3rd year the implementation of our new reading programs, Superkids by Zaner Bloser (K to 2) and Open Court by McGraw Hill (3 to 5), which are based on the Science of Reading for our core instruction and intervention. We will continue utilize technology resources and online components from these programs along with the online program, Exact Path, to collect and analyze data to help individualize student instruction and increase achievement on the ELA PSSA. For the 2024-2025 school year staff will continue to use the data system, Linkit, which houses local and state data for teacher access. Teachers will analyze data and will use it for lesson plan development using a variety of educational strategies.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the ELA PSSA by 5%.

Measurable Goal Nickname (35 Character Max)
ELA Growth

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.	Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.	Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.	Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.

Priority: Solomon- Plains will continue to use differentiated instruction, targeted instructional grouping, and online technology. Exact Path online program, which creates individualized learning paths for students, will be used. For the 2024-2025 school year , continue to use the data system, LinkIt, that houses local and state assessment data for teacher access and analysis. Teachers will analyze data sources and will use them for lesson plan development using a variety of educational strategies to address student need and increase achievement on the Math PSSA.   Grades K to 2 will able introduced to Imagine Learning on-line Math in grades K to 2 for the 2024-25 school year to help target struggling students earlier.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the Math PSSA by 4%.

Measurable Goal Nickname (35 Character Max)

Math Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.	Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.	Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.	Solomon-Plains Elementary School will increase the "All Student Group" of proficient and advanced on the PSSA by 1% monitoring data through curriculum based assessments, district assessments, and Exact Path data.

Priority: Solomon/Plains Elementary administration will closely monitor student attendance using Skyward Student Monitoring System, work with the Home and School visitor to contact and inform parents of attendance issues, and provide student attendance incentives on a regular basis.

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

ELA Growth	Math Growth
Regular Attendance	

Action Plan For: Differentiated Instruction

Measurable Goals:
• Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the ELA PSSA by 5%.

Action Step		Anticipated Start/Completion Date	
Solomon-Plains Elementary will use technology resources from Acadience Online Learning (Dibels) and Imagine Learning (K to 2) and Exact Path (3 to 5) data which will be reviewed regularly by classroom teachers and at monthly data meetings with teachers and administrators. The district will continue its year 3 implementation of the reading program Superkids (K to 2) and Open Court (Grades 3 to 5) which are based on the Science of Reading approach. The online, interactive components of these programs will be used to reinforce curriculum content. The district will continue with year 2 implementation of the data management source, LinkIt, for teachers and administrators to increase student performance and growth in ELA on curriculum based assessments, district assessments, and PSSA.		2024-09-05	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justin Correll, Principal; Thomas Zelinka, Supervisor of K-12 curriculum; Margo Serafini, Director of Childhood Education, Sean Flynn, Director of Intermediate Elementary Education; Sandra Atherton, Title I Coordinator	Funds for Interventionists salaries, technology and supplies to support instruction will be budged utilizing Title I funds and other financial resources. Resources for Chrome books, ipads, Smartboards, online programs, parent and family engagement events and professional development are needed and have been budgeted.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
To increase student performance and growth in ELA on District Assessments, Curriculum Based Assessments, and PSSA.	Justin Correll, Sean Flynn, Thomas Zelinka, Margo Serafini, Sandra Atherton, and teachers BOY, MOY, and EOY online monitoring tools and Link It.

Action Plan For: Differentiated Instruction

Measurable Goals:

• Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the Math PSSA by 4%.

Action Step		Anticipated Start/Completion Date	
Solomon-Plains Elementary will use technology resources from Imagine Learning Math (K to 2) and Exact Path (3 to 5) data which will be reviewed regularly by classroom teachers and at monthly data meetings with teachers and administrators. These online programs will continue to individualize learning components to meet the needs of each student and reinforce curriculum content. The district will continue with year 2 implementation of the data management source, Linkit, for teachers and administrators to increase student performance and growth in Math on curriculum base assessments, district assessments, and PSSA.		2024-09-05	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Justin Correll, Principal; Thomas Zelinka, Supervisor of K-12 curriculum; Margo Serafini, Director of Childhood Education, Sean Flynn, Director of Intermediate Elementary Education; Sandra Atherton, Title I Coordinator	Funds for Interventionists salaries, technology and supplies to support instruction will be budged utilizing Title I funds and other financial resources. Resources for Chrome books, ipads, Smartboards, online programs, parent and family engagement events and professional development are needed and have been budgeted.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase student performance and growth in Math on District Assessments, Curriculum Based Assessments, and PSSA.	Justin Correll, Sean Flynn, Thomas Zelinka, Margo Serafini, Sandra Atherton, and teachers BOY, MOY, and EOY online monitoring tools and Link It.

Action Plan For: Attendance

Measurable Goals:
• The "All Student Group" will increase their percent of Regular Attendance by 5%

Action Step		Anticipated Start/Completion Date	
Solomon-Plains Elementary School will continue to use Skyward monitoring system for regular attendance. Teachers, administration, and Home and School visitor will continually monitor student attendance and address any attendance issues following policy guidelines. Families will be informed of the attendance policy which can be found in the Student Handbook.		2024-09-05	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Justin Correll, Principal; Sharida Walker, Vice Principal; teachers: Home and School Visitor	Skyward Data System; District Attendance Policy	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student engagement, academic achievement, and performance and growth on District Assessments, Curriculum Based Assessments, and PSSA.	Justin Correll, Principal; Sharida Walker, Vice Principal; teachers; Home and School Visitor/ Data is updated daily in the Skyward Management System and continually monitored

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Differentiated Instruction • Differentiated Instruction	SALARIES OF INTERVENTION SPECIALISTS	215111
Instruction	• Differentiated Instruction • Differentiated Instruction	BENEFITS OF INTERVENTION SPECIALISTS	101737
Instruction	• Differentiated Instruction • Differentiated Instruction	RESOURCES FOR TITLE I CLASSROOMS; IDENTIFIED AND APPROVED BY SUBJECT AREA SUPERVISORS	30561
Title II.A and Title IV.A Transfer Funds	• Differentiated Instruction • Differentiated Instruction	SALARIES OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM	23840
Title II.A and Title IV.A Transfer Funds	• Differentiated Instruction • Differentiated Instruction	BENEFITS OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM	5960
Title II.A and Title IV.A Transfer Funds	• Differentiated Instruction	RESOURCES IDENTIFIED AS NECESSARY TO PROVIDE TUTORING TO OUR MOST AT-	22040

	• Differentiated Instruction	RISK POPULATION IN AFTER-SCHOOL PROGRAM	
Title II.A and Title IV.A Transfer Funds	• Differentiated Instruction • Differentiated Instruction	FOOD SERVICE TO PROVIDE HEALTHY SNACKS TO STUDENTS PARTICIPATING IN AFTER-SCHOOL PROGRAM	6400
Total Expenditures			405649

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Instruction	Solomon-Plains Elementary will use technology resources from Acadience Online Learning (Dibels) and Imagine Learning (K to 2) and Exact Path (3 to 5) data which will be reviewed regularly by classroom teachers and at monthly data meetings with teachers and administrators. The district will continue its year 3 implementation of the reading program Superkids (K to 2) and Open Court (Grades 3 to 5) which are based on the Science of Reading approach. The online, interactive components of these programs will be used to reinforce curriculum content. The district will continue with year 2 implementation of the data management source, LinkIt, for teachers and administrators to increase student performance and growth in ELA on curriculum based assessments, district assessments, and PSSA.
Differentiated Instruction	Solomon-Plains Elementary will use technology resources from Imagine Learning Math (K to 2) and Exact Path (3 to 5) data which will be reviewed regularly by classroom teachers and at monthly data meetings with teachers and administrators. These online programs will continue to individualize learning components to meet the needs of each student and reinforce curriculum content. The district will continue with year 2 implementation of the data management source, Linkit, for teachers and administrators to increase student performance and growth in Math on curriculum base assessments, district assessments, and PSSA.
Attendance	Solomon-Plains Elementary School will continue to use Skyward monitoring system for regular attendance. Teachers, administration, and Home and School visitor will continually monitor student attendance and address any attendance issues following policy guidelines. Families will be informed of the attendance policy which can be found in the Student Handbook.

Professional Development for Superkids, Open Court, and ELA /Math Online Programs

Action Step
• Solomon-Plains Elementary will use technology resources from Acadience Online Learning (Dibels) and Imagine Learning (K to 2) and Exact Path (3 to 5) data which will be reviewed regularly by classroom teachers and at monthly data meetings with teachers and administrators. The district will continue its year 3 implementation of the reading program Superkids (K to 2) and Open Court (Grades 3 to 5) which are based on the Science of Reading approach. The online, interactive components of these programs will be used to reinforce curriculum content. The district will continue with year 2 implementation of the data management source, LinkIt, for teachers and administrators to increase student performance and growth in ELA on curriculum based assessments, district assessments, and PSSA.

Audience
K to 5 teachers, Title I Coaches, and Administrators

Topics to be Included
Superkids and Open court trainings, webinars, leaders training, and monthly grade level meetings

Evidence of Learning
Completion of surveys and coaching staff feedback

Lead Person/Position	Anticipated Start	Anticipated Completion
Margo Serafini, Sean Flynn, Sandra Atherton, Justin Correll	2024-09-06	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	scheduled in-service days/monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Professional Development for Math On-line Program

Audience		
K to 5 teachers, Title I Coaches, and Administrators		
Topics to be Included		
Exact Path (3 to 5) and Imagine Learning Math (K to 2) training/review, webinars, and monthly grade level meetings		
Evidence of Learning		
Completion of surveys and coaching staff feedback		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Margo Serafini, Sean Flynn, Sandra Atherton, Justin Correll	2024-09-05	2025-06-06

Learning Format

Type of Activities	Frequency
Inservice day	scheduled in-service days/monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Brian Costello	2024-11-26
Building Principal Signature	**Date**
Justin Correll	2024-11-26
School Improvement Facilitator Signature	**Date**