

SOLOMON/PLAINS EL SCH

41 Abbott St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

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

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Robert Makaravage	Administator/Director of Instruction	Administration Building
Justin Correll	Principal	Solomon Plains Elementary
Michele Williams	Director of Federal and State Programs	Administration Building
Sandy Atherton	Title 1 Department Chair	Administration Building
Michael Corcoran	Elementary Science and Math Supervisor	Administration Building
Denise Demellier	Business Representative	Dee's Diner
Thomas Zelinka	Supervisor of K-12 ELA Curriculum	Administration Building
Lorrie Gardner	Literacy Leader	Solomon-Plains Elementary
Molly Nealon	Guidance Counselor	Solomon- Plains Elementary
Yvonne Corcoran	Education Specialist	Solomon- Plains Elementary
Christine Hayward	Teacher	Solomon-Plains Elementary
Maria Hayward	Teacher	Solomon-Plains Elementary
Lisa Giovaninni	Intermediate Elementary Teacher	Solomon-Plains Elementary

Name	Position	Building/Group
Michele Kryzwicki	Intermediate Elementary Teacher	Solomon-Plains Elementary
Jessica Speicher	Community Member	Little Eric's Foundation
Melissa Styczen	Intermediate Special Education Teacher	Solomon-Plains Elementary
Michele Cook	Parent	Solomon-Plains Elementary
Lori Frank	Parent	Solomon-Plains Elementary
Tara Zimmerson	Parent	Solomon-Plains Elementary School
Aubrey Hallinan	Parent	Solomon-Plains Elementary
Cindy Gavin	Parent	Solomon-Plains Elementary
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Solomon Elementary will continue to use and analyze data from the online program, Exact Path, which creates individualized learning paths for students. This data will be used to differentiate instruction based on student need to increase achievement on the Math PSSA.	Mathematics
Solomon Elementary will continue utilize technology resources along with the online program, Exact Path, to collect and analyze data to help individualize student instruction and increase achievement on the ELA PSSA. Our district will implement a new reading program, Open Court, in Grades 3 to 5 which will change the way we teach reading moving from a Balanced Literacy Approach to the Science of Reading for our Core instruction and intervention.	English Language Growth and Attainment
Solomon Elementary will continue to analyze data from Acadience (Dibels) and Imagine Learning Online Program to increase student achievement. Our district is implementing a new reading program based on the Science of Reading called Super Kids by McGraw Hill in grades K to 2.	

ACTION PLAN AND STEPS

Evidence-based Strategy	
Differentiated Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Growth	Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the ELA PSSA by 6%.
Math Growth	Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the Math PSSA by 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Solomon Elementary will continue to use technology resources from Acadience Online Learning, Exact Path for Math and ELA, and Imagine Learning and Literacy which will be reviewed at monthly data meetings with teachers and administrators.	2022-09-08 - 2023-06-09	Lorrie Gardner, Title 1 Coach Susan Domiano, Title 1 Coach	Technology and supplies to support instruction utilizing Title 1 funds. Chrome books, ipads, Smartboards, online programs, and professional development are needed.
The district will implement two new reading programs (Super Kids in K to 2 and Open Court in 3 to 5) which will change our approach to reading from Balanced Literacy to the Science of Reading beginning in the 2022-2023 school year. Teachers in K to 5 will be provided with monthly professional development that is needed to successfully implement the two new reading programs.	2022-09-08 - 2023-06-09	Thomas Zelinka Sandra Atherton	Professional development utilizing federal funds (as related to the new core reading program and curriculum revisions as needed). Technology and supplies to support student instruction utilizing federal funds. To increase student performance in K-8, student instruction in reading will be supported by Interventionists utilizing Title 1 funding

Anticipated Outcome

To increase student performance and growth on Acadience Online Learning Benchmarks in grades K to 2, and to increase student performance and growth in ELA and Math on Curriculum Based Assessments and PSSA.

Monitoring/Evaluation

Monthly Data Team Meetings, Quarterly Assessments, Benchmark Assessments

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the ELA PSSA by 6%. (ELA Growth)	Differentiated Instruction	The district will implement two new reading	09/08/2022 -
Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the Math PSSA by 8%. (Math Growth)		programs (Super Kids in K to 2 and Open Court in 3 to 5) which will change our approach to reading from Balanced Literacy to the Science of Reading beginning in the 2022-2023 school year. Teachers in K to 5 will be provided with monthly professional development that is needed to	06/09/2023

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

successfully
implement the
two new reading
programs.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Justin M. Correll

2022-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members .

In ELA, based on data available in July 2022 from the Future Ready Index, 60% of students made academic growth on the 2021 PSSA assessment

In Math, based on data available in July 2022 from the Future Ready Index, 69% of students made academic growth on the 2021 PSSA assessment

As of July 2022 according to PVAAS 5th grade Economically Disadvantaged group shows evidence that the school met the growth standard.

According to the Future Ready Index as of July 2022, 43.5% of third grade students are early indicators of ELA success.

Solomon Elementary School has established a peer tutoring program in which upper grade students tutor younger students in

Challenges

Implement evidence-based strategies to engage families to support learning

Identify and address individual student learning needs.

In Math, based on data available in July 2022 from the Future Ready Index, the Proficient or Advanced group is at 28.3% which is below the state average of 37.3%

In ELA, based on data available in July 2022 from the Future Ready Index, the Proficient or Advanced group is at 52.1% which is below the state average of 55%

According to Acadience Learning Online (Dibels) for the 2021-22 school year K, 1, and 2 students made growth from BOY to EOY using the benchmark assessment. However, 61% of 1st grades and 42% of 2nd graders are at the strategic and intensive level

Due to COVID 19 restrictions from March of 2019 through June of 2021 how to continue to bridge gap due to learning loss through to the current 2022-23 school year

In July 2022 based on PVASS data, 5th grade All Students Group showed significant evidence that the school showed moderate

Strengths

the area of ELA.

Exact Path, an online individualized student learning path program, has been implemented for the 2021-2022 school year and will continue for the 2022-23 school year. The program is utilized in grades K to 5.

In Science, according to PVASS, the All Student Group of Proficient or Advanced was at 77.3% which is above the state average of 63.7%

We are utilizing the career readiness program at an early age to help identify as to which path students might take whether it be academia, technical, or other.

As of July 2022, the students with disabilities group met or exceeded the interim target for Regular Attendance

In ELA, the 5th grade Economically Disadvantaged Group showed evidence that group met the growth standard.

We will continue to use the individualized online learning programs of Imagine Learning and Literacy in grades K to 2 and Exact Path in grades K-5 to differentiate instruction based on student needs.

The district has adopted new reading programs in grades K-5 that are based on the Science of Reading beginning the 2022-23

Challenges

evidence that they did not meet the growth standard in ELA

In July 2022 based on PVASS data, 5th grade All Students Group showed significant evidence that the school did not meet the growth standard in Math.

In July 2022 based on PVASS data, Economically Disadvantage Group and the White group showed significant evidence that the school did not meet the growth standard in Math

In Science, according to PVASS, the All Student Group of Proficient or Advanced decreased from 90% in 2019 to 77.3% in 2021 (no data available for 2020 due to pandemic) This percentage represents a limited number of students that took the PSSA Assessment due to online learning.

When focusing on career readiness goals at an early age, it makes goal setting and consistency difficult because students interests change constantly. These changes may be influenced by financial restraints, external forces, peer pressure, and parental influence.

In Math and ELA, the Economically Disadvantaged group was below the state average of proficient or advanced students on the PSSA

Continually finding effective ways to meet the needs of our students and make up for the learning loss in all subject areas that occurred due to the pandemic and remote learning.

Strengths

school year. Grades K -2 will use Super Kids by Zaner Bloser and grades 3 to 5 will use Open Court by McGraw Hill.

Challenges

In both students with disabilities and economically disadvantaged group, we need to use data more effectively to drive and differentiate instruction.

There is limited data available from the 2020- 2021 state assessment since not all students took the test due to Covid restrictions and online learning. This makes it more difficult to identify individual student groups needs.

Most Notable Observations/Patterns

The observation by the Comprehensive Planning Team focused on continuing to increase the number of proficient and advanced students with our change of delivery over the past few years from in class instruction, to over a year of online learning, back to in class instruction for the 2021-2022 school year and continuing into the 2022-23 school year. Motivating and continually challenging our students to make growth in both ELA and Math due to learning loss is a priority. We intend to strengthen our reading curriculum by adopting a "Science of Reading" approach in grades K to 5. Additionally we will continue to work with parents on increasing their knowledge of educational strategies and inform them of available educational opportunities to help their child succeed.

Challenges	Discussion Point	Priority for Planning
<p>In Math, based on data available in July 2022 from the Future Ready Index, the Proficient or Advanced group is at 28.3% which is below the state average of 37.3%</p>	<p>Our district will continue to use Exact Path, an online individualized student instruction program, to review and analyze student data.</p>	
<p>In ELA, based on data available in July 2022 from the Future Ready Index, the Proficient or Advanced group is at 52.1% which is below the state average of 55%</p>	<p>Our district is implementing a new reading program called Open Court by McGraw Hill which is based on the Science of Reading in grades 3 to 5. Reading interventionists will be assigned to buildings and grade levels based on Title I building allocations. Interventionists will deliver instruction to both large and small groups. Students will be identified for intervention groups based on performance. Resources and additional training will be provided to better ensure success in increasing student performance.</p>	
<p>According to Acadience Learning Online (Dibels) for the 2021-22 school year K, 1, and 2 students made growth from BOY to EOY using the benchmark assessment. However, 61% of 1st grades and 42% of 2nd graders are at the strategic and intensive level</p>	<p>Our district is implementing a new reading program based on the Science of Reading called Super Kids by McGraw Hill in grades K to 2. Reading interventionists will be assigned to buildings and grade levels based on Title I building allocations. Interventionists will deliver instruction to both large and small groups. Students will be identified for intervention groups based on performance. Resources and additional training will be provided to better ensure success in increasing student performance</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Differentiated Instruction

Action Steps	Anticipated Start/Completion Date
Solomon Elementary will continue to use technology resources from Acadience Online Learning, Exact Path for Math and ELA, and Imagine Learning and Literacy which will be reviewed at will be reviewed at monthly data meetings with teachers and administrators.	09/08/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Monthly Data Team Meetings, Quarterly Assessments, Benchmark Assessments	To increase student performance and growth on Acadience Online Learning Benchmarks in grades K to 2, and to increase student performance and growth in ELA and Math on Curriculum Based Assessments and PSSA.
Material/Resources/Supports Needed	PD Step
Technology and supplies to support instruction utilizing Title 1 funds. Chrome books, ipads, Smartboards, online programs, and professional development are needed.	no

Action Steps**Anticipated Start/Completion Date**

The district will implement two new reading programs (Super Kids in K to 2 and Open Court in 3 to 5) which will change our approach to reading from Balanced Literacy to the Science of Reading beginning in the 2022-2023 school year. Teachers in K to 5 will be provided with monthly professional development that is needed to successfully implement the two new reading programs.

09/08/2022 - 06/09/2023

Monitoring/Evaluation**Anticipated Output**

Monthly Data Team Meetings, Quarterly Assessments, Benchmark Assessments

To increase student performance and growth on Acadience Online Learning Benchmarks in grades K to 2, and to increase student performance and growth in ELA and Math on Curriculum Based Assessments and PSSA.

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

Professional development utilizing federal funds (as related to the new core reading program and curriculum revisions as needed). Technology and supplies to support student instruction utilizing federal funds. To increase student performance in K-8, student instruction in reading will be supported by Interventionists utilizing Title 1 funding

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the ELA PSSA by 6%. (ELA Growth)	Differentiated Instruction	The district will implement two	09/08/2022 -
Solomon Elementary School will increase the "All Student Group" of proficient and advanced on the Math PSSA by 8%. (Math Growth)		new reading programs (Super Kids in K to 2 and Open Court in 3 to 5) which will change our approach to reading from Balanced Literacy to the Science of Reading beginning in the 2022-2023 school year. Teachers in K to 5 will be provided with monthly professional development that is needed to	06/09/2023

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

successfully
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ELA Professional Development	Teachers and Staff	The district will implement two new reading programs (Super Kids in K to 2 and Open Court in 3 to 5) which will change our approach to reading from Balanced Literacy to the Science of Reading beginning in the 2022-2023 school year. Teachers in K to 5 will be provided with monthly professional development that is needed to successfully implement the two new reading programs.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sign-in sheets, student level data	08/01/2022 - 06/30/2023	Tom Zelinka- Reading Supervisor & Sandy Atherton- Title I Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
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ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
In-Service Training, Meetings, Website Posting	Schoolwide Title I Plan, Comprehensive Plan, ELA Goals, Math Goals, Differentiated Instruction, Interventions to support student instruction	Meetings, emails, phone calls, skyward	Teachers & Staff, Community members, parents	09/01/2022-06/12/2023
