

SOLOMON/PLAINS MS

43 Abbott St

ATSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Upon leaving Solomon/Plains Memorial Middle School, each and every student 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.

STEERING COMMITTEE

Name	Position	Building/Group
Anthony Khalife	Principal	Solomon/Plains Middle School
Denise DeMellier	Reading Teacher	Solomon/Plains Middle School
Meredith Falchek	Science Teacher	Solomon/Plains Middle School
Samantha Jenkins	Special Education Teacher	Solomon/Plains Middle School
Christopher Buzinkai	Computer Science/Mathematics Teacher	Solomon/Plains Middle School
Corrine Drost	LEA Mathematics Supervisor	Wilkes-Barre Area School District
Thomas Zelinka	LEA K-12 Curriculum Supervisor	Wilkes-Barre Area School District
Michael Corcoran	LEA Science Supervisor	Wilkes-Barre Area School District
Michele Williams	LEA Title I Supervisor	Wilkes-Barre Area School District
Dr. Robert Makaravage	Director of Special Education & Instruction	Wilkes-Barre Area School District
Deanna Mennig	LIU 18 Contact	Luzerne County Intermediate Unit #18
James Geiger	LEA Special Education Coordinator	Wilkes-Barre Area School District
Ciro Cinti	Plains Township Commissioner	Plains Township

Name	Position	Building/Group
Ned Evans	W-B Area School District Board Member	Wilkes-Barre Area School District
Leslie Parry	Parent	Solomon/Plains Middle School
Sean McLaughlin	LEA Career Readiness	Wilkes-Barre Area School District
Edward Rosengrant	Teacher	Solomon/Plains Middle School
Brandon Salvatore	Teacher	Solomon/Plains Middle School
Maureen Sovan	Teacher	Solomon/Plains Middle School
Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By the year 2026, the All Students group achievement will increase by 15% (5% each year) in all tested areas.	Rigorous Courses of Study Section
By the end of the 2022 - 2023 school year, the All Students group attendance rate will increase by 10% from the 2021- 2022 school year.	Regular Attendance
By the end of the 2022 -2023 school year, discipline referrals will have decreased by 10% from the 2021- 2022 school year.	School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy	
Adaptive Diagnostic Assessments	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
All Students group Academic Performance	The percentage of all students will increase by 10% advanced and proficient in all tested areas by June 30, 2023.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum ELA program in the all student group at SPMS will increase by 10% from initial baseline.	2022-09-12 - 2023-06-30	Classroom Teachers	Title I funding may support investment in assessment tools. Technology and supplies to support student instruction. Exact Path program Student Chromebooks
By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum math program in the all student group at SPMS will increase by 10% from initial baseline.	2022-09-12 - 2023-06-30	Classroom Teachers	Title I funding may support investment in assessment tools. Technology and supplies to support student instruction. Exact Path program Student Chromebooks
By the end of the 2022-2023 school year, the number of students reaching proficiency on district assessments in the all student group at SPMS will increase by 10% from the initial baseline.	2022-09-12 - 2023-06-30	Classroom Teachers	District assessments

Anticipated Outcome

Increase in student achievement by 10% in Edmentum for ELA/Math and quarterly district assessments.

Monitoring/Evaluation

Students will be evaluated with Edmentum three times per school year. Students will be evaluated by district assessments as instructed by department supervisors.

Evidence-based Strategy

Positive Behavior Interventions and Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Increase	The percentage of all student attendance will increase by 10% by June 30, 2023.
Discipline Referral Reduction	The percentage of discipline referrals will decrease by 10% from the 2021-2022 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create attendance and disciplinary guidelines for student participation in extra curricular activities and events with a reward system.	2022-09-12 - 2022-09-30	Principal	Teacher participation PBIS example plans Title I funding may support investment in program.
Implement attendance and disciplinary guidelines for student participation in extra curricular activities and events.	2022-10-03 - 2023-06-30	Principal and Attendance/Disciplinary Committee	Printed copies of guidelines Technology and supplies to implement the reward system. Title I funding may support investment in program.

Anticipated Outcome

Increase in attendance and decrease in discipline referrals.

Monitoring/Evaluation

Attendance/Disciplinary Committee meetings Attendance/Disciplinary data from Skyward

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of all students will increase by 10% advanced and proficient in all tested areas by June 30, 2023. (All Students group Academic Performance)	Adaptive Diagnostic Assessments	By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum ELA program in the all student group at SPMS will increase by 10% from initial baseline.	09/12/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of all students will increase by 10% advanced and proficient in all tested areas by June 30, 2023. (All Students group Academic Performance)	Adaptive Diagnostic Assessments	By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum math program in the all student group at SPMS will increase by 10% from initial baseline.	09/12/2022 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of all student attendance will increase by 10% by June 30, 2023. (Attendance Increase)	Positive Behavior Interventions and Supports	Implement attendance and disciplinary guidelines for student participation in extra curricular activities and events.	10/03/2022 - 06/30/2023
The percentage of discipline referrals will decrease by 10% from the 2021-2022 school year. (Discipline Referral Reduction)			

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

2022-08-29

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

Chief School Administrator

Dr. Brian Costello

2022-08-30

School Improvement Facilitator Signature

Building Principal Signature

Tony Khalife

2022-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The Hispanic population is meeting and exceeding the statewide averages in all three areas.

The Hispanic and Student with Disabilities groups performed above the state average growth score and statewide growth standard.

The Hispanic Student group performed above the state average growth score and statewide growth standard.

White Student Subgroup - ELA performance - 55.3% proficient or advanced, which exceeded the school average

White Student Subgroup - Mathematics performance - 27.2% proficient or advanced, which exceeded the school average

White Student Subgroup - Science performance - 62.6% proficient or advanced, which exceeded the school average

All 8th grade students visit the WB-Area CTC to introduce vocational choices available to them in future grades.

All students can complete a career readiness survey in our Social Studies classes.

Challenges

Our All Student Groups are not meeting statewide averages or goals in any subject area.

Not having sufficient student sample size testing in ELA available for the current school year due to the COVID-19 Pandemic.

The 8th grade PSSA students showed significant evidence that the school did not meet the standard for PA academic growth.

Not having sufficient student sample size testing in Math available for the current school year due to the COVID-19 Pandemic.

The 8th grade PSSA students showed significant evidence that the school did not meet the standard for PA academic growth.

Not having sufficient student sample size testing in Science available for the current school year due to the COVID-19 Pandemic.

Hispanic Student Subgroup - Mathematics performance - 0% proficient or advanced

Black Student Subgroup - Mathematics performance - 5.4% proficient or advanced

Strengths

Aligned our curricular materials and lesson plans to the PA Standards.

We utilize a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

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

ELA Performance - According to the 2021 Future Ready PA Index 71% of the Hispanic student group had met annual academic growth expectations in ELA, which was an increase from 2020. According to the 2021 Future Ready PA Index 72% of the Student with Disabilities group had met annual academic growth expectations in ELA, which was an increase from 2019.

Science Performance - According to the 2021 Future Ready PA Index 77% of the Hispanic Student group had met annual academic growth expectations in Science, which was an increase from 2020.

Math Performance - According to the 2021 Future Ready PA Index 86% of the Student with Disabilities group had met annual academic growth expectations in Math, which was an increase from 2020. According to the 2021 Future Ready PA Index 77% of

Challenges

Not having sufficient student sample size testing available for the current school year due to the COVID-19 Pandemic.

Lack of school district funding to offer the career and technical education programs at the 7th and 8th grades level.

Student participation due to changes in method of instruction between our in person and cyber students impacted our percentage of completion for the career readiness survey.

We need to better identify and address individual student learning needs in the classroom.

We need to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

We need to better organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

To address learning loss best it is necessary to reduce class size in order to provide much needed remediation.

Math Performance - According to the 2021 PA Future Ready Index Report, the all student group performed at 4.3% advanced or proficient, this is below the state average of 37.3%.

Strengths

the Hispanic Student group had met annual academic growth expectations in Math, which was an increase from 2019. According to the 2021 Future Ready PA Index 75% of the ED student group had met annual academic growth expectations in Math, which was an increase from 2019.

Challenges

Attendance - According to the 2021 PA Future Ready Index Report, the All Students group did not meet the statewide performance standard of 85.8%. This group was 78.4%.

Not having complete data available for the current school year due to the COVID-19 Pandemic and optional state testing where our school participation was around 50%.

Discipline Referral Improvement - According to the 2021-2022 School Offense Count Report, the total number of infractions for 6th, 7th, & 8th grades was 1031.

Most Notable Observations/Patterns

Our focus on attendance and reducing discipline referrals should have a positive impact on student achievement. Attendance was significantly below the statewide standard and can be correlated to student achievement. Students who were referred for discipline missed out on classroom instructional time, so reducing the number of referrals will also have a positive impact on achievement.

Challenges

Discussion Point

Priority for Planning

Discipline Referral Improvement - According to

Student behavior post-COVID return to school has been drastically

Challenges	Discussion Point	Priority for Planning
<p>the 2021-2022 School Offense Count Report, the total number of infractions for 6th, 7th, & 8th grades was 1031.</p>	<p>different and resulted in a larger number of discipline referrals.</p>	
<p>Math Performance - According to the 2021 PA Future Ready Index Report, the all student group performed at 4.3% advanced or proficient, this is below the state average of 37.3%.</p>	<p>Limited ELL support. Student attendance is down and discipline referrals have increased. Not enough class time and classes are too large.</p>	
<p>Attendance - According to the 2021 PA Future Ready Index Report, the All Students group did not meet the statewide performance standard of 85.8%. This group was 78.4%.</p>	<p>Student attendance is down and discipline referrals have increased.</p>	
<p>We need to better identify and address individual student learning needs in the classroom.</p>		
<p>Our All Student Groups are not meeting statewide averages or goals in any subject area.</p>	<p>Lack of student motivation and attendance. If students are not in school to receive classroom instruction they are not going to be able to perform well. This could be from absences or discipline actions where students are in the office or suspended.</p>	
<p>Hispanic Student Subgroup - Mathematics performance - 0% proficient or advanced</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Adaptive Diagnostic Assessments

Action Steps	Anticipated Start/Completion Date
By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum ELA program in the all student group at SPMS will increase by 10% from initial baseline.	09/12/2022 - 06/30/2023
Monitoring/Evaluation	Anticipated Output
Students will be evaluated with Edmentum three times per school year. Students will be evaluated by district assessments as instructed by department supervisors.	Increase in student achievement by 10% in Edmentum for ELA/Math and quarterly district assessments.
Material/Resources/Supports Needed	PD Step
Title I funding may support investment in assessment tools. Technology and supplies to support student instruction. Exact Path program Student Chromebooks	yes



Action Steps**Anticipated Start/Completion Date**

By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum math program in the all student group at SPMS will increase by 10% from initial baseline.

09/12/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Students will be evaluated with Edmentum three times per school year. Students will be evaluated by district assessments as instructed by department supervisors.

Increase in student achievement by 10% in Edmentum for ELA/Math and quarterly district assessments.

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

Title I funding may support investment in assessment tools. Technology and supplies to support student instruction. Exact Path program Student Chromebooks

yes



Action Steps**Anticipated Start/Completion Date**

By the end of the 2022-2023 school year, the number of students reaching proficiency on district assessments in the all student group at SPMS will increase by 10% from the initial baseline.

09/12/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Students will be evaluated with Edmentum three times per school year. Students will be evaluated by district assessments as instructed by department supervisors.

Increase in student achievement by 10% in Edmentum for ELA/Math and quarterly district assessments.

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

District assessments

no

Action Plan: Positive Behavior Interventions and Supports

Action Steps**Anticipated Start/Completion Date**

Create attendance and disciplinary guidelines for student participation in extra curricular activities and events with a reward system.

09/12/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Attendance/Disciplinary Committee meetings
Attendance/Disciplinary data from Skyward

Increase in attendance and decrease in discipline referrals.

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

Teacher participation PBIS example plans Title I funding may support investment in program.

no



Action Steps**Anticipated Start/Completion Date**

Implement attendance and disciplinary guidelines for student participation in extra curricular activities and events.

10/03/2022 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Attendance/Disciplinary Committee meetings
Attendance/Disciplinary data from Skyward

Increase in attendance and decrease in discipline referrals.

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

Printed copies of guidelines Technology and supplies to implement the reward system. Title I funding may support investment in program.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of all students will increase by 10% advanced and proficient in all tested areas by June 30, 2023. (All Students group Academic Performance)	Adaptive Diagnostic Assessments	By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum ELA program in the all student group at SPMS will increase by 10% from initial baseline.	09/12/2022 - 06/30/2023
The percentage of all students will increase by 10% advanced and proficient in all tested areas by June 30, 2023. (All Students group Academic Performance)	Adaptive Diagnostic Assessments	By the end of the 2022-2023 school year, the number of students reaching proficiency on the Edmentum math program in the all	09/12/2022 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		student group at SPMS will increase by 10% from initial baseline.	
The percentage of all student attendance will increase by 10% by June 30, 2023. (Attendance Increase)	Positive Behavior Interventions and Supports	Implement attendance and disciplinary guidelines for student participation in extra curricular activities and events.	10/03/2022 -
The percentage of discipline referrals will decrease by 10% from the 2021-2022 school year. (Discipline Referral Reduction)			06/30/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Student Academic Achievement	Principal Guidance Counselor Classroom Teachers Support Staff	Edmentum ELA/Math program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers are utilizing the Edmentum program and classroom instructional strategies for students to reach proficiency in ELA.	09/12/2022 - 06/30/2023	ELA Supervisor Math Supervisor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Creation and Implementation of PBIS	Principal Guidance Counselor Classroom Teachers Support Staff	Attendance and disciplinary guidelines Reward program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Principal and classroom teachers participation and implementation of the guidelines and program by all staff and faculty.	10/03/2022 - 06/30/2023	Principal Guidance Counselor Attendance/Disciplinary Committee

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

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
