



## Profile and Plan Essentials

|  |              |   |
|--|--------------|---|
| <b>School</b>                              |              | AUN/Branch                                  |
| Solomon/Plains MS                          |              | 118408852                                   |
| <b>Address 1</b>                           |              |   |
| 43 Abbott St                               |              |   |
| <b>Address 2</b>                           |              |   |
|  |              |   |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Plains                                     | PA           | 18705                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Brian J Costello                        |              | brian.costello@wbasd.k12.pa.us              |
| <b>Principal Name</b>                      |              |   |
| Justin Correll                             |              |   |
| <b>Principal Email</b>                     |              |   |
| jcorrell@wbasd.k12.pa.us                   |              |   |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 570-826-7224                               |              |   |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| Bobby Barletta                             |              | bbarletta@liu18.org                         |

## Steering Committee

| Name                  | Position/Role              | Building/Group/Organization       | Email                          |
|-----------------------|----------------------------|-----------------------------------|--------------------------------|
| Justin Correll        | Principal                  | Solomon/Plains Middle School      | jcorrell@wbasd.k12.pa.us       |
| Denise DeMellier      | Teacher                    | Solomon/Plains Middle School      | ddemellier@wbasd.k12.pa.us     |
| Thomas Tyson          | Teacher                    | Solomon/Plains Middle School      | ttyson@wbasd.k12.pa.us         |
| Samantha Jenkins      | Teacher                    | Solomon/Plains Middle School      | sjenkins@wbasd.k12.pa.us       |
| Corrine Drost         | District Level Leaders     | Wilkes-Barre Area School District | cdrost@wbasd.k12.pa.us         |
| Thomas Zelinka        | District Level Leaders     | Wilkes-Barre Area School District | tzelinka@wbasd.k12.pa.us       |
| Michele Williams      | District Level Leaders     | Wilkes-Barre Area School District | mwilliams@wbasd.k12.pa.us      |
| Dr. Robert Makaravage | District Level Leaders     | Wilkes-Barre Area School District | rmakaravage@wbasd.k12.pa.us    |
| James Geiger          | District Level Leaders     | Wilkes-Barre Area School District | jgeiger@wbasd.k12.pa.us        |
| Ciro Cinti            | Community Member           | Plains Township                   | ccinti@wwwsd.org               |
| Ned Evans             | Board Member               | Wilkes-Barre Area School District | flytyer117@gmail.com           |
| Nicole Evans          | Parent                     | Solomon/Plains Middle School      | nicolestella20@yahoo.com       |
| Brandon Salvatore     | Teacher                    | Solomon/Plains Middle School      | bsalvatore@wbasd.k12.pa.us     |
| Maureen Sovan         | Teacher                    | Solomon/Plains Middle School      | msovan@wbasd.k12.pa.us         |
| Dr. Leah Zigmund      | District Level Leaders     | Wilkes-Barre Area School District | lzigmund@wbasd.k12.pa.us       |
| Eric Drako            | Principal                  | Solomon/Plains Middle School      | edrako@wbasd.k12.pa.us         |
| Lisa Giovaninni       | Community Member           | Community                         | LisaKGiovannini@gmail.com      |
| Dr. Brian Costello    | Chief School Administrator | Wilkes-Barre Area School District | brian.costello@wbasd.k12.pa.us |
| Nolan Franchella      | Student                    | Student                           | francnat@wbasd.k12.pa.us       |
| Melissa Myers         | District Level Leaders     | Solomon/Plains Middle School      | mmyers@wbasd.k12.pa.us         |
| Jamee Capristo        | Other                      | Solomon/Plains Middle School      | jameecapristo@wbasd.k12.pa.us  |

## Vision for Learning

### **Vision for Learning**

The students of Solomon/Plains Memorial Middle School will have their individual needs met through active engagement in a rigorous, safe, and nurturing learning environment. Students will be able to grow as responsible and productive citizens by understanding the importance of attendance, education, and accountability for themselves.

## Future Ready PA Index

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

|                |                |                |                 |                 |                 |               |
|----------------|----------------|----------------|-----------------|-----------------|-----------------|---------------|
| <b>False K</b> | <b>False 1</b> | <b>False 2</b> | <b>False 3</b>  | <b>False 4</b>  | <b>False 5</b>  | <b>True 6</b> |
| <b>True 7</b>  | <b>True 8</b>  | <b>False 9</b> | <b>False 10</b> | <b>False 11</b> | <b>False 12</b> |               |

## Review of the School Level Performance

### Strengths

| Indicator           | Comments/Notable Observations   |
|---------------------|---|
| ELA Performance     | According to the 2023 Future Ready Index for ELA, all student group exceeded the standard demonstrating growth: ELA Academic growth score was 100; statewide average ELA Growth score was 75.4  |
| Math Performance    | According to the 2023 Future Ready Index for Math, all student group met the standard demonstrating growth. Our MATH academic growth score was 74; the statewide average MATH Growth score was 74.9.  |
| PSSA Participation  | According to the PA Future Ready Index, the standards for Participation is 95%, the PSSA Participation significantly improved from 35.6% (2020-2021) to 91.4% (2021-2022) then to 92.6% (2022-2023 school year for Math; 36.4% (2020-2021) to 92.1% (2021-2022), then 93.4% (2022-2023) for ELA; 35.2% (2020-2021) to 89.3% for Science (2021-2022), then to 91.5% (2022-2023). The number of students attending cyber school versus in-person learning for the 2022-2023 school year was high-efforts were made to assure cyber learners were attending for PSSAs, however, many did not attend. |
| Science Performance | According to the 2023 Future Ready Index for Science, all student group indicated growth toward meeting the interim goal/improvement target for proficiency from 28.4% (2020-2021) to 30% (2021-2022, 38% (2022-2023).  |

### Challenges

| Indicator           | Comments/Notable Observations  |
|---------------------|--|
| ELA Performance     | Although there was improvement with the percentage of students who were proficient/advanced from 2022 (32.%), Solomon Middle School's all student group in ELA did not meet the interim target for proficiency in 2023 interim target of 60.2%. Solomon's score was 40.9%; The Statewide average for 2023 was 54.5%. |
| Attendance          | According to the 2023 PA Future Ready Index Report, all student groups did not meet the statewide performance standard of 94.1% . Solomon's all student groups' average attendance was 60.6% for 2021-2022.  |
| Math Performance    | Although there was improvement from 2022 (7.3%), Solomon Middle School's all student group in Math did not meet the interim target for proficiency in 2023. 11.8% students scores Proficient/Advanced; State average in 2023 was 38.3%.  |
| Science Performance | Although there was improvement with the percentage of students who were proficient/advanced from 2022 (30%), Solomon Middle School's all student group in Science did not meet the interim target for proficiency of 55.3% in 2023 Solomon's scored 38%; The statewide average in 2023 was 58.9%.                    |

|  |   |
|--|---|
| English Language Growth and Attainment | Solomon's English Language Growth and Attainment for the All Student Group did not meet the interim goal/improvement target of 30.1% for 2023. Solomon scored 2.9% in 2023. In 2022, the score was 7.7%, indicating a major decrease from an already low score. |
| Career Standards Benchmark             | According to the Future Ready Index for Career Standards Benchmark, the all student group did not meet the performance standard, but improved from 61.5% (2021-2022) to 67.7% (2022-2023), however, is still well below the state benchmark standard of 98%.    |

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

### Strengths

|  |  |
|--|--|
| <b>Indicator</b><br>ELA Performance-Specific Subgroup-2 or more races<br><b>ESSA Student Subgroups</b><br>Multi-Racial (not Hispanic)  | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for the ELA PSSA, the two or more race student group has met or exceeded the interim target in ELA toward achieving the ELA interim goal/improvement target for proficiency from 18.3% in 20-21, to 33.3% in 21-22, and to 40.8% in 22-23.  |
| <b>Indicator</b><br>Math Performance-Specific Subgroup-2 or more races<br><b>ESSA Student Subgroups</b><br>Multi-Racial (not Hispanic)   | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for the Math PSSA, the two or more race student group has met or exceeded the interim target in Mathematics toward achieving the math interim goal/improvement target for proficiency from 0.0% in 20-21, to 5.6% in 21-22, and to 12.2% in 22-23. All student 11.8%, Black 6.6%, Hispanic 5.4%, White 19.2%, 2 or more races 12.2%, Economically Disadvantaged 7.0%, English Learner 1.6%, Students with Disabilities 7.5% |
| <b>Indicator</b><br>PVAAS ELA<br><b>ESSA Student Subgroups</b><br>African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for ELA, the All student group has met or exceeded the annual academic growth expectations (PVAAS) from 50.0 in 20-21, to 50.0 in 21-22, and to 100.0 in 22-23. All student 100.0, Black 100.0, Hispanic 100.0, White 100.0, 2 or more races 98.0, Economically Disadvantaged 100.0, English Learner 89.0, Students with Disabilities 100.0   |
| <b>Indicator</b><br>PVAAS Math Performance-Specific Subgroup- 2 or more races<br><b>ESSA Student Subgroups</b><br>White  | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for Math, the All student group has met or exceeded the annual academic growth expectations (PVAAS) from insufficient data in 20-21 and 21-22, to 83.0 in 22-23.  |
| <b>Indicator</b><br>PVAAS Science Performance-Specific Subgroup- 2 or more races ESSA Student Subgroups Multi-Racial (not Hispanic)<br><b>ESSA Student Subgroups</b>   | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for Science, the All student group has met or exceeded the annual academic growth expectations (PVAAS) from insufficient data in 20-21 and 21-22, to 75.0 in 22-23. All student 55.0, Hispanic 71.0, White 55.0, 2 or more races 75.0, Economically Disadvantaged 61.0, English Learner 78.0, Students with Disabilities 74.0   |

|  |                                      |
|--|--------------------------------------|
| Students with Disabilities   |                                      |
| <b>Indicator</b><br><b>ESSA Student Subgroups</b><br>Multi-Racial (not Hispanic) | <b>Comments/Notable Observations</b> |

### Challenges

|   |   |
|---|---|
| <b>Indicator</b><br>PSSA ELA ESSA Student Subgroups Students with Disabilities<br><b>ESSA Student Subgroups</b><br>Students with Disabilities   | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for the ELA PSSA, the students with disabilities group has slightly decreased in performance, going from 4.3% in 20-21, to 20.2% in 21-22, and then falling slightly to 17.3% in 22-23. All student 40.9%, Black 22.7%, Hispanic 36.4%, White 49.8%, 2 or more races 40.8%, Economically Disadvantaged 35.1%, English Learner 18.8%, Students with Disabilities 17.3%      |
| <b>Indicator</b><br>PSSA Science ESSA Student Subgroups Students with Disabilities<br><b>ESSA Student Subgroups</b><br>Students with Disabilities   | <b>Comments/Notable Observations</b><br>According to the 2023 Future Ready Index for the Science PSSA, the students with disabilities group has slightly decreased in performance, going from 16.7% in 20-21, to 13.9% in 21-22, and then falling slightly to 12.5% in 22-23. All student 38.0%, Black 21.7%, Hispanic 22.5%, White 52.4%, 2 or more races 40.9%, Economically Disadvantaged 28.9%, English Learner 20.8%, Students with Disabilities 12.5% |
| <b>Indicator</b><br>Attendance ESSA Student Subgroups All Student<br><b>ESSA Student Subgroups</b><br>African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White   | <b>Comments/Notable Observations</b><br>The all student population missed the statewide goal for attendance of 94.1% by reaching 78.4% in 20-21, 76.3% in 21-22, and 60.6% in 22-23. All student 60.6%, Black 59.8%, Hispanic 58.0%, White 64.3%, 2 or more races 54.8%, Economically Disadvantaged 58.2%, English Learner 58.2%, Students with Disabilities 56.6%  |
| <b>Indicator</b><br>Career Readiness ESSA Student Subgroups All Student<br><b>ESSA Student Subgroups</b><br>African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | <b>Comments/Notable Observations</b><br>The all student population missed the statewide goal for career readiness of 98.0% by reaching 61.5% in 20-21, 72.8% in 21-22, and 67.7% in 22-23. All student 67.7%, Black 53.8%, Hispanic 61.9%, White 75.0%, 2 or more races 72.0%, Economically Disadvantaged 64.9%, English Learner 69.6%, Students with Disabilities 58.7%  |
| <b>Indicator</b><br>English Language Growth and Attainment<br><b>ESSA Student Subgroups</b><br>English Learners   | <b>Comments/Notable Observations</b><br>The all student population did not meet the interim goal for English Language and Attainment by reaching 7.7% in 21-22, and decreased to 2.9% in 22-23. All student 2.9%, Hispanic 3.0%, Economically Disadvantaged 3.0%, English Learner 2.9%  |

## 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.

|   |
|---|
| According to the 2023 Future Ready Index for ELA, the 'all student group' exceeded the standard demonstrating growth: Academic growth score was 100; statewide average was 75.4   |
| According to the PA Future Ready Index, the PSSA Participation significantly improved from 35.6% (2020-2021) to 91.4% (2021-2022) then to 92.6% (2022-2023 school year for Math; 36.4% (2020-2021) to 92.1% (2021-2022), then 93.4% (2022-2023) for ELA; 35.2% (2020-2021) to 89.3% for Science (2021-2022), then to 91.5% (2022-2023). The number of students attending cyber school versus in-person learning for the 2022-2023 school year was high-efforts were made to assure cyber learners were attending for PSSAs, however, many did not attend. |
| According to the 2023 Future Ready Index for Math, all student group met the standard demonstrating growth. Our academic growth score was 74; the statewide average was 74.9.   |

### 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.

|   |
|---|
| The all student population did not meet the interim goal for English Language and Attainment by reaching 7.7% in 21-22, and decreased to 2.9% in 22-23.   |
| Although there was improvement from 2022 (7.3%), Solomon Middle School's all student group in Math did not meet the interim target for proficiency in 2023. 11.8% students scores Proficient/Advanced; State average in 2023 was 38.3%. |
| According to the 2023 PA Future Ready Index Report, all student groups did not meet the statewide performance standard of 94.1% . Solomon's all student groups' average attendance was 60.6% for 2022-2023                              |



## Local Assessment

### English Language Arts

| Data   | Comments/Notable Observations  |
|--|--|
| 7th Grade District Quarterly Exams                       | Adv. Q1-17% Q2-2% Q3-30% Q4-16% Reading/20% English Prof. Q1-55% Q2-34% Q3-51% Q4-50%<br>Reading/33%English Bas. Q1-12% Q2-19% Q3-2% Q4-12% Reading/11%English Bel. Bas. Q1-17% Q2-45% Q3-18%<br>Q4-22% Reading/36%English |
| 6th Grade District Quarterly Exams                       | Adv. BOY-2% MOY-4% EOY- 13% Prof. BOY-29% MOY-42% EOY-45% Bas. BOY-14% MOY-20% EOY-27%<br>Bel. Bas. BOY-55% MOY-35% EOY-15%  |
| 8th Grade District Quarterly Exams                       | Adv. Q1-4% Q2-4% Q3-5% Q4-5%Reading/3%English Prof. Q1-44% Q2-43% Q3-61% Q4-38% Reading/43%<br>English Bas. Q1-21% Q2-13% Q3-8% Q4-18% Reading/15% English Bel. Bas. Q1-31% Q2-39% Q3-26% Q4-22%<br>Reading/39%English     |
| 7th Grade 'Exact Path' Usage Data in English and Reading | BOY-84% MOY-76% EOY- Reading 70%;ELA 36%   |
| 6th Grade 'Exact Path' Usage Data in English and Reading | BOY-80% MOY-77% EOY-Reading 74%; ELA 44%   |
| 8th Grade 'Exact Path' Usage Data in English and Reading | BOY-82% MOY-77% EOY-Reading 72%;ELA 36%  |

### English Language Arts Summary

#### Strengths

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| The 7th Grade ELA Quarterly assessment improved with the percentage of students growing from proficiency to advanced: Adv. Q1-17% Q2-2% Q3-30% |
| The 6th Grade ELA Benchmark assessment improved with the percentage of students gaining proficiency: BOY-29% to MOY-42% EOY: 45%               |
| The 8th Grade ELA Quarterly assessment indicates a steady gain of students increase of proficiency status: Q1-44% Q2-43% Q3-61%                |

#### Challenges

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| There is a major discrepancy with the Exact Path data reliability due to the lack of all students not participating/student usage ongoing throughout the year. For example, ELL and special education students were not completing the Diagnostic Assessments until the 2nd benchmark assessment, and not all classes were doing so. |
| Exact Path usage and teacher monitoring of usage/student performance needs to improve and become more widely used by all reading teachers (ELL and Special Education included) in order to have fidelity of the resource and improve overall student mastery of skills, which are directly related to PSSAs.                         |
| Data review of the district assessments does not occur regularly and in a systematic manner to drive instructional decisions in order to improve student performance.  |

## Mathematics

| Data   | Comments/Notable Observations  |
|--|--|
| 6th Grade 'Exact Path' Usage Data in Math  | Q1-94% Q2-96% Q3-96% Q4-87%  |
| 7th Grade Math-District Assessment   | Adv. Q1-1% Q2-0% Q3-0% Q4- Prof. Q1-15% Q2-8% Q3-12% Q4- Bas. Q1-12% Q2-9% Q3-13% Q4- Bel. Bas. Q1-72% Q2-82% Q3-75% Q4- |
| 6th Grade Math-District Assessment   | Adv. Q1-1% Q2-0% Q3-1% Q4- Prof. Q1-8% Q2-7% Q3-7% Q4- Bas. Q1-6% Q2-17% Q3-11% Q4- Bel. Bas. Q1-84% Q2-76% Q3-80% Q4-   |
| 8th Grade Math-District Assessment   | Adv. Q1-1% Q2-2% Q3-0% Prof. Q1-10% Q2-4% Q3-4% Bas. Q1-7% Q2-4% Q3-9% Q4- Bel. Bas. Q1-82% Q2-90% Q3-87%                |
| 8th Grade 'Exact Path' usage data in Math  | Q1-92% Q2-91% Q3-93% Q4-81%  |
| 7th Grade 'Exact Path' Growth data from the first to the last diagnostic assessment exceeded the standard growth score set by Exact Path | 35 points was the overall actual expected growth; 7th grade exceeded this by reaching 53 overall points of growth.       |

## Mathematics Summary

### Strengths

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| The 7th grade math district assessments indicated higher number of proficient students during 1st through 3rd quarters: (6th grade): Prof. Q1-8% Q2-7% Q3-7% (7th Grade): Prof. Q1-15% Q2-8% Q3-12% (8th grade): Prof. Q1-10% Q2-4% Q3-4% |
| The Exact Path Math student usage rate was higher in Math than English and Reading, thereby indicating teacher priority and monitoring may be better in Math than English and Reading, which in turn promotes mastery of more skills.     |

### Challenges

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|--|
| There is a major discrepancy with the Exact Path data reliability due to the lack of all students not participating/student usage ongoing throughout the year. For example, ELL and special education students were not completing the Diagnostic Assessments until the 2nd benchmark assessment, and not all classes were doing so. |
| Data review of the district assessments does not occur regularly and in a systematic manner to drive instructional decisions in order to improve student performance.  |

## Science, Technology, and Engineering Education

| Data  | Comments/Notable Observations   |
|---|---|
| Physical Science Grade 7 Common Assessment (There are 3 test administrations during the year) | Adv. 1-5% 2-6% 3-9% Prof. 1-20% 2-17% 3-27% Bas. 1-4% 2-46% 3-47% Bel. Bas. 1-70% 2-31% 3-16%                 |
| Life Science Grade 6 Common Assessment (There are 3 test administrations during the year)     | Adv. 1-0% 2-11% 3-2% Prof. 1-22% 2-31% 3-29% Bas. Q1-13% Q2-34% Q3-44% Q4- Bel. Bas. Q1-65% Q2-23% Q3-25% Q4- |
| Earth Science Grade 8 Common Assessment (There are 3 Test Administrations during the year)    | Adv. 1-12% 2-1% 3-9% Prof. 1-50% 2-29% 3-35% Bas. 1-10% 2-12% 3-43% Bel. Bas. 1-28% 2-58% 3-14%               |

## Science, Technology, and Engineering Education Summary

### Strengths

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| The 6th grade maintained a close percentage of proficient and advanced students on the district assessments for the 2nd and 3rd assessments.   |
| Review of curriculum and district assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning, streamlined assessments and test-taking procedures to improve overall student performance. |
| District Assessments are being revised during the 2024 summer to align directly to the curriculum and include PSSA Released Items as questions to assure students reach 'depth of knowledge' in science.   |
| The 7th grade decreased the percentage of students performing at the below basic level from the first to third assessment.   |

### Challenges

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| The science department within the middle school needs to improve professional collaboration to discuss challenges and how to address them while reviewing data that includes student grades and benchmark assessment data. |
| There was confusion within the 8th grade curriculum due to how the summer curriculum team planned content delivery-it was not aligned to the district assessment questions.  |

## Related Academics

### Career Readiness

| Data                     | Comments/Notable Observations  |
|--------------------------|--|
| Student Interest Surveys | Career Readiness data is collected through the student interest survey. We do not offer any career and technical education classes.                                  |
| Choices 360              | Student completion of the Career Readiness educational online learning platform of 'Choices 360' helps determine the completion rate for meeting the statewide goal. |

### 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.

|  |
|--|
| All 8th grade students participated in a visit the Wilkes-Barre Area Career and Technical Center to introduce various career choices in the trades that are available to them in high school and post-secondary. |
| More involvement with career and technical readiness agencies, such as Junior Achievement, will promote planning programming to expose junior high students to career paths.                                     |

All students participated in a virtual presentation by the Wilkes-Barre Area Career and Technical Center to introduce various career choices in the trades that are available to them in high school and post-secondary.

### 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.

The completion rate of required Career Readiness components is lower than the expected outcome due to multiple students who attend our district cyber program and students with extended absences-they are not completing the required components despite school efforts to provide them the opportunity to do so.

## Equity Considerations

### English Learners

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

| Data  | Comments/Notable Observations   |
|---|---|
| 6th grade WIDA ACCESS results; available in 'ELlevation'. | 21 Students completed the annual ACCESS assessment; 33% increase in speaking proficiency; 48% increase in listening proficiency; 43% increase in reading proficiency; 52% increase in writing proficiency; Overall, 43% increase in proficiency. 19% students improved in 1 domain; 19% in two domains; 33% in three domains; 5% in four domains. |
| 7th WIDA ACCESS results; available in 'ELlevation'.       | 12 Students completed the annual ACCESS Assessments; 33% increase in speaking proficiency; 17% in listening proficiency; 33% reading and 33% writing increase in proficiency; Overall, 17% in overall proficiency 33% in one domain; 8 % in two domains; 0 in 3 domains; 17% in four domains.   |
| 8th grade WIDA ACCESS results; available in 'ELlevation'. | 17 Students completed the annual ACCESS Assessments; 29% increase in speaking proficiency; 35% in listening proficiency; 53% reading and 41% writing increase in proficiency; Overall, 41% in overall proficiency 18% in one domain; 29% in two domains; 12% in 3 domains; 12% in four domains.   |

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### 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.

|  |
|--|
| English language learner progress on the state annual English language proficiency assessment is available for review and analysis in the 'ELlevation' database-accessible by all teachers and school leadership teams. This database was adopted by the district in order to access ELL data more easily and assist with analyzing effective programming. |
| ELL score results are shared with classroom teachers, along with the 'Can Do' descriptors to support classroom teachers will implementation of appropriate accommodations for assessment and instruction.  |
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|  |

### 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.

|  |
|--|
| English language learners' are one of the top lowest performing group on state level assessments; district level assessments, diagnostic assessments, and progress monitoring of ELL students needs to be addressed. |
| All district quarterly assessments need to present the capability of disaggregating data by subgroups, specifically ELLs, in databases in order to present the opportunity for data analysis.                        |
| Professional development will benefit teachers to better address ELL accommodations and instructional strategies to promote better language acquisition.   |
|  |
|  |

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

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

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

|  |             |
|--|-------------|
| Identify professional learning needs through analysis of a variety of data                       | Operational |
| Use multiple professional learning designs to support the learning needs of staff                | Emerging    |
| 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?



|  |
|--|
| Lesson plans and the curriculum are aligned to the state standards during summer planning and ongoing collaboration within departmental teams of teachers. |
| Provide frequent, timely, and systematic feedback and support on instructional practices   |
| Foster a culture of high expectations for success for all students, educators, families, and community members *   |
| Continuously monitor implementation of the school improvement plan and adjust as needed *  |

### 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?

|   |
|---|
| The school needs to better use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices in the classroom everyday.   |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school   |
| A School-Wide Positive Behavior Intervention and Support System (PBIS) team and the entire school community requires professional development training to successfully implement a framework for behavior expectations and a tiered system for intervention tracking and support. |
| 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 |
|---|---------------------------------|
| According to the 2023 Future Ready Index for ELA, the 'all student group' exceeded the standard demonstrating growth: Academic growth score was 100; statewide average was 75.4   | True                            |
| According to the PA Future Ready Index, the PSSA Participation significantly improved from 35.6% (2020-2021) to 91.4% (2021-2022) then to 92.6% (2022-2023 school year for Math; 36.4% (2020-2021) to 92.1% (2021-2022), then 93.4% (2022-2023) for ELA; 35.2% (2020-2021) to 89.3% for Science (2021-2022), then to 91.5% (2022-2023). The number of students attending cyber school versus in-person learning for the 2022-2023 school year was high-efforts were made to assure cyber learners were attending for PSSAs, however, many did not attend. | False                           |
| According to the 2023 Future Ready Index for Math, all student group met the standard demonstrating growth. Our academic growth score was 74; the statewide average was 74.9.   | True                            |
| The 7th Grade ELA Quarterly assessment improved with the percentage of students growing from proficiency to advanced: Adv. Q1-17% Q2-2% Q3-30%  | False                           |
| The 6th Grade ELA Benchmark assessment improved with the percentage of students gaining proficiency: BOY-29% to MOY-42% EOY: 45%  | False                           |
| The 8th Grade ELA Quarterly assessment indicates a steady gain of students increase of proficiency status: Q1-44% Q2-43% Q3-61%   | False                           |
| English language learner progress on the state annual English language proficiency assessment is available for review and analysis in the 'ELlevation' database-accessible by all teachers and school leadership teams. This database was adopted by the district in order to access ELL data more easily and assist with analyzing effective programming.  | True                            |
| The 6th grade maintained a close percentage of proficient and advanced students on the district assessments for the 2nd and 3rd assessments.  | False                           |
| All 8th grade students participated in a visit the Wilkes-Barre Area Career and Technical Center to introduce various career choices in the trades that are available to them in high school and post-secondary.  | False                           |
| More involvement with career and technical readiness agencies, such as Junior Achievement, will promote planning programming to expose junior high students to career paths.  | False                           |
| Review of curriculum and district assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning, streamlined assessments and test-taking procedures to improve overall student performance.  | True                            |
| District Assessments are being revised during the 2024 summer to align directly to the curriculum and include PSSA Released Items as questions to assure students reach 'depth of knowledge' in science.  | False                           |

|   |       |
|---|-------|
| All students participated in a virtual presentation by the Wilkes-Barre Area Career and Technical Center to introduce various career choices in the trades that are available to them in high school and post-secondary.                  | False |
| Provide frequent, timely, and systematic feedback and support on instructional practices  | False |
| Foster a culture of high expectations for success for all students, educators, families, and community members *  | True  |
| The 7th grade math district assessments indicated higher number of proficient students during 1st through 3rd quarters: (6th grade): Prof. Q1-8% Q2-7% Q3-7% (7th Grade): Prof. Q1-15% Q2-8% Q3-12% (8th grade): Prof. Q1-10% Q2-4% Q3-4% | False |
| The Exact Path Math student usage rate was higher in Math than English and Reading, thereby indicating teacher priority and monitoring may be better in Math than English and Reading, which in turn promotes mastery of more skills.     | False |
| Lesson plans and the curriculum are aligned to the state standards during summer planning and ongoing collaboration within departmental teams of teachers.  | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed *   | True  |
| The 7th grade decreased the percentage of students performing at the below basic level from the first to third assessment.  | False |
| ELL score results are shared with classroom teachers, along with the 'Can Do' descriptors to support classroom teachers will implementation of appropriate accommodations for assessment and instruction.                                 | 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 |
|--|---------------------------------|
| The all student population did not meet the interim goal for English Language and Attainment by reaching 7.7% in 21-22, and decreased to 2.9% in 22-23.  | True                            |
| According to the 2023 PA Future Ready Index Report, all student groups did not meet the statewide performance standard of 94.1% . Solomon's all student groups' average attendance was 60.6% for 2022-2023   | False                           |
| Although there was improvement from 2022 (7.3%), Solomon Middle School's all student group in Math did not meet the interim target for proficiency in 2023. 11.8% students scores Proficient/Advanced; State average in 2023 was 38.3%.  | True                            |
| There is a major discrepancy with the Exact Path data reliability due to the lack of all students not participating/student usage ongoing throughout the year. For example, ELL and special education students were not completing the Diagnostic Assessments until the 2nd benchmark assessment, and not all classes were doing so. | False                           |
| The science department within the middle school needs to improve professional collaboration to discuss challenges and how to address them while reviewing data that includes student grades and benchmark assessment data.   | False                           |
| Exact Path usage and teacher monitoring of usage/student performance needs to improve and become more widely used by all reading teachers (ELL and Special Education included) in order to have fidelity of the resource and improve overall student mastery of skills, which are directly related to PSSAs.                         | False                           |
| All district quarterly assessments need to present the capability of disaggregating data by subgroups, specifically ELLs, in databases in order to present the opportunity for data analysis.  | False                           |

|  |       |
|--|-------|
| The school needs to better use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices in the classroom everyday.  | True  |
| English language learners' are one of the top lowest performing group on state level assessments; district level assessments, diagnostic assessments, and progress monitoring of ELL students needs to be addressed.   | False |
| A School-Wide Positive Behavior Intervention and Support System (PBIS) team and the entire school community requires professional development training to successfully implement a framework for behavior expectations and a tiered system for intervention tracking and support.  | True  |
| Professional development will benefit teachers to better address ELL accommodations and instructional strategies to promote better language acquisition.   | True  |
| There was confusion within the 8th grade curriculum due to how the summer curriculum team planned content delivery-it was not aligned to the district assessment questions.  | False |
| The completion rate of required Career Readiness components is lower than the expected outcome due to multiple students who attend our district cyber program and students with extended absences-they are not completing the required components despite school efforts to provide them the opportunity to do so.                   | False |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school  | False |
| Implement a multi-tiered system of supports for academics and behavior *   | True  |
| Data review of the district assessments does not occur regularly and in a systematic manner to drive instructional decisions in order to improve student performance.  | True  |
| There is a major discrepancy with the Exact Path data reliability due to the lack of all students not participating/student usage ongoing throughout the year. For example, ELL and special education students were not completing the Diagnostic Assessments until the 2nd benchmark assessment, and not all classes were doing so. | False |
| Data review of the district assessments does not occur regularly and in a systematic manner to drive instructional decisions in order to improve student performance.  | True  |

### 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.

There was significant work done by the school improvement team to implement building operational systems to be implemented and monitored throughout the school year to address student behavioral and academic needs. By continued implementation of PBIS and an early warning system for struggling learners, all teachers and the school leadership team will have a clear understanding of how to systematically identify student strengths and challenges and provide streamlined progress monitoring. In addition, through PBIS, the overall school culture will continue to improve. Improving the average daily student attendance to school and maximizing instructional rigor to promote high expectations with achievable objectives that are directly aligned to state standards and PSSA eligible content is necessary. Varied assessments need to be implemented and utilized properly to analyze data in order to determine where best instructional practices need to be implemented. District assessment timeline will be created to include administration and data analysis with the support of instructional coaches.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges  | Discussion Points   | Check for Priority |
|---|---|--------------------|
| The all student population did not meet the interim goal for English Language and Attainment by reaching 7.7% in 21-22, and decreased to 2.9% in 22-23.   | No professional development was provided to classroom teachers to review the proficiency levels of ELs, appropriate instruction and assessment accommodations were unknown.   | False              |
| Although there was improvement from 2022 (7.3%), Solomon Middle School's all student group in Math did not meet the interim target for proficiency in 2023. 11.8% students scores Proficient/Advanced; State average in 2023 was 38.3%.   | Lack of instructional strategy support existed for math teachers, there were no formative assessments being tracked and appropriate interventions in place to support low student performance.  | True               |
| The school needs to better use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices in the classroom everyday.   | Solomon's data team meetings need to align to the CSI plan's goals. Identifying diagnostic, formative, and summative assessments and determining how to analyze the results to determine how to improve instructional practices and identify interventions will improve instructional practices daily and adjust programming. Establishing systems in place that monitor student learning and identify proper instructional adjustments will improve student achievement. | False              |
| A School-Wide Positive Behavior Intervention and Support System (PBIS) team and the entire school community requires professional development training to successfully implement a framework for behavior expectations and a tiered system for intervention tracking and support. | The PBIS team will partake in ongoing training; the team will then lead the school community through effective and consistent maintenance of school-wide expectations for all-both students and staff to promote a more positive school-wide community.   | True               |
| Professional development will benefit teachers to better address ELL accommodations and instructional strategies to promote better language acquisition.  | Improved collaboration and communication between the ELD teacher and classroom teachers about effective instructional practices and appropriate test accommodations will provide better support to the ELLs in the classroom setting.   | False              |
| Implement a multi-tiered system of supports for academics and behavior *  | The implementation of the 'WIN' (What I Need) team has improved student performance based upon the data tracked throughout the 2023-2024 school year. Since this was non-existent prior to the 23-24' school year, there has been improvement of 100+ students due to the system established. This system requires additional instructional coaches and mentors in order to provide and track interventions that are shared with students' teachers and families.         | False              |

|   |  |       |
|---|--|-------|
| Data review of the district assessments does not occur regularly and in a systematic manner to drive instructional decisions in order to improve student performance. | Professional Learning Communities must be established and supported by evidence based practices. | False |
| Data review of the district assessments does not occur regularly and in a systematic manner to drive instructional decisions in order to improve student performance. | Professional Learning Communities must be established and supported by evidence based practices. | False |

### Analyzing Strengths

| Analyzing Strengths  | Discussion Points   |
|--|---|
| English language learner progress on the state annual English language proficiency assessment is available for review and analysis in the 'ELlevation' database-accessible by all teachers and school leadership teams. This database was adopted by the district in order to access ELL data more easily and assist with analyzing effective programming. | The school administrative and data team need to familiarize themselves with using the ELlevation system and understand how the data available and report analysis, as well as supportive resources available in the system, will help improve ELL overall achievement.  |
| Review of curriculum and district assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning, streamlined assessments and test-taking procedures to improve overall student performance.   | Summer curriculum teams will be established and provided with clear guidelines to align the curriculum to the district assessments. Inclusion of social emotional topics will promote effective connections between academic and social-emotional well being for students.  |
| According to the 2023 Future Ready Index for ELA, the 'all student group' exceeded the standard demonstrating growth: Academic growth score was 100; statewide average was 75.4  | Minimizing the number of students who attend the cyber program and increasing the number of in-person learners will continue a steady incline or maintenance of a higher PSSA participation rate annually. In addition, transitioning from online testing to paper-pencil PSSA testing likely contributed to the improvement with student growth. |
| According to the 2023 Future Ready Index for Math, all student group met the standard demonstrating growth. Our academic growth score was 74; the statewide average was 74.9.  | Minimizing the number of students who attend the cyber program and increasing the number of in-person learners will continue a steady incline or maintenance of a higher PSSA participation rate annually. In addition, transitioning from online testing to paper-pencil PSSA testing likely contributed to the improvement with student growth. |
| Foster a culture of high expectations for success for all students, educators, families, and community members *   | The implementation of PBIS is ongoing-the establishment of the team, setting expectations, setting rewards, and reviewing discipline data will continue to improve the expectation for success for all students, educators, families, and community members.  |
| Continuously monitor implementation of the school improvement plan and adjust as needed *  | The addition of a Director of Middle Schools and instructional coaches has assured ongoing close monitoring of the improvement plan occurs and is shared with the staff.  |

## Priority Challenges

| Analyzing Priority Challenges | Priority Statements  |
|-------------------------------|--|
|                               | Instructional coaches will collaborate with teachers-both regular and special education in an effort to provide detailed data reports, provide support for the implementation of daily exit tickets that assess immediate acquisition of skills taught daily, then establish routine district assessment reviews to collaborate with math teachers on effective instructional practices. In addition, the WIN Team members who identify consistently low performing math students will assign the student to a mentor who will track interventions. Exact Path will be implemented to increase student proficiency on the PSSAs.   |
|                               | The school team's efforts to manage student behavior through the ongoing implementation of the PBIS system will continue throughout the 2024-2025 school year. Bi-Weekly review of the students who experience a high number of discipline referrals and suspensions will be identified for interventions that are tracked to determine improvement or lack thereof. The school community will receive ongoing mini-professional development sessions that promote and sustain a positive school environment where all members feel welcome, supported, and safe in school: socially, emotionally, intellectually, and physically. The implementation of PBIS, with fidelity, through the support of the LIU, will improve the PBIS system to create structure of expectations for students and staff when seeking to establish a positive learning environment while holding students accountable for school-wide expectations. |



## Goal Setting

Priority: The school team's efforts to manage student behavior through the ongoing implementation of the PBIS system will continue throughout the 2024-2025 school year. Bi-Weekly review of the students who experience a high number of discipline referrals and suspensions will be identified for interventions that are tracked to determine improvement or lack thereof. The school community will receive ongoing mini-professional development sessions that promote and sustain a positive school environment where all members feel welcome, supported, and safe in school: socially, emotionally, intellectually, and physically. The implementation of PBIS, with fidelity, through the support of the LIU, will improve the PBIS system to create structure of expectations for students and staff when seeking to establish a positive learning environment while holding students accountable for school-wide expectations.

| Outcome Category   |  |  |   |
|--|--|--|---|
| Essential Practices 3: Provide Student-Centered Support Systems  |  |  |   |
| Measurable Goal Statement (Smart Goal)   |  |  |   |
| By June 18 2025, the total number of discipline office level referrals will decrease 10% from the 2023-24' school year; no more than 1,280 total office referrals for the school year is expected. |  |  |   |
| Measurable Goal Nickname (35 Character Max)  |  |  |   |
| Decrease Referrals & Improve Positive Student Behavior   |  |  |   |
| Target 1st Quarter   | Target 2nd Quarter   | Target 3rd Quarter   | Target 4th Quarter  |
| Office referrals are expected to decrease by 5% from the previous year. No more than 181 office referrals will exist (based upon 2023-2024 school year of 191 total referrals for Sept. & Oct.)    | Office referrals are expected to decrease by 7% from the previous year. No more than 509 total office referrals will exist (based upon 2023-2024 school year of 536 total referrals for Nov.-January). | Office referrals are expected to decrease by 8% from the previous year. No more than 604 total office referrals will exist (based upon 2023-2024 school year of 636 total referrals for February-April). | By June 30, 2025, the total number of discipline office level referrals will decrease 10% from the 2023-24' school year; no more than 1,280 total office referrals for the school year is expected. |

Priority: Instructional coaches will collaborate with teachers-both regular and special education in an effort to provide detailed data reports, provide support for the implementation of daily exit tickets that assess immediate acquisition of skills taught daily, then establish routine district assessment reviews to collaborate with math teachers on effective instructional practices. In addition, the WIN Team members who identify consistently low performing math students will assign the student to a mentor who will track interventions. Exact Path will be implemented to increase student proficiency on the PSSAs.

| Outcome Category   |
|--|
| Essential Practices 3: Provide Student-Centered Support Systems  |
| Measurable Goal Statement (Smart Goal)   |
| By June 30, 2025, the number of students failing two or more classes will decrease by 8% as a result of WIN interventions as evidenced by student grade reports. |

| Measurable Goal Nickname (35 Character Max)   |   |   |   |
|---|---|---|---|
| WIN TEAM Interventions  |   |   |   |
| Target 1st Quarter  | Target 2nd Quarter  | Target 3rd Quarter  | Target 4th Quarter  |
| By September 30, 2024, no more than 20%* of students will be failing 2 or more classes. | By December 30, 2024, no more than 15% of students will be failing 2 or more classes. | By March 30, 2025, no more than 10% of students will be failing two or more classes | By June 30, 2025, no more than 8% of students will be failing 2 or more classes |

| Outcome Category   |   |  |   |
|--|---|--|---|
| Essential Practices 3: Provide Student-Centered Support Systems  |   |  |   |
| Measurable Goal Statement (Smart Goal)   |   |  |   |
| Increase the average number of students in grades 6-8 working at a proficient level according to PSSA-aligned scores from 25% to 30% in math and from 36% to 41% in reading. |   |  |   |
| Measurable Goal Nickname (35 Character Max)  |   |  |   |
| EXACT PATH   |   |  |   |
| Target 1st Quarter   | Target 2nd Quarter  | Target 3rd Quarter   | Target 4th Quarter  |
| 75% of Students in grades 6-8 will achieve skill mastery of at least 6 skills from the beginning of the year diagnostic assessment.  | Students in grades 6-8 will show at least 3% growth on the middle of the year benchmark assessment (MOY) on math and reading. | 75% of Students in grades 6-8 will achieve skill mastery from the Middle of the Year Diagnostic Assessment (MOY) in math and reading of at least 8 skills. | The average number of students in grades 6-8 working at a proficient level according to PSSA-aligned scores from 25% to 30% in math and from 36% to 41% in reading. |

| Outcome Category  |                    |                    |                    |
|---|--------------------|--------------------|--------------------|
| Essential Practices 3: Provide Student-Centered Support Systems |                    |                    |                    |
| Measurable Goal Statement (Smart Goal)                          |                    |                    |                    |
|   |                    |                    |                    |
| Measurable Goal Nickname (35 Character Max)                     |                    |                    |                    |
|   |                    |                    |                    |
| Target 1st Quarter  | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|   |                    |                    |                    |



## Action Plan

### Measurable Goals

|  |                        |
|--|------------------------|
| Decrease Referrals & Improve Positive Student Behavior | WIN TEAM Interventions |
| EXACT PATH   |                        |

### Action Plan For: PBIS (School-Wide Positive Behavior Intervention System of Support)

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>By June 18 2025, the total number of discipline office level referrals will decrease 10% from the 2023-24' school year; no more than 1,280 total office referrals for the school year is expected.</li> </ul> |

| Action Step  |  | Anticipated Start/Completion Date |            |
|--|--|-----------------------------------|------------|
| Teachers of the 'Second Step' Social-Emotional and Character Education curriculum will meet and review the implementation of the program, review student progress via the online portal to adjust the curriculum as needed throughout the year based upon student need and progress. |  | 2024-09-05                        | 2025-06-06 |
| Lead Person/Position   | Material/Resources/Supports Needed   | PD Step?                          |            |
| Melissa Myers, Director of Middle Schools Building Principals  | Second Step subscription (1 year), online resources/to provide professional development for Learning Lab teachers who will implement this curriculum ongoing throughout the year. Paid professional development time for Learning Lab teachers who will implement the curriculum for students in grades 6-8. Meet time quarterly to review the program and student data. | Yes                               |            |
| Action Step  |  | Anticipated Start/Completion Date |            |
| School-Wide Positive Behavior Program Professional Development for the team/committee members  |  | 2024-09-03                        | 2025-08-30 |
| Lead Person/Position   | Material/Resources/Supports Needed   | PD Step?                          |            |
| Jamee Capristo/Assistant Principal PBIS Coordinator-TBD  | PBIS Coordinator-funding to substantiate this role LIU 18 support Scheduled training dates for team members (after-school hours) Discipline Data from Bi-Weekly monitoring sheet   | Yes                               |            |
| Action Step  |  | Anticipated Start/Completion Date |            |
| Bi-Weekly and Monthly PBIS Data collection and review  |  | 2024-09-09                        | 2024-10-04 |
| Lead Person/Position   | Material/Resources/Supports Needed   | PD Step?                          |            |

|   |   |  |            |
|---|---|--|------------|
| Mike Ostrum/Data Coordinator<br>Jamee Capristo/Assistant Principal  | Data Coordinator & Assistant Principal Bi-Weekly and Monthly data tracking sheet Flyer developed to publicize data to be shared with all staff, students, families  | No                                       |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Interventionist to provide interventions for students who are identified through the WIN Team (early warning system) process (social-emotional, academic, behavioral, attendance related) |   | 2024-08-01                               | 2024-09-30 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Melissa Myers, Director of Middle Schools   | Funding to support the position WIN Team data to provide students in need of mental interventions (i.e. small group/one-to-one sessions)  | No                                       |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Academic and PBIS Rewards/Incentives planned according to student interest surveys  |   | 2024-08-05                               | 2024-09-27 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Denise Demellier, Student Activities Director   | Calendar of Rewards/events for PBIS rewards Educational Field Trips, transportation cost offset by CSI funds, district level transportation approval, Tangible rewards  | No                                       |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| PBIS Rewards-Ongoing implementation   |   | 2024-09-13                               | 2024-10-01 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Denise Demellier, Student Activities Director   | PBIS Rewards System for tracking student reward points and tracking events/rewards Mike Ostrum, data coordinator Student PBIS badges maintained PBIS Badge replacement equipment  | No                                       |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Motivational Speakers/presenters for faculty and staff during designated professional development time.   |   | 2024-09-16                               | 2024-11-30 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Melissa Myers/Director of Middle Schools  | Presenters to address student engagement, building student rapport and positive relationships with students, Teaming resources to support implementation of teachers forming 'Teams' in middle schools (i.e. books, presentation) | No                                       |            |

| Action Step   |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| Anti-Bullying and Social-Emotional Presentations/Assemblies/After-school clubs or engaging activities/Educational Field Trips |  | 2024-10-01                        | 2024-04-01 |
| Lead Person/Position  | Material/Resources/Supports Needed   | PD Step?                          |            |
| Guidance Counselor, Kim Jones   | Anti-Bullying presentations and/or other targeted support such as exercise groups/yoga/art or music therapy scheduled/Social-Emotional experiences for students to include yoga, team-building opportunities, restorative justice techniques Paid contractual time for staff members to oversee clubs to improve social-emotional well-being that are tied to academic growth. | No                                |            |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Implementation of Wellness Wednesdays in February for all staff   |  | 2025-02-03                        | 2025-02-28 |
| Lead Person/Position  | Material/Resources/Supports Needed   | PD Step?                          |            |
| Justin Correll, Principal   | Activities that support social-emotional wellbeing for staff (i.e. walking, yoga, etc.) Funding may be needed to substantiate the cost of bringing in specialists who support healthy lifestyle activities for staff.  | No                                |            |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Professional Development for PBIS Team Members and administrators   |  | 2024-09-09                        | 2024-08-30 |
| Lead Person/Position  | Material/Resources/Supports Needed   | PD Step?                          |            |
| Jamee Capristo, Assistant Principal LIU 18 Support Personnel  | 1x per month, 1 hour beyond contractual time for PBIS Team Professional Development, Annual PBIS Conference for 6 members  | Yes                               |            |
| Action Step   |  | Anticipated Start/Completion Date |            |
| Completion of the PBIS Benchmark of Quality rating scale at the conclusion of the 2024-2025 school year.                      |  | 2025-05-05                        | 2025-06-06 |
| Lead Person/Position  | Material/Resources/Supports Needed   | PD Step?                          |            |
| LIU 18 PBIS Support Individual PBIS Coordinator, TBD  | Benchmark of Quality Rating Scale results from 2024 Benchmark of Quality Rating Scare completed by PBIS team members for 2025 Meeting date   | No                                |            |

| Action Step  |   | Anticipated Start/Completion Date |            |
|--|---|-----------------------------------|------------|
| Student and staff survey to be administered by the end of the first semester to determine status of building culture, rewards and incentives.                                |   | 2025-01-13                        | 2025-02-07 |
| Lead Person/Position   | Material/Resources/Supports Needed  | PD Step?                          |            |
| Jamee Capristo & Justin Correll/ Assistant Principal & Principal   | PBIS Survey in Google forms to be shared with all students and staff; survey may be created from 2023-2024 survey for validity and reliability of data to compare results.  | No                                |            |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Improve communication to parents/guardians, students, and all staff about upcoming PBIS events and overall success of the program.   |   | 2024-10-01                        | 2025-06-06 |
| Lead Person/Position   | Material/Resources/Supports Needed  | PD Step?                          |            |
| PBIS Coordinator TBD and PBIS Junior Pack Proud Team Coordinator, TBD  | 3 quarterly communications with Parents/Guardians of PBIS events and data (i.e. quarterly newsletter, SKYalerts, school events, etc.) Establish a Student team to assist with creating the newsletter (teacher to oversee and stipend to do so) | No                                |            |
| Action Step  |   | Anticipated Start/Completion Date |            |
| Booster professional development sessions for students and staff are planned, scheduled within each quarter, and delivered according to data from the 2024-2025 school year. |   | 2024-10-07                        | 2025-06-13 |
| Lead Person/Position   | Material/Resources/Supports Needed  | PD Step?                          |            |
| Melissa Myers/ Director of Middle School Jamee Capristo/Assistant Principal  | Data from 2023-2024 school year and current 2024-2025 school year to share with staff and students the need for booster sessions. LIU 18 Support Scheduled booster sessions based upon trends of discipline data.                               | Yes                               |            |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)  |
|--|--|
| Discipline referrals will decrease according to set quarterly goals, student/staff/parent survey results will indicate improvement for overall school culture and climate. The Benchmarks of Quality survey completed by the PBIS team will improve from 63% to 70% or better at the end of the 2024-2025 school year. | Jamee Capristo, Melissa Myers, Justin Correll (monitoring will occur through skyward student database to monitor discipline referrals bi-weekly and monthly/surveys at beginning of year, middle and end of year/ Denise Demellier- PBIS Rewards System monitoring |

## Action Plan For: WIN Team-Early Monitoring System

|  |  |
|--|--|
| <b>Measurable Goals:</b>   |  |
| <ul style="list-style-type: none"> <li>By June 30, 2025, the number of students failing two or more classes will decrease by 8% as a result of WIN interventions as evidenced by student grade reports.</li> <li>By June 18 2025, the total number of discipline office level referrals will decrease 10% from the 2023-24' school year; no more than 1,280 total office referrals for the school year is expected.</li> </ul> |  |

| Action Step   |   | Anticipated Start/Completion Date |            |
|---|---|-----------------------------------|------------|
| Implementation of an advisor/mentor program for staff members to oversee students who are identified by the WIN Team as needing oversight of attendance, grades, academic performance, and behavior |   | 2024-09-23                        | 2024-10-31 |
| Lead Person/Position  | Material/Resources/Supports Needed  | PD Step?                          |            |
| WIN Team Manager, TBD   | Paid stipend for WIN Team Manager Intervention tracking system created Rewards System for growth mindset/improvement for students identified as needing advisor Advisors and paid hourly rate based upon 1 hr. per month or quarter to review data with WIN Team Manager LIU 18 support personnel to oversee implementation of WIN Team tiered system. Mentors/Advisors maintain caseloads of between 20 and 30 students. Each student could be assigned a mentor for two school years. Mentors tracked data to monitor the attendance and academic progress of the 20 to 30 students on their caseload. Mentors meet regularly with students and deliver personalized interventions designed to increase students' attendance and engagement with school (Guryan et al., 2016, "Abstract," para. 1). Group meeting time set aside for mentors to discuss the intervention and success. <a href="https://www.evidenceforpa.org/strategies/attendance-monitors">https://www.evidenceforpa.org/strategies/attendance-monitors</a> | No                                |            |
| Action Step   |   | Anticipated Start/Completion Date |            |
| Attendance Check-In/Out Implementation  |   | 2024-10-01                        | 2025-06-06 |
| Lead Person/Position  | Material/Resources/Supports Needed  | PD Step?                          |            |
| Guidance Counselor and WIN Team Manager, TBD  | Attendance incentive menu, donations from local restaurants, stores as incentives for students, attendance check-in/out form for students Attendance Tracking/Progress Monitoring supplies (i.e. binders, etc.) Check and Connect resource from LIU 18 LIU 18 consultation/support <a href="https://www.evidenceforpa.org/strategies/attendance-monitors">https://www.evidenceforpa.org/strategies/attendance-monitors</a>  | No                                |            |
| Action Step   |   | Anticipated Start/Completion Date |            |



|   |   |  |            |
|---|---|--|------------|
| Implementation of 'Formative' to support teachers and instructional coaches with the implementation and monitoring of Exit Tickets and other assessments to monitor student proficiency of objectives.  |   | 2024-09-16                               | 2024-10-04 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Mike Ostrum/Data Coordinator<br>Instructional Coaches   | Subscription to 'Formative' online database to store teacher exit tickets and other assessment data<br>Link overall student proficiency data to 'Link It' Monthly PLCs and weekly teacher collaboration with instructional coaches to plan instruction based upon exit ticket data. WIN Team access to student formative results in 'Formative' | Yes                                      |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Regularly scheduled WIN Team meetings that reviews academic performance, attendance, and behavioral data for students to determine targeted interventions for students in need.                         |   | 2024-10-07                               | 2025-05-30 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Melissa Myers/Director of Middle Schools<br>Justin Correll/Principal<br>Mike Ostrum/Data Coordinator<br>Instructional Coaches, TBD  | WIN Team Data report published by Data Coordinator during mid-term and quarterly reporting windows (set by district)<br>Scheduled meet time to review the data<br>List of interventions to target needs   | No                                       |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Professional Development for Instructional Coaches and administrators   |   | 2024-09-10                               | 2025-06-13 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Corinne Drost/Supervisor  | Instructional Coaches resources to include training, paid hours associated with training time beyond contractual obligations;<br>Annual Middle Level Education Conference (location TBD)<br>Research-Based Resources to support the implementation of professional development  | Yes                                      |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Implementation of digital intervention and instructional resource of 'Generation Genius' for all science teachers to coordinate hands-on activities to improve student academic performance in science. |   | 2024-08-26                               | 2024-09-20 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Melissa Myers, Director of Middle Schools   | Subscription to Generation Genius/Discovery Education   | No                                       |            |

| Action Step  |  | Anticipated Start/Completion Date |            |
|--|--|-----------------------------------|------------|
| Monitoring system in place to track ELD student academic performance in mainstream classroom settings to promote collaboration between both the ELD teacher and classroom teachers to assure proper accommodations and assessments are provided. |  | 2024-10-01                        | 2024-12-23 |
| Lead Person/Position   | Material/Resources/Supports Needed   | PD Step?                          |            |
| Erika Hanson, ELD Coordinator  | Established form to maintain ongoing communication to monitor ELD student progress within the mainstream classrooms.               | No                                |            |
| Action Step  |  | Anticipated Start/Completion Date |            |
| After-school tutoring to increase student achievement in ELA, math, and English Language Development for students based upon data from the WIN Team.   |  | 2025-02-03                        | 2025-04-18 |
| Lead Person/Position   | Material/Resources/Supports Needed   | PD Step?                          |            |
| Instructional Coaches After-School Tutoring Manager  | Pay and Benefits for after-school tutors, supplies for tutoring, Exact Path, Instructional Coaches to monitor progress of students | No                                |            |

| Anticipated Output   | Monitoring/Evaluation (People, Frequency, and Method)   |
|--|---|
| Student growth on the PSSAs will improve, the number of failing students will decrease each quarter based upon mentor interventions, attendance will improve for students with chronic absenteeism, and student behavior will improve. Team approach to viewing students holistically will be established by sharing WIN Team information and results. | Justin Correll/Principal-mid-term and quarterly report times Instructional Coaches and Director of Middle Schools |

### Action Plan For: Professional Learning Communities (PLCs)

| Measurable Goals:  |
|--|
| <ul style="list-style-type: none"> <li>By June 30, 2025, the number of students failing two or more classes will decrease by 8% as a result of WIN interventions as evidenced by student grade reports.</li> </ul> |

| Action Step  |                                    | Anticipated Start/Completion Date |            |
|--|------------------------------------|-----------------------------------|------------|
| Professional Learning Communities will be established to occur at least monthly based upon grade level teams and/or departments. |                                    | 2024-09-30                        | 2024-11-30 |
| Lead Person/Position   | Material/Resources/Supports Needed | PD Step?                          |            |

|   |   |  |            |
|---|---|--|------------|
| Instructional Coaches   | Scheduled meet times Instructional coaching resources LIU 18 support for coaching and student engagement/instructional strategy resources Formative-Exit Ticket Database Instructional Supervisors<br>Director of Middle School | Yes                                      |            |
| <b>Action Step</b>  |   | <b>Anticipated Start/Completion Date</b> |            |
| Two ELD professional development workshops to present appropriate ELD instructional and assessment accommodations based upon the WIDA Can Do Descriptors and language proficiency levels. |   | 2024-10-21                               | 2025-05-30 |
| <b>Lead Person/Position</b>   | <b>Material/Resources/Supports Needed</b>   | <b>PD Step?</b>                          |            |
| Erika Hanson, ELD Coordinator   | ELlevation access by teachers WIDA Can Do Descriptors Scheduled session for presentation-during in-service or faculty meet time.  | Yes                                      |            |

|   |  |
|---|--|
| <b>Anticipated Output</b>   | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>   |
| Through the implementation of monthly professional learning communities (PLCs), teachers will improve student engagement, formative assessment strategies, track the results according to student proficiency of lesson objectives and district assessment results. | Principal, instructional supervisors, and Director of Middle Schools (Walk-throughs, lesson observations-frequency based upon student performance data and observation timelines set forth by the school district) |

### Action Plan For: Exact Path Student Learning Paths

|  |
|--|
| <b>Measurable Goals:</b>   |
| <ul style="list-style-type: none"> <li>By June 30, 2025, the number of students failing two or more classes will decrease by 8% as a result of WIN interventions as evidenced by student grade reports.</li> </ul> |

| Action Step   |  | Anticipated Start/Completion Date |            |
|---|--|-----------------------------------|------------|
| Through the implementation of Exact Path, an online instructional supplemental tool, students will be placed on an individual learning path that targets their math needs, in addition, math challenges will be established each quarter by grade level for a reward. |  | 2024-10-01                        | 2025-05-30 |
| Lead Person/Position  | Material/Resources/Supports Needed   | PD Step?                          |            |
| Instructional Coaches<br>Corinne Drost/Math Supervisor  | Exact Path Subscription for 1 year Instructional Coaches to run student and class reports Established incentives/rewards that may require transportation cost for educational trip as a reward or other student incentives that provide supplies/resources to students. Exact Path professional development time scheduled for math teachers | No                                |            |

| Action Step  |  | Anticipated Start/Completion Date |            |
|--|--|-----------------------------------|------------|
| Implementation of student engagement activities to include hands-on learning strategies, manipulatives, collaborative learning furniture through the support of the instructional coaches and resources. |  | 2024-10-01                        | 2025-06-13 |
| Lead Person/Position   | Material/Resources/Supports Needed   | PD Step?                          |            |
| Instructional Coaches  | Resources purchased such as interactive seating, furniture, manipulatives for math, reading, and science, resources for differentiated instruction | No                                |            |

| Anticipated Output  | Monitoring/Evaluation (People, Frequency, and Method)  |
|---|--|
| With the implementation of scheduled math and reading challenges, students will be incentivized to improve math skills and establish a growth mindset in order to increase math and ELA performance on the annual state assessment. | Instructional Coaches, Director of Middle Schools, Principals<br>Monitor performance during WIN Team meetings and access results |

## Expenditure Tables

### School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

| Expenditure Description           | Action Plan(s)   | eGgrant Budget Category (Set Aside grant) | ESSA Tier | Amount |
|-----------------------------------|--|---|-----------|--------|
| Salary of Instructional Coach 1   | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Exact Path Student Learning Paths</li> </ul> | Salary                                    | 2         | 87751  |
| Benefits of Instructional Coach 1 | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Exact Path Student Learning Paths</li> </ul> | Benefits                                  | 2         | 57281  |
| Salary of Instructional Coach 2   | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> </ul>  | Salary                                    | 2         | 87751  |

|  |  |          |   |       |
|--|--|----------|---|-------|
|  | <ul style="list-style-type: none"> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul>  |          |   |       |
| Benefits of Instructional Coach 2                  | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>WIN Team-Early Monitoring System</li> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul> | Benefits | 2 | 33491 |
| 50% of Director of Middle Level Education salary   | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>WIN Team-Early Monitoring System</li> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul> | Salary   | 1 | 56753 |
| 50% of Director of Middle Level Education benefits | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>WIN Team-Early Monitoring System</li> </ul>  | Benefits | 1 | 16964 |

|                                  |  |          |   |       |
|----------------------------------|--|----------|---|-------|
|                                  | <ul style="list-style-type: none"> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul>  |          |   |       |
| 50% of Data Coordinator salary   | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>WIN Team-Early Monitoring System</li> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul> | Salary   | 1 | 34692 |
| 50% of Data Coordinator benefits | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>WIN Team-Early Monitoring System</li> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul> | Benefits | 1 | 21496 |
| Salary of Interventionist        | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul>   | Salary   | 2 | 49115 |

|  |  |          |   |       |
|--|--|----------|---|-------|
|  |  |          |   |       |
| Benefits of Interventionist  | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Benefits | 2 | 23986 |
| Salaries of teachers to provide before-school AM remediation October through May | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Salary   | 3 | 28000 |
| Benefits of teachers to provide before-school AM remediation October through May | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Benefits | 3 | 7000  |



|  |  |          |   |       |
|--|--|----------|---|-------|
|  |  |          |   |       |
| Instructional Coaching<br>Professional Development<br>Hours-Salary   | <ul style="list-style-type: none"> <li>Professional Learning Communities (PLCs)</li> </ul> | Salary   | 3 | 15960 |
| Instructional Coaching<br>Professional Development<br>Hours-Benefits | <ul style="list-style-type: none"> <li>Professional Learning Communities (PLCs)</li> </ul> | Benefits | 3 | 3990  |

|  |   |          |   |      |
|--|---|----------|---|------|
| PBIS Coordinator Stipend                           | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul> | Salary   | 3 | 1000 |
| PBIS Coordinator Benefits                          | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul> | Benefits | 3 | 250  |
| Educational Club Time-Teacher Stipend (4 teachers) | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul>                                    | Salary   | 4 | 4000 |

|   |  |          |   |      |
|---|--|----------|---|------|
|   |  |          |   |      |
| Educational Club Time-Teacher Benefits (4 people)                       | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Benefits | 4 | 1000 |
| Teacher Mentors for Students Stipend (3 teachers per 3 grade levels)    | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Salary   | 2 | 9000 |
| Teacher Mentors for Students - Benefits (3 teachers per 3 grade levels) | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Benefits | 2 | 2250 |

|   |  |          |   |       |
|---|--|----------|---|-------|
|   |  |          |   |       |
| Second Step License   | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul>  | Services | 1 | 2350  |
| Exact Path Academic Incentive reward-transportation to events         | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul>  | Services | 3 | 3000  |
| Presenters for Faculty & Staff (social-emotional/health and wellness) | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Exact Path Student Learning Paths</li> </ul> | Services | 1 | 10000 |

|  |  |          |   |      |
|--|--|----------|---|------|
|  |  |          |   |      |
| Anti--Bullying and Social Emotional Presentations for students | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul>  | Services | 1 | 5000 |
| Formative subscription   | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Exact Path Student Learning Paths</li> </ul> | Services | 1 | 5500 |
| Generation Genius Subscription                                 | <ul style="list-style-type: none"> <li>• WIN Team-Early Monitoring System</li> </ul>   | Services | 1 | 1295 |

|   |   |                     |   |       |
|---|---|---------------------|---|-------|
|   |   |                     |   |       |
| Educational Field Trip Fees per Student   | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul> | Services            | 2 | 3000  |
| School Spirit Apparel for PBIS  | <ul style="list-style-type: none"> <li>PBIS (School-Wide Positive Behavior Intervention System of Support)</li> </ul> | Supplies & Property | 3 | 3500  |
| Student Engagement Resources to increase reading, math, and science performance | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul>                                    | Supplies & Property | 1 | 25000 |

|  |  |                     |   |       |
|--|--|---------------------|---|-------|
|  |  |                     |   |       |
| General Student Supplies to improve student engagement | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Exact Path Student Learning Paths</li> </ul> | Supplies & Property | 1 | 14057 |
| Salary of Instructional Coach 3                        | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Exact Path Student Learning Paths</li> </ul> | Salary              | 2 | 75805 |
| Benefits of Instructional Coach 3                      | <ul style="list-style-type: none"> <li>• PBIS (School-Wide Positive Behavior Intervention System of Support)</li> <li>• WIN Team-Early Monitoring System</li> </ul>  | Benefits            | 2 | 30143 |

|  |   |          |   |       |
|--|---|----------|---|-------|
|  | <ul style="list-style-type: none"> <li>Professional Learning Communities (PLCs)</li> <li>Exact Path Student Learning Paths</li> </ul> |          |   |       |
| Salaries of teachers to provide after-school tutoring sessions       | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul>  | Salary   | 2 | 17500 |
| Benefits of teachers to provide after-school tutoring sessions       | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul>  | Benefits | 2 | 4375  |
| Salary of aide to assist in providing after-school tutoring sessions | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul>  | Salary   | 2 | 320   |



|  |  |          |   |        |
|--|--|----------|---|--------|
|  |  |          |   |        |
| Benefits of aide to assist in providing after-school tutoring sessions | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | Benefits | 2 | 80     |
| <b>Total Expenditures</b>  |  |          |   | 742655 |

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

| eGrant Budget Category (Schoolwide Funding) | Action Plan(s)   | Expenditure Description              | Amount |
|---|--|--------------------------------------|--------|
| Instruction                                 | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | SALARIES OF INTERVENTION SPECIALISTS | 291908 |
| Instruction                                 | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | BENEFITS OF INTERVENTION SPECIALISTS | 171809 |

|                    |  |   |     |        |
|--------------------|--|---|-----|--------|
| Instruction        | <ul style="list-style-type: none"> <li>WIN Team-Early Monitoring System</li> </ul> | RESOURCES FOR CLASSROOMS TO INCLUDE TECHNOLOGY, SOFTWARE AND CLASSROOM RESOURCES AS IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS | 501 |        |
|                    |  |   |     |        |
| Total Expenditures |  |   |     | 464218 |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy   | Action Steps   |
|---|--|
| PBIS (School-Wide Positive Behavior Intervention System of Support) | Teachers of the 'Second Step' Social-Emotional and Character Education curriculum will meet and review the implementation of the program, review student progress via the online portal to adjust the curriculum as needed throughout the year based upon student need and progress. |
| PBIS (School-Wide Positive Behavior Intervention System of Support) | School-Wide Positive Behavior Program Professional Development for the team/committee members  |
| PBIS (School-Wide Positive Behavior Intervention System of Support) | Professional Development for PBIS Team Members and administrators  |
| PBIS (School-Wide Positive Behavior Intervention System of Support) | Booster professional development sessions for students and staff are planned, scheduled within each quarter, and delivered according to data from the 2024-2025 school year.   |
| WIN Team-Early Monitoring System                                    | Implementation of 'Formative' to support teachers and instructional coaches with the implementation and monitoring of Exit Tickets and other assessments to monitor student proficiency of objectives.   |
| WIN Team-Early Monitoring System                                    | Professional Development for Instructional Coaches and administrators  |
| Professional Learning Communities (PLCs)                            | Professional Learning Communities will be established to occur at least monthly based upon grade level teams and/or departments.   |
| Professional Learning Communities (PLCs)                            | Two ELD professional development workshops to present appropriate ELD instructional and assessment accommodations based upon the WIDA Can Do Descriptors and language proficiency levels.  |

### 'Second Step' Social-Emotional Online Instructional Program for Learning Lab Teachers

| Action Step  |                   |                        |
|--|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>Teachers of the 'Second Step' Social-Emotional and Character Education curriculum will meet and review the implementation of the program, review student progress via the online portal to adjust the curriculum as needed throughout the year based upon student need and progress.</li> </ul> |                   |                        |
| Audience   |                   |                        |
| Teachers who deliver the 'Second Step' social-emotional online curriculum  |                   |                        |
| Topics to be Included  |                   |                        |
| Anti-Bullying, peer relations, social-emotional skills for students, self-regulation and coping skills   |                   |                        |
| Evidence of Learning   |                   |                        |
| Teachers will effectively deliver the curriculum evident by monitoring of the online usage of teachers assigned to teach the curriculum and proficiency in the instructional delivery domain-this will occur through walk-throughs and review of teacher usage within the system.  |                   |                        |
| Lead Person/Position   | Anticipated Start | Anticipated Completion |

|                          |            |            |
|--------------------------|------------|------------|
| Justin Correll/Principal | 2024-09-30 | 2025-06-14 |
|--------------------------|------------|------------|

### Learning Format

| Type of Activities  | Frequency  |
|---|--|
| Collaborative curriculum development  | Curriculum team will meet in the 2024 summer to develop the framework; monitoring will occur monthly during established PLC times. |
| <b>Observation and Practice Framework Met in this Plan</b>                          |  |
| <ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>                 |  |
| Teaching Diverse Learners in Inclusive Settings                                     |  |

### School-Wide Positive Behavior Program Professional Development for the team/committee members

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>School-Wide Positive Behavior Program Professional Development for the team/committee members</li> </ul>   |                          |                               |
| <b>Audience</b>   |                          |                               |
| PBIS team members and school administrators   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| Family engagement, data analyses, Effective discipline system and tiered interventions  |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Students and Staff survey results at the end of the 1st semester will indicate growth from previous year's results; each quarter target goal for decrease in discipline referrals will occur. |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Eric Drako, Assistant Principal   | 2024-09-30               | 2025-06-27                    |

### Learning Format

| Type of Activities   | Frequency              |
|--|------------------------|
| Conference   | Annual PBIS Conference |
| <b>Observation and Practice Framework Met in this Plan</b>   |                        |
| <ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>4f: Showing Professionalism</li> </ul> |                        |
| <b>This Step Meets the Requirements of State Required Trainings</b>  |                        |
| Teaching Diverse Learners in Inclusive Settings  |                        |

### Learning Format

| Type of Activities   | Frequency                  |
|--|----------------------------|
| Other  | Monthly PBIS Team Meetings |
| <b>Observation and Practice Framework Met in this Plan</b> |                            |

|   |
|---|
| <ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> </ul> |
| <b>This Step Meets the Requirements of State Required Trainings</b>                       |
| Teaching Diverse Learners in Inclusive Settings   |

### Teacher Motivation/Social-Emotional Well-Being

|  |                          |                               |
|--|--------------------------|-------------------------------|
| <b>Action Step</b>   |                          |                               |
| <ul style="list-style-type: none"> <li>Teachers of the 'Second Step' Social-Emotional and Character Education curriculum will meet and review the implementation of the program, review student progress via the online portal to adjust the curriculum as needed throughout the year based upon student need and progress.</li> </ul> |                          |                               |
| <b>Audience</b>  |                          |                               |
| All teachers and staff members   |                          |                               |
| <b>Topics to be Included</b>   |                          |                               |
| Wellness Wednesdays in February Healthy eating and lifestyle choices Mental Health wellness  |                          |                               |
| <b>Evidence of Learning</b>  |                          |                               |
| Decline in teacher and staff absences in February and March; PBIS survey results will improve from previous year in the positive school community category   |                          |                               |
| <b>Lead Person/Position</b>  | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Justin Correll/Principal   | 2025-02-05               | 2025-02-28                    |

### Learning Format

|   |                                  |
|---|----------------------------------|
| <b>Type of Activities</b>   | <b>Frequency</b>                 |
| Other   | Weekly on Wednesdays in February |
| <b>Observation and Practice Framework Met in this Plan</b>          |                                  |
|   |                                  |
| <b>This Step Meets the Requirements of State Required Trainings</b> |                                  |
| Teaching Diverse Learners in Inclusive Settings                     |                                  |

### Instructional Coaching

|   |                          |                               |
|---|--------------------------|-------------------------------|
| <b>Action Step</b>  |                          |                               |
| <ul style="list-style-type: none"> <li>Professional Development for Instructional Coaches and administrators</li> </ul> |                          |                               |
| <b>Audience</b>   |                          |                               |
| Instructional Coaches   |                          |                               |
| <b>Topics to be Included</b>  |                          |                               |
| Effective Instructional Coaching model; communication with teachers; student engagement                                 |                          |                               |
| <b>Evidence of Learning</b>   |                          |                               |
| Instructional coaches will have evidence that supports performance at the proficient or distinguished levels            |                          |                               |
| <b>Lead Person/Position</b>   | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Corrine Drost/Math Supervisor   | 2024-09-23               | 2025-06-30                    |

### Learning Format

| Type of Activities  | Frequency |
|---|-----------|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)  | Monthly   |
| <b>Observation and Practice Framework Met in this Plan</b>  |           |
| <ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul> |           |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |           |
| Teaching Diverse Learners in Inclusive Settings   |           |

### Learning Format

| Type of Activities  | Frequency  |
|---|--|
| Conference  | 1x per year for PA Middle Level Education Conference |
| <b>Observation and Practice Framework Met in this Plan</b>  |  |
| <ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> <li>4a: Reflecting on Teaching</li> </ul> |  |
| <b>This Step Meets the Requirements of State Required Trainings</b>   |  |
| Teaching Diverse Learners in Inclusive Settings   |  |

Approvals & Signatures

| Uploaded Files   |
|--|
| <ul style="list-style-type: none"><li>AFFIRMATION STATEMENT - WILKES-BARRE AREA SCHOOL DISTRICT SIGNED.pdf</li><li>AFFIRMATION STATEMENT - WILKES-BARRE AREA SCHOOL DISTRICT SIGNED_92f84aa0.pdf</li></ul> |

| Chief School Administrator               | Date       |
|--|------------|
| Dr. Brian Costello                       | 2024-08-28 |
| Building Principal Signature             | Date       |
| Justin Correll                           | 2024-08-28 |
| School Improvement Facilitator Signature | Date       |
| Robert Barletta                          | 2024-08-28 |