

## **SOLOMON/PLAINS MS**

43 Abbott St

ATSI Title 1 School Plan | 2021 - 2022

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### **VISION FOR LEARNING**

Upon leaving Solomon/Plains Junior High School students will be able to grow as a responsible and productive citizens by understanding the importance of attendance and accountability for themselves.

## STEERING COMMITTEE

Name	Position	Building/Group
Anthony Khalife	Principal	Solomon/Plains Junior High
Denise DeMellier	Reading Teacher	Solomon/Plains Junior High
Meredith Falchek	Science Teacher	Solomon/Plains Junior High
Samantha Jenkins	Special Education Teacher	Solomon/Plains Junior High
Christopher Buzinkai	Computer Science/Mathematics Teacher	Solomon/Plains Junior High
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
Lynn Ziller	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

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Ned Evans	W-B Area School District Board Member	Wilkes-Barre Area School District
Leslie Parry	Parent	Solomon/Plains JHS
Sean McLaughlin	LEA Career Readiness	Wilkes-Barre Area School District
Lori Gardner	Teacher	Solomon/Plains JHS
Jill Space	Teacher	Solomon/Plains JHS
Maureen Sovan	Teacher	Solomon/Plains JHS

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
By the year 2023, the English Learner students achievement will increase by 15% (5% each year) in mathematics and ELA.	English Language Growth and Attainment English Language Growth and Attainment
By the year 2023, the Economically Disadvantaged students achievement will increase by 15% (5% each year) in mathematics and ELA.	English Language Arts
Due to insufficient funding sources, we are severely limited in the number of teachers providing instruction to reduce class size.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Texting with Parents (Skyward)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Economically Disadvantaged ELA & Mathematics	The percentage of economically disadvantaged students will increase by 15% advanced and proficient in math and ELA by June 30, 2023.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Performance

ELL Performance

The percentage of English language learner students will increase by 15% advanced and proficient in math and ELA by June 30, 2023.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Communicate with parents/guardians through skyward using text based email skylerts to promote attendance. A text-based communication system providing 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly (Smythe-Leistico & Page, 2018).

2021-09-01 -  
2022-06-30Anthony  
Khalife/Building  
PrincipalScripted Message  
Computer Skyward System**Anticipated Outcome**

Increase in student achievement due to regular attendance and participation

**Monitoring/Evaluation**

Quarterly Exam

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## Evidence-based Strategy

Differentiated Instruction - Curriculum Adjustment

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

ELL Performance

The percentage of English language learner students will increase by 15% advanced and proficient in math and ELA by June 30, 2023.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Provided faculty and staff with professional development to incorporate differentiated instruction to ELL students to increase English language proficiency in both oral and written methods.

2021-09-01 -  
2022-06-30

Anthony  
Khalife/Building  
Principal

In-service time and  
materials to include in  
classroom instruction

## Anticipated Outcome

## Monitoring/Evaluation

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of English language learner students will increase by 15% advanced and proficient in math and ELA by June 30, 2023. (ELL Performance)	Differentiated Instruction - Curriculum Adjustment	Provided faculty and staff with professional development to incorporate differentiated instruction to ELL students to increase English language proficiency in both oral and written methods.	09/01/2021 - 06/30/2022

## 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.**



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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

ELA Performance - According to the 2019 Future Ready PA Index 71% of the all student group had met annual academic growth expectations in ELA.

Science Performance - According to the 2019 Future Ready PA Index 62.6% of the white student group had met annual academic growth expectations in science. The white student group performed higher than the all student group by 13.8%.

The Hispanic population showed growth of 1.37%.

The 8th grade students in Algebra I Keystone showed significant evidence that the school exceeded the standard for PA academic growth.

Department meetings with administration to re-evaluate the curriculum and to improve teaching strategies used in the classroom.

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

### Challenges

English Learner Proficiency - According to the 2019 PA Future Ready Index Report, the ELL students performed at 10% proficiency, this is below the state average of 35.7% and the statewide 2030 goal of 70.3%.

Achievement - According to the 2019 ESSA requirements, the ED group's achievement in Math and ELA combined was 26% advanced/proficient, that is at or below the required 31.5%. The growth of the Math and ELA combined was - 1.53, that is below the required - 1.

English Learner Mathematics Performance - According to the 2019 PA Future Ready Index Report, the ELL students performed at 0% advanced or proficient, this is below the state average of 45.2% and the statewide 2030 goal of 71.8%.

Not having data available for the current school year due to the COVID-19 Pandemic.

The economically disadvantage performed with negative growth. They had a decrease of 1.53%.

Not having data available for the current school year due to the COVID-19 Pandemic.

## Strengths

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.

98.2% of our student population participated in the career readiness survey.

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.

## Challenges

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

Not having data 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 data 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

Not having data 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.

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

### Challenges

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.

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### Most Notable Observations/Patterns

The English Learner Performance is significantly lower than the other subgroups. School administration should better assess the student's individual needs within the classroom.

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### Challenges

English Learner Proficiency - According to the 2019 PA Future Ready Index Report, the ELL students performed at 10% proficiency, this is below the state average of 35.7% and the statewide 2030 goal of 70.3%.

### Discussion Point

Limited ELL support. Not enough class time and classes are too large. No Title I Reading teacher offered.

### Priority for Planning

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

Achievement - According to the 2019 ESSA requirements, the ED group's achievement in Math and ELA combined was 26% advanced/proficient, that is at or below the required 31.5%. The growth of the Math and ELA combined was - 1.53, that is below the required - 1.

English Learner Mathematics Performance - According to the 2019 PA Future Ready Index Report, the ELL students performed at 0% advanced or proficient, this is below the state average of 45.2% and the statewide 2030 goal of 71.8%.

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

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

The economically disadvantage performed with negative growth. They had a decrease of 1.53%.

Lack of student motivation and attendance. Lack of Title I Reading services.

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

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

## ADDENDUM B: ACTION PLAN

### Action Plan: Texting with Parents (Skyward)

Action Steps	Anticipated Start/Completion Date
Communicate with parents/guardians through skyward using text based email skylerts to promote attendance. A text-based communication system providing 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly (Smythe-Leistico & Page, 2018).	09/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Quarterly Exam	Increase in student achievement due to regular attendance and participation

Material/Resources/Supports Needed	PD Step
Scripted Message Computer Skyward System	no

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## Action Plan: Differentiated Instruction - Curriculum Adjustment

Action Steps	Anticipated Start/Completion Date
Provided faculty and staff with professional development to incorporate differentiated instruction to ELL students to increase English language proficiency in both oral and written methods.	09/01/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
In-service time and materials to include in classroom instruction	yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The percentage of English language learner students will increase by 15% advanced and proficient in math and ELA by June 30, 2023. (ELL Performance)	Differentiated Instruction - Curriculum Adjustment	Provided faculty and staff with professional development to incorporate differentiated instruction to ELL students to increase English language proficiency in both oral and written methods.	09/01/2021 - 06/30/2022





## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
ELL Differentiated Instruction	All building faculty and staff	Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Integrate oral and written English language instruction into content-area teaching. Provide regular, structured opportunities to develop written language skills. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.	
Evidence of Learning	Anticipated Timeframe	Lead Person/Position	
Increase in ELL student performance on district quarterly exams.	09/01/2021 - 06/30/2022	Anthony Khalife/Building Principal	
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Teaching Diverse Learners in an Inclusive Setting	

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## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

