

## **SOLOMON/PLAINS MS**

43 Abbott St

CSI School Plan | 2023 - 2024

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### **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.

## STEERING COMMITTEE

Name	Position	Building/Group
Justin Correll	Principal	Solomon/Plains Middle School
Denise DeMellier	Teacher	Solomon/Plains Middle School
Thomas Tyson	Teacher	Solomon/Plains Middle School
Samantha Jenkins	Teacher	Solomon/Plains Middle School
Christopher Buzinkai	Teacher	Solomon/Plains Middle School
Corrine Drost	District Level Leaders	Wilkes-Barre Area School District
Thomas Zelinka	District Level Leaders	Wilkes-Barre Area School District
Michael Corcoran	District Level Leaders	Wilkes-Barre Area School District
Michele Williams	District Level Leaders	Wilkes-Barre Area School District
Dr. Robert Makaravage	District Level Leaders	Wilkes-Barre Area School District
James Geiger	District Level Leaders	Wilkes-Barre Area School District
Ciro Cinti	Community Member	Plains Township
Ned Evans	Board Member	Wilkes-Barre Area School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Nicole Evans	Parent	Solomon/Plains Middle School
Sean McLaughlin	District Level Leaders	Wilkes-Barre Area School District
Brandon Salvatore	Teacher	Solomon/Plains Middle School
Maureen Sovan	Teacher	Solomon/Plains Middle School
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District
Eric Drako	Principal	Solomon/Plains Middle School
Lisa Giovaninni	Community Member	Community
Dr. Brian Costello	Chief School Administrator	Wilkes-Barre Area School District
Nolan Franchella	Student	Student
Melissa Myers	District Level Leaders	Solomon/Plains Middle School
Jamee Hopkins	Other	Solomon/Plains Middle School

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

The school lacks a system to manage student behavior. The high number of discipline referrals and suspensions are prohibiting the school community from promoting and sustaining 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 establish 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.

School climate and culture

With the support of an instructional coach and Director of Middle Schools, leadership will be achieved to guide, support, and advise teachers through implementation of a variety of assessments to better monitor student learning, analyze the data, and drive instructional practices that increase student achievement.

Essential Practices 1:  
Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Positive Behavioral Interventions and Supports (PBIS)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Decrease Referrals & Improve Culture	By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish consistent school-wide expectations with the PBIS team and provide training for the PBIS team and staff about PBIS at the beginning of the year.	2023-07-24 - 2023-09-07	Eric Drako/Assistant Principal Melissa Myers/Director of Middle Schools	LIU 18 PBIS support In-Service/faculty meeting time to provide PBIS program updates to share out data
Create a bi-weekly discipline data sheet that records the total number of referrals by grade, by offense, location, and student-analyze to target specific behaviors, identify interventions for students in need, and decrease concerns in locations with a high number of offenses	2023-09-15 - 2023-10-31	Mike Ostrum, Data Coordinator	Skyward Student Database LIU 18 PBIS support Data Tracking Sheet
PBIS Implementation Building Culture Survey that will be administered at the conclusion of the first and second semesters that will monitor the implementation of PBIS and gauge the culture of the school from the student and staff's perspectives. Use student and	2024-01-29 - 2024-06-17	Denise Demellier, Instructional Coach	Survey development support from the LIU 18 PBIS facilitators Google Forms to generate the survey Student

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>staff feedback about the school's environment to increase awareness of their concerns, identify strengths and challenges, and determine how to improve the overall school community. This feedback will help the PBIS team adjust the PBIS plan as necessary to promote a safe and positive school community.</p>			<p>and staff participation/completion of survey-Eric Drako to monitor completion rate</p>
<p>Monthly virtual updates with the entire building to display the monthly discipline data for students, provide re-teach of expectations that are determined as target behaviors or locations, based upon the bi-weekly discipline data .</p>	<p>2023-09-29 - 2024-06-07</p>	<p>Eric Drako/Assistant Principal Jamee Hopkins/Head Teacher Justin Correll/Principal</p>	<p>Technology equipment (i.e., webcams, speakers, document cameras) for every teacher that is capable of livestreaming the virtual update from their location  Monthly update flyer that displays discipline data for students. Incentives/rewards mapped out throughout the year that will reinforce positive expectations to decrease problem behaviors. Incentives to include in-school events, presentations and field trips.</p>
<p>Plan a student and staff reward system based upon meeting the established school-wide expectations.</p>	<p>2023-08-01 - 2023-08-31</p>	<p>PBIS Event Coordinator</p>	<p>Navigate 360 Application designed for students to track their total 'Pack Cash' amount.</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Breakaway lanyards. Cost of field trips offered as rewards for positive behavior outcomes. Timelines of monthly and quarterly rewards established and shared with building staff. Resources for rewards and incentives
Establish Systematic structure for consequences of major and minor disciplinary offenses.	2023-08-31 - 2023-09-07	Eric Drako/Assistant Principal Melissa Myers/Director of Middle Schools	LIU 18 PBIS professional development Flow chart/visual representation of major/minor offenses and sequence of consequences associated with offenses.
A systematic framework will be developed to identify students who are in need of positive behavior interventions through a 'WIN team' (What I Need).	2023-11-01 - 2024-01-31	Melissa Myers/Director of Middle Schools	LIU 18 PBIS Support Evidence and research-based interventions that can be implemented (i.e. 'Check-In/Check-Out, staff mentors for students, peer mediation through personnel, agency level referral system and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			implementation) Mental Health Therapist Data tracking/documentation system that tracks student interventions with improvement or lack thereof to determine whether student is in need of different or additional behavioral supports.
A mental health therapist will be hired to address peer mediation, social and emotional skills with students and conduct lessons with health classes to establish improved self-regulation and coping skills in students.	2023-09-05 - 2023-09-29	Melissa Myers, Director of Middle Level Education Mental Health Therapist/LIU 18	Office location/space; referral system established for teachers LIU 18 support for successful implementation
Quarterly professional development for teachers to understand the PBIS system and participate in the building-wide implementation of it.	2023-10-02 - 2024-09-03	PBIS Team	Professional Development funding to substantiate the cost for presenters to present and also paid teacher time according to contractual hourly rates for teachers attending post-contractual time for attending



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Conduct student interest surveys to determine rewards/incentive choices and also gauge the students' perceptions of the building community meeting the established school expectations.	2023-09-05 - 2024-08-31	Jamee Hopkins, Head Teacher Denise Demellier, Instructional Coach	professional development. PBIS coordinator appointed, student interest surveys

**Anticipated Outcome**

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

**Monitoring/Evaluation**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

**Evidence-based Strategy**

Early Warning Intervention and Monitoring System

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Formative Assessments	By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District will appoint a Director of Middle School Education to oversee implementation of systems to promote improved academic and behavioral improvement to increase student achievement.	2023-07-03 - 2023-08-31	Superintendent	Director of Middle School Education LIU 18 Support for PBIS and MTSS Teacher Buy-In Teacher Supervision and instructional coaching
Implementation of daily and weekly formative assessment strategies in grades 6-8 Reading, English, and Math classes and 8th grade science classrooms (i.e. exit tickets) and stored in a common database that provides percentage of proficiency to effectively monitor effective instructional practices for reflective data analyses processes.	2023-09-29 - 2023-10-31	Melissa Myers/Director of Middle Level Education Erik Drako, Assistant Principal Justin Correll, Principal Mike Ostrum, Data Coordinator	Data Coordinator Use of database to save formative assessment results and produce reports to analyze results daily and weekly- i.e. 'Formative' online database for exit tickets/daily assessment Instructional Coach LIU 18 support Finances available to purchase online database if Google cannot be utilized.
Monthly Data Team Meetings to review assessment and instructional practice data and in order to lead classroom teachers through understanding the data	2023-11-30 - 2024-06-18	Justin Correll, Principal Erik Drako, Assistant Principal	Meeting agenda format Data available to review in systematic manner LIU 18 personnel familiar with MTSS and data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
and how to revise instructional strategies to best instructional practices that show results.		Melissa Myers, Director Mike Ostrum, Data Coordinator Denise Demellier, Instructional Coach	analyses.
Professional Learning Communities will be established, monthly by department., to share formative assessment ideas, instructional strategies that have proven to be successful and are rigorous, promote student engagement, and have positive outcomes.	2023-10-30 - 2024-06-18	Melissa Myers, The Director of Middle School Education Department Lead for each PLC Justin Correll, Principal Denise Demeliier, Instructional Coach Eric Drako, Assistant Principal	Teacher buy-in and collaboration Data to drive the discussions
ELD professional development delivered by ELD teacher for classroom teachers to provide appropriate test and instructional accommodations to establish fair assessment and appropriate accommodations for ELDs.	2023-11-30 - 2024-06-17	ELD teacher	WIDA Can Do Descriptors ELLvation-online database that provides individualized ELD scores and accommodations for students. In-Service or Building faculty meeting time.
Implement a data diagnostic assessment tool to determine teacher familiarity and comfort level with	2023-08-14 - 2023-09-29	Melissa Myers, Director of Middle	Diagnostic survey tool from Hanover Research (PDE supported), LIU 18

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
reviewing data and utilizing it to improve instruction and assessment.		Schools Denise Demellier, Instructional Coach Corine Drost, Supervisor	personnel support to assist with data analyses.
Professional Development for teachers using formative assessment database and also designing formative assessment questions that are aligned to teacher instruction.	2023-09-29 - 2023-10-31	Mike Ostrum/Data Coordinator	Formative online database
Tutoring will be provided based upon data produced by formative assessment data. Tutoring resources will be purchased to support instruction for tutoring.	2023-10-16 - 2024-05-31	Denise Demellier, Instructional Coach	Teacher hourly rate based upon contractual time after contract hours for tutoring; tutoring supplies and resources
Instructional Coaches will receive professional development through the support of the LIU 18 to guide and support them with implementing instructional coaching in Reading, English, and Math classrooms.	2023-09-06 - 2025-06-17	Jessica Jacobs, LIU 18 Loriann Hoffman, LIU 18	Instructional Coaching evidence-based strategies Resources to equip them with being mobile between multiple classrooms and staying organized Literature
<b>Anticipated Outcome</b>			
Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative			

assessment results of 70% or better, on average.

### **Monitoring/Evaluation**

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Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals & Improve Culture)	Positive Behavioral Interventions and Supports (PBIS)	Establish consistent school-wide expectations with the PBIS team and provide training for the PBIS team and staff about PBIS at the beginning of the year.	07/24/2023 - 09/07/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals & Improve Culture)	Positive Behavioral Interventions and Supports (PBIS)	Establish Systematic structure for consequences of major and minor disciplinary offenses.	08/31/2023 - 09/07/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals & Improve Culture)	Positive Behavioral Interventions and Supports (PBIS)	A systematic framework will be developed to identify students who are in need of positive behavior interventions through a 'WIN team' (What I Need).	11/01/2023 - 01/31/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals & Improve Culture)	Positive Behavioral Interventions and Supports (PBIS)	Quarterly professional development for teachers to understand the PBIS system and participate in the building-wide implementation of it.	10/02/2023 - 09/03/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)</p>	<p>Early Warning Intervention and Monitoring System</p>	<p>Implementation of daily and weekly formative assessment strategies in grades 6-8 Reading, English, and Math classes and 8th grade science classrooms (i.e. exit tickets) and stored in a common database that provides percentage of proficiency to effectively monitor effective instructional practices for reflective data</p>	<p>09/29/2023 - 10/31/2023</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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analyses  
processes.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)</p>	<p>Early Warning Intervention and Monitoring System</p>	<p>Professional Learning Communities will be established, monthly by department., to share formative assessment ideas, instructional strategies that have proven to be successful and are rigorous, promote student engagement, and have positive outcomes.</p>	<p>10/30/2023 - 06/18/2024</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	ELD professional development delivered by ELD teacher for classroom teachers to provide appropriate test and instructional accommodations to establish fair assessment and appropriate accommodations for ELDs.	11/30/2023 - 06/17/2024

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Implement a data diagnostic assessment tool to determine teacher familiarity and comfort level with reviewing data and utilizing it to improve instruction and assessment.	08/14/2023 - 09/29/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Professional Development for teachers using formative assessment database and also designing formative assessment questions that are aligned to teacher instruction.	09/29/2023 - 10/31/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Instructional Coaches will receive professional development through the support of the LIU 18 to guide and support them with implementing instructional coaching in Reading, English, and Math classrooms.	09/06/2023 - 06/17/2025



## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator	Dr. Brian Costello	2023-08-29
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School Improvement Facilitator Signature	Bobby Barletta	2023-08-30
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Building Principal Signature	Justin Correll	2023-08-29
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

According to the PA Future Ready Index, the PSSA Participation significantly improved from 35.6% (2020-2021) to 91.4% (2021-2022) for Math; 36.4% (2020-2021) to 92.1% (2021-2022) for ELA; 35.2% (2020-2021) to 89.3% for Science (2021-2022)

According to the Future Ready Index for Career Standards Benchmark, all students improved from 61.5% proficiency (2020-2021) to 72.8% (2021-2022). This was 11.3% improvement between 2021 and 2022.

According to the 2022 Future Ready Pa Index, the '2 or more race student group' has met or exceeded the interim target in ELA. In ELA, the 2 or more races group increased from 18.3% in 20-21 to 33.3% in 21-22. This was a 15% gain from 2021-2022.

According to the Future Ready Index, the English Language Learner subgroup exceeded the statewide growth standard of 70 in ELA by receiving a score of 73.

The 8th grade ELA proficiency results on the district quarterly exams indicate a steady increase in proficiency until the 4th quarter. 1st quarter proficiency/advanced: Advanced - 4.8%, Proficient - 39.1%; 2nd quarter: Advanced - 17.8%, Proficient -

### Challenges

According to the 2022 PA Future Ready Index Report, all student groups did not meet the statewide performance standard of 82.2%. Solomon's all student groups' average attendance was 76.3% for 2021-2022.

According to the PVAAS data, in 2018, 7th grade students were categorized as 'Well above' with a growth index of 3.48 (compared to standard growth measure of 2.8). In 2019, 7th grade decreased to 'Well Above' with a growth index of 1.22 (1.0 was considered standard growth). In 2021, 7th grade was categorized as 'Meets' the growth index with a score of .60 (.9 was the standard growth index). In 2022, 7th grade was categorized as 'Well Below' with a score of 3.80 (.34 was the standard growth index). This steady decline is an extreme concern, given the learning loss associated with the pandemic, impact of virtual learning and cyber school.

Meeting Annual Academic Growth Expectations (PVAAS)-every student group, including subgroups need to continue to show growth in order to achieve index targets.

6th grade quarterly assessments should be tracked to include close monitoring of student performance throughout the year.

## Strengths

48.2%; 3rd quarter: Advanced - 17.8%, Proficient - 50.3%.

Although the 7th grade Exact Path diagnostic tool completion rate decreased, the performance improved: Diagnostic 1 (Fall)= 25% performed in the top 24th percentile; Diagnostic 2 (Winter Benchmark)=31% in the top 24th percentile; Diagnostic 3 (End of Year Benchmark)=46% in the top 24th percentile.

6th Grade Exact Path Reading Data indicates steady maintenance of students who perform at the top 24th percentile: Diagnostic 1=36%; Diagnostic 2=30%; Diagnostic 3=30%

All 8th grade students 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.

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.

## Challenges

There is a major discrepancy with the Exact Path data reliability due to the steady decline of each grade level's completion rate for each benchmark. 6th Grade completion: Diagnostic 1=155 students; Diagnostic 2=93; Diagnostic 3=59 7th Grade completion: Diagnostic 1=199; Diagnostic 2= 193; Diagnostic 3=107 8th Grade completion: Diagnostic 1=184; Diagnostic 2=167; Diagnostic 3=8

The 8th grade PSSA students showed significant evidence that they did not meet the standard for PA academic growth with only 1.5% scoring Proficient and 0 scoring advanced.

There are no 6th grade district math assessments that provide progress monitoring of student performance and data to help drive instructional decisions.

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.

The school needs to better use a variety of assessments (including diagnostic, formative, and summative) to monitor

## Strengths

The 8th grade math quarterly assessments indicate a steady maintenance of proficient and advanced students during 1st through 3rd quarters: Advanced - 5%, Proficient - 20% (1st quarter), Advanced - 8.7%, Proficient - 14.3% (2nd quarter), Advanced - 13.1%, Proficient - 15% (3rd quarter).

Review of curriculum and quarterly assessments are planned to integrate standards that will be adopted by PDE in 2025; therefore, promoting more inquiry-based learning.

Common (Benchmark) Assessments are being revised during the 2023 summer to align directly to the curriculum and include questions to assure students reach 'depth of knowledge' in science.

According to Performance Plus, the 7th grade 4th quarter district math assessment scores indicate Advanced - 1.7%, Proficient - 4.7%, Basic - 8.1%, Below Basic- 85.5%; the 8th grade 1st quarter district math assessment scores indicate: Advanced - 5%, Proficient - 20%, Basic - 22.2%, Below Basic- 52.8%, thereby indicating there is a rate of retention and possible retention from the end of the 7th grade school year to the beginning of the 8th grade school year.

Lesson plans and the curriculum are aligned to the state standards during summer planning and ongoing collaboration within departmental teams of teachers.

## Challenges

student learning and adjust programs and instructional practices in the classroom everyday.

The school needs to foster a culture of high expectations for success for all students, educators, families, and community members.

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 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.

Only one science benchmark assessment was administered and not reviewed closely by the school administrative team or teachers to determine how to improve instructional practice moving forward.

Effective program implementation for 8th grade students' visit to the technical center-time and collaboration necessary between school level administration/guidance and career/technical center guidance and administration.

## Strengths

7th Grade Exact Path Reading Data indicates improvement from Diagnostic 1 to Diagnostic 3: Diagnostic 1= 31% at top 24th percentile; Diagnostic 2= 42% at top 24th percentile; Diagnostic 3=50% at top 24th percentile

The 6th grade group at Solomon outperformed the district overall 6th grade with proficiency: 32.1% Solomon/26.8% other middle school.

The Exact Path Math Diagnostic tool student completion rate was much higher than English and Reading, thereby indicating there is data reliability.

The 7th and 8th grade Exact Path Math data indicates improvement in the percentage of students who improve to reach the top 24th percentile in math for each benchmark.

According to the data, the domain of Writing indicates the most growth overall.

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## Challenges

The number of 7th grade students who perform at the proficient or advanced level on district math quarterly assessments indicate a steady decline from the beginning of the school year to the end of the school year.

The 6th grade Exact Path Diagnostic results indicate a steady decline in the number of students who reach the top 24th percentile throughout the year.

Professional development will benefit teachers to better address ELL accommodations and instructional strategies to promote better language acquisition.

## Most Notable Observations/Patterns

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There is a significant need for systems to be implemented and monitored throughout the school year to address student behavioral and academic needs. By implementing PBIS, 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 is expected 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.

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### Challenges

According to the 2022 PA Future Ready Index Report, all student groups did not meet the statewide performance standard of 82.2%. Solomon's all student groups' average attendance was 76.3% for 2021-2022.

### Discussion Point

Solomon's monthly 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.

### Priority for Planning



**Challenges****Discussion Point****Priority for Planning**

The school needs to foster a culture of high expectations for success for all students, educators, families, and community members.

Establishing systems in place that monitor student learning and identify proper instructional adjustments will improve student achievement.

Establishing a growth mindset for all stakeholders that is data-driven and solutions-based, while establishing school community events, committees, and overall school culture that empowers all individuals to take pride in the school is vital.

According to the PVAAS data, in 2018, 7th grade students were categorized as 'Well above' with a growth index of 3.48 (compared to standard growth measure of 2.8). In 2019, 7th grade decreased to 'Well Above' with a growth index of 1.22 (1.0 was considered standard growth). In 2021, 7th grade was categorized as 'Meets' the growth index with a score of .60 (.9 was the standard growth index). In 2022, 7th grade was categorized as 'Well Below' with a score of 3.80 (.34 was the standard growth index). This steady decline is an extreme concern, given the learning loss associated with the pandemic, impact of virtual learning and cyber 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

A PBIS team needs to be established with training provided; the team will then lead the school community through effective and consistent school-wide expectations for all-both





**Challenges****Discussion Point****Priority for Planning**

and support.

students and staff to promote a more positive school-wide community.

There are no 6th grade district math assessments that provide progress monitoring of student performance and data to help drive instructional decisions.

There is a major discrepancy with the Exact Path data reliability due to the steady decline of each grade level's completion rate for each benchmark. 6th Grade completion: Diagnostic 1=155 students; Diagnostic 2=93; Diagnostic 3=59 7th Grade completion: Diagnostic 1=199; Diagnostic 2= 193; Diagnostic 3=107 8th Grade completion: Diagnostic 1=184; Diagnostic 2=167; Diagnostic 3=8

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.

## ADDENDUM B: ACTION PLAN

### Action Plan: Positive Behavioral Interventions and Supports (PBIS)

Action Steps	Anticipated Start/Completion Date
Establish consistent school-wide expectations with the PBIS team and provide training for the PBIS team and staff about PBIS at the beginning of the year.	07/24/2023 - 09/07/2023
Monitoring/Evaluation	Anticipated Output
Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. *Skyward Student Database will be the database to gather the data.	Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.
Material/Resources/Supports Needed	PD Step
LIU 18 PBIS support In-Service/faculty meeting time to provide PBIS program updates to share out data	yes

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**Action Steps****Anticipated Start/Completion Date**

Create a bi-weekly discipline data sheet that records the total number of referrals by grade, by offense, location, and student-analyze to target specific behaviors, identify interventions for students in need, and decrease concerns in locations with a high number of offenses

09/15/2023 - 10/31/2023

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

Skyward Student Database LIU 18 PBIS support Data Tracking Sheet

no



**Action Steps****Anticipated Start/Completion Date**

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PBIS Implementation Building Culture Survey that will be administered at the conclusion of the first and second semesters that will monitor the implementation of PBIS and gauge the culture of the school from the student and staff's perspectives. Use student and staff feedback about the school's environment to increase awareness of their concerns, identify strengths and challenges, and determine how to improve the overall school community. This feedback will help the PBIS team adjust the PBIS plan as necessary to promote a safe and positive school community.

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01/29/2024 - 06/17/2024

**Monitoring/Evaluation****Anticipated Output**

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Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

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Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

**Material/Resources/Supports Needed**

**PD  
Step**

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Survey development support from the LIU 18 PBIS facilitators Google Forms to generate the survey Student and staff participation/completion of survey-Eric Drako to monitor completion rate

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no

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**Action Steps****Anticipated Start/Completion Date**

Monthly virtual updates with the entire building to display the monthly discipline data for students, provide re-teach of expectations that are determined as target behaviors or locations, based upon the bi-weekly discipline data .

09/29/2023 - 06/07/2024

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

Technology equipment (i.e., webcams, speakers, document cameras) for every teacher that is capable of livestreaming the virtual update from their location Monthly update flyer that displays discipline data for students. Incentives/rewards mapped out throughout the year that will reinforce positive expectations to decrease problem behaviors. Incentives to include in-school events, presentations and field trips.

no

**Action Steps****Anticipated Start/Completion Date**

Plan a student and staff reward system based upon meeting the established school-wide expectations.

08/01/2023 - 08/31/2023

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

Navigate 360 Application designed for students to track their total 'Pack Cash' amount. Breakaway lanyards. Cost of field trips offered as rewards for positive behavior outcomes. Timelines of monthly and quarterly rewards established and shared with building staff. Resources for rewards and incentives

no



**Action Steps****Anticipated Start/Completion Date**

Establish Systematic structure for consequences of major and minor disciplinary offenses.

08/31/2023 - 09/07/2023

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

LIU 18 PBIS professional development Flow chart/visual representation of major/minor offenses and sequence of consequences associated with offenses.

yes





**Action Steps****Anticipated Start/Completion Date**

A systematic framework will be developed to identify students who are in need of positive behavior interventions through a 'WIN team' (What I Need).

11/01/2023 - 01/31/2024

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

LIU 18 PBIS Support Evidence and research-based interventions that can be implemented (i.e. 'Check-In/Check-Out, staff mentors for students, peer mediation through personnel, agency level referral system and implementation) Mental Health Therapist Data tracking/documentation system that tracks student interventions with improvement or lack thereof to determine whether student is in need of different or additional behavioral supports.

yes



**Action Steps****Anticipated Start/Completion Date**

A mental health therapist will be hired to address peer mediation, social and emotional skills with students and conduct lessons with health classes to establish improved self-regulation and coping skills in students.

09/05/2023 - 09/29/2023

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

Office location/space; referral system established for teachers LIU 18 support for successful implementation

no



**Action Steps****Anticipated Start/Completion Date**

Quarterly professional development for teachers to understand the PBIS system and participate in the building-wide implementation of it.

10/02/2023 - 09/03/2024

**Monitoring/Evaluation****Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

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

Professional Development funding to substantiate the cost for presenters to present and also paid teacher time according to contractual hourly rates for teachers attending post-contractual time for attending professional development.

yes



**Action Steps**

**Anticipated Start/Completion Date**

Conduct student interest surveys to determine rewards/incentive choices and also gauge the students' perceptions of the building community meeting the established school expectations.

09/05/2023 - 08/31/2024

**Monitoring/Evaluation**

**Anticipated Output**

Justin Correll (Principal), Eric Drako (Assistant Principal), Mike Ostrum (data coordinator) will utilize Skyward to run monthly and quarterly discipline reports (by grade level, location, type of offense, and by student) for major office referrals. \*Skyward Student Database will be the database to gather the data.

Improved school-wide behavior evident by decrease in office referrals, decreased suspensions and overall discipline referrals; improved school culture evident by student and staff surveys.

**Material/Resources/Supports Needed**

**PD Step**

PBIS coordinator appointed, student interest surveys

no

**Action Plan: Early Warning Intervention and Monitoring System**

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**Action Steps****Anticipated Start/Completion Date**

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District will appoint a Director of Middle School Education to oversee implementation of systems to promote improved academic and behavioral improvement to increase student achievement.

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07/03/2023 - 08/31/2023

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**Monitoring/Evaluation****Anticipated Output**

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Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

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Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

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

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Director of Middle School Education LIU 18 Support for PBIS and MTSS Teacher Buy-In Teacher Supervision and instructional coaching

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no

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**Action Steps****Anticipated Start/Completion Date**

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Implementation of daily and weekly formative assessment strategies in grades 6-8 Reading, English, and Math classes and 8th grade science classrooms (i.e. exit tickets) and stored in a common database that provides percentage of proficiency to effectively monitor effective instructional practices for reflective data analyses processes.

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09/29/2023 - 10/31/2023

**Monitoring/Evaluation**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

**Anticipated Output**

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

**Material/Resources/Supports Needed**

Data Coordinator Use of database to save formative assessment results and produce reports to analyze results daily and weekly- i.e. 'Formative' online database for exit tickets/daily assessment Instructional Coach LIU 18 support Finances available to purchase online database if Google cannot be utilized.

**PD  
Step**

yes



**Action Steps****Anticipated Start/Completion Date**

Monthly Data Team Meetings to review assessment and instructional practice data and in order to lead classroom teachers through understanding the data and how to revise instructional strategies to best instructional practices that show results.

11/30/2023 - 06/18/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

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

Meeting agenda format Data available to review in systematic manner LIU 18 personnel familiar with MTSS and data analyses.

no



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**Action Steps****Anticipated Start/Completion Date**

Professional Learning Communities will be established, monthly by department., to share formative assessment ideas, instructional strategies that have proven to be successful and are rigorous, promote student engagement, and have positive outcomes.

10/30/2023 - 06/18/2024

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**Monitoring/Evaluation****Anticipated Output**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.'  
Attendance reports run monthly by grade level by data coordinator.

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

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

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Teacher buy-in and collaboration Data to drive the discussions

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yes

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**Action Steps**

**Anticipated Start/Completion Date**

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ELD professional development delivered by ELD teacher for classroom teachers to provide appropriate test and instructional accommodations to establish fair assessment and appropriate accommodations for ELDs.

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11/30/2023 - 06/17/2024

**Monitoring/Evaluation**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

**Anticipated Output**

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

**Material/Resources/Supports Needed**

WIDA Can Do Descriptors ELLvation-online database that provides individualized ELD scores and accommodations for students. In-Service or Building faculty meeting time.

**PD  
Step**

yes



**Action Steps****Anticipated Start/Completion Date**

Implement a data diagnostic assessment tool to determine teacher familiarity and comfort level with reviewing data and utilizing it to improve instruction and assessment.

08/14/2023 - 09/29/2023

**Monitoring/Evaluation****Anticipated Output**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

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

Diagnostic survey tool from Hanover Research (PDE supported), LIU 18 personnel support to assist with data analyses.

yes





**Action Steps****Anticipated Start/Completion Date**

Professional Development for teachers using formative assessment database and also designing formative assessment questions that are aligned to teacher instruction.

09/29/2023 - 10/31/2023

**Monitoring/Evaluation****Anticipated Output**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

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

Formative online database

yes





**Action Steps****Anticipated Start/Completion Date**

Tutoring will be provided based upon data produced by formative assessment data. Tutoring resources will be purchased to support instruction for tutoring.

10/16/2023 - 05/31/2024

**Monitoring/Evaluation****Anticipated Output**

Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.' Attendance reports run monthly by grade level by data coordinator.

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

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

Teacher hourly rate based upon contractual time after contract hours for tutoring; tutoring supplies and resources

no





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**Action Steps****Anticipated Start/Completion Date**

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Instructional Coaches will receive professional development through the support of the LIU 18 to guide and support them with implementing instructional coaching in Reading, English, and Math classrooms.

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09/06/2023 - 06/17/2025

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**Monitoring/Evaluation****Anticipated Output**

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Administrators completing teacher evaluations within the semesters via teacher observational database; reports run to review instructional strategies and assessment usage quarterly through the online teacher evaluation database. Leadership involvement of PLCs or Lead teacher at PLCs to submit a summary of topics addressed to data team for review and analyses. Formative or other online database that produces reports to monitor teacher implementation of assessments and student outcome monitoring-reports run daily and weekly via 'Formative.'  
Attendance reports run monthly by grade level by data coordinator.

---

Evidence via teacher observational data that indicates increased and improved formative assessment strategies and instructional strategies that are data driven based upon teacher observation database reports that indicates such. Improved student engagement and attendance; increased student engagement and improved student performance based upon the results evident in daily and weekly formative assessment results of 70% or better, on average.

**Material/Resources/Supports Needed**

**PD  
Step**

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Instructional Coaching evidence-based strategies Resources to equip them with being mobile between multiple classrooms and staying organized Literature

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yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals &amp; Improve Culture)</p>	<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Establish consistent school-wide expectations with the PBIS team and provide training for the PBIS team and staff about PBIS at the beginning of the year.</p>	<p>07/24/2023 - 09/07/2023</p>
<p>By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals &amp; Improve Culture)</p>	<p>Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Establish Systematic structure for consequences of major and minor disciplinary offenses.</p>	<p>08/31/2023 - 09/07/2023</p>
<p>By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by</p>	<p>Positive Behavioral Interventions</p>	<p>A systematic framework will be developed to</p>	<p>11/01/2023 - 01/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals & Improve Culture)	and Supports (PBIS)	identify students who are in need of positive behavior interventions through a 'WIN team' (What I Need).	
By June 18 2024, the total number of discipline office level referrals will decrease 5-10% from the 2022-23 school year. No more than 1,410 total office referrals for the school year is expected. The school climate and culture will improve, evident by comparative results from student and staff surveys from the end of the 2023 school year to the end of the 2024 school year. (Decrease Referrals & Improve Culture)	Positive Behavioral Interventions and Supports (PBIS)	Quarterly professional development for teachers to understand the PBIS system and participate in the building-wide implementation of it.	10/02/2023 - 09/03/2024
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Implementation of daily and weekly formative assessment strategies in grades 6-8	09/29/2023 - 10/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Reading, English, and Math classes and 8th grade science classrooms (i.e. exit tickets) and stored in a common database that provides percentage of proficiency to effectively monitor effective instructional practices for reflective data analyses processes.	
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Professional Learning Communities will be established, monthly by department., to share formative	10/30/2023 - 06/18/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		assessment ideas, instructional strategies that have proven to be successful and are rigorous, promote student engagement, and have positive outcomes.	
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	ELD professional development delivered by ELD teacher for classroom teachers to provide appropriate test and instructional accommodations to establish fair assessment and appropriate accommodations for ELDs.	11/30/2023 - 06/17/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Implement a data diagnostic assessment tool to determine teacher familiarity and comfort level with reviewing data and utilizing it to improve instruction and assessment.	08/14/2023 - 09/29/2023
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Professional Development for teachers using formative assessment database and also designing formative assessment questions that are aligned to teacher instruction.	09/29/2023 - 10/31/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing exit tickets as a formative assessments, such as daily lesson exit tickets, student proficiency on Exact Path benchmark assessments will show growth based upon scaled scores within Reading, English, and Math. (Formative Assessments)	Early Warning Intervention and Monitoring System	Instructional Coaches will receive professional development through the support of the LIU 18 to guide and support them with implementing instructional coaching in Reading, English, and Math classrooms.	09/06/2023 - 06/17/2025

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## PROFESSIONAL DEVELOPMENT PLANS



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
PBIS Committee Training	PBIS team and all staff	School Motto; Matrix of Expectations by Location; Reinforcing positive behavior and meeting expectations; determining major and minor office referrals; setting a system for handling discipline issues; menu of reinforcement/rewards; establish timeline for school-wide rewards.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Reduction in overall school discipline issues as evident through Skyward student referral database; improved school community culture and climate determined through surveys; improved academic success as evident by student grades and PSSA improvement.	07/24/2023 - 06/18/2024	Melissa Myers/Director of Middle Level Education; Erik Drako, Assistant Principal; Justin Correl Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in Inclusive Settings



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Professional Learning Communities	English, Reading, Math, Science, and Social Studies teachers	Formative Assessment strategies, best instructional practices that are data driven and based upon the formative assessments, student engagement ideas that are research-based.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Teacher observation data indicative of implementation of topics addressed at PLCs; improved student achievement on assessments, varies use of assessments in the classroom setting observable by administrators completing observations.	09/29/2023 - 06/14/2024	Melissa Myers, Director of Middle Schools Denise Demellier, Instructional Coach Erik Drako, Assistant Principal Justin Correll, Principal

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in Inclusive Settings

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
English Language Learner Mini-Workshops for Classroom Teachers	All classroom teachers	WIDA Can Do Descriptors; Evidence Based Accommodations for English Language Learners for instruction and assessment; district endorsed/supported 'ELLEvation' portal

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

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Teacher observations of successful implementation of appropriate ELD assessment and instructional accommodations; improved English language learner achievement on classroom and diagnostic assessments.

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09/18/2023 - 06/13/2024

Melissa Myers/Director of Middle Schools  
Eric Drako, Assistant Principal Justin  
Correll, Principal ELD teacher

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**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

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1f: Designing Student Assessments

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Teaching Diverse Learners in Inclusive Settings

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
CSI 2023-2024 draft plan sent to Stakeholder on August 8, 2023	CSI Plan and Goals	Email	All CSI Stakeholders	August 8, 2023
Solomon Middle School Leadership Team Meeting to review CSI Plan	Review the CSI plan, goals, action steps, and expenditures	In-Person Meeting	Justin Correll, Principal; Eric Drako, Assistant Principal; Jamee Capristo, Head Teacher; Melissa Myers, Director of Middle Schools	August 9, 2023
CSI Plan 2023-2024 plan sent for board approval (shared with WBASD administration)	CSI Plan 2023-2024	Email with PDF file of CSI plan 2023-2024	District Administration team including supervisors, superintendent, assistant superintendent, school board members	August 16, 2023
CSI Plan Communicated to families and students	CSI Plan 2023-2024	Website Posting	Community members, students and families	September 30, 2023
Review of Instructional Coaches' responsibilities with the CSI Plan implementation and data monitoring	Exact Path, data analyses, PBIS data analyses, instructional coaching for teachers, student data conferencing	In-Person Meeting	Corine Drost, Supervisor; Melissa Myers, Director, Eric Drako, Assistant Principal; Jamee Capristo, Head Teacher, Denise Demellier, Instructional Coach; Amanda Costello, Instructional Coach	August 23, 2023

