Profile and Plan Essentials

School		AUN/Branch
Heights Murray Elementary School		6923
Address 1		
1 South Sherman Street		
Address 2		
City	**State**	**Zip Code**
Wilkes-Barre	PA	18702
Chief School Administrator		**Chief School Administrator Email**
Dr. Brian Costello		brian.costello@wbasd.k12.pa.us
Principal Name		
Aidan Mckenna		
Principal Email		
amckenna@wbasd.k12.pa.us		
Principal Phone Number		**Principal Extension**
5708267256		6102
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Deanna Mennig		dmennig@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Aidan Mckenna	Principal	Heights Murray Elementary	amckenna@wbasd.k12.pa.us
Kristin Laiuvara	Literacy Leader/ Title I	Heights Murray Elementary	klaiuvara@wbasd.k12.pa.us
Erika Jacobs	Teacher - Regular Education	Heights Murray Elementary	ejacobs2@wbasd.k12.pa.us
Jennifer Yuhas	Teacher - Regular Education	Heights Murray Elementary	jyuhas@wbasd.k12.pa.us
Margret Mcgrath	Teacher - Regular Education	Heights Murray Elementary	mmcgrath@wbasd.k12.pa.us
Carol Hiscox	Teacher - Regular Education	Heights Murray Elementary	chiscox@wbasd.k12.pa.us
Amanda Scott	Teacher - Regular Education	Heights Murray Elementary	ascott@wbasd.k12.pa.us
Heather Cook	Teacher - Regular Education	Heights Murray Elementary	bweber@wbasd.k12.pa.us
Ashley Altavilla	Teacher - Regular Education	Heights Murray Elementary	aaltivilla@wbasd.k12.pa.us
Jack Rothenbecker	Guidance Counselor	Heights Murray Elementary	jrothenbecker@wbasd.k12.pa.us
Tracey Glynn-Roulinavage	School Nurse	Heights Murray Elementary	troulinavage@wbasd.k12.pa.us
Mr. Eddie Day Pashinski	Community Representative	State Representative	
Sandra Atherton	Curriculum Supervisor	Wilkes-Barre Area School District	satherton@wbasd.k12.pa.us
Erika Hanson	Elementary Teacher - ELD	Wilkes Barre area School District	arubasky@wbasd.k12.pa.us
Samantha Walton	Elementary Teacher - Special ED	Wilkes-Barre area School District	swalton@wbasd.k12.pa.us
Dana Witchey	Community Representative	Children's Service Center	
Mary Tranguch	Teacher	Heights Murray Elementary	
Dr. Leah Zigmund	District Level Leaders	Wilkes-Barre Area School District	lzigmund@wbasd.k12.pa.us
Earnestine Hunter	Parent	Heights Murry Elementary	
Morgan Martinez	Parent	Heights Murry Elementary	

Vision for Learning

Vision for Learning

Vision Statement :"Reaching New Heights" at Heights-Murray Elementary Heights-Murray Elementary envisions a vibrant learning community where every student reaches their full potential, and soars to new heights of academic achievement, personal growth, and social responsibility.   "Reaching New Heights" represents the continuous journey of growth and commitment to excellence at Heights-Murray Elementary. Our mission at Heights Murray Elementary School is to educate, enlighten, and inspire each student to grow as a diverse, responsible and productive citizen. This mission is accomplished through positive expectations, a comprehensive curriculum including research-based academic and social-emotional opportunities for students, and extensive collaboration among school, family and community.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 93% of Heights- Murray Elementary students achieving growth on the 2022-23 PSSA ELA exam.	The statewide standard for growth was 70% and Heights -murray students achieved 93%
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 100% of Heights- Murray Elementary students achieving growth on the 2022-23 PSSA math exam.	The statewide standard for growth was 70% and 100% of the all student group at Heights -Murray achieved growth according to 2022-23 assessment data.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group just missed the state average for proficiency with 58.3% of Heights- Murray Elementary students achieving proficiency on the 2022-23 PSSA science exam.	58.3% of Heights- Murray students were proficient or advanced on the 2022-23 PSSA science exam, and the statewide average was 58.9 %. This was a 17.8 % increase in proficiency from the 2021-22 exam to the 2022-23 exam.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the 2 or more race group just increased their ELA score 7.5% from the previous year.	According to Future Ready Index data available August 2024, referencing the 2 or more race group were 23.3% proficient or advanced.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the English Learner group just increased their ELA score 6.7 % from the previous year.	According to Future Ready Index data available August 2024, referencing the English Learner 20.3% proficient or advanced.

Challenges

Indicator	Comments/Notable Observations
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the performance standard for career readiness. 70.6% of students met the performance standard.	70.6% of students in the all student group met the performance standard where the state average is 89.6% Career readiness is an area for improvement.

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA ELA exam	Although the all student group grew 6.1% from the 2021-22 PSSA ELA assessment to the 2022-23 PSSA , the most successful, white subgroup, at 34.5% proficient, is 20% less proficient than the state average.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA math exam.	Although the all student group grew more than doubled their proficiency from the 2021-22 PSSA Math assessment to the 2022-23 PSSA , the most successful, white subgroup, at 35.2% proficient, is 3.1% less proficient than the state average.

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

Strengths

Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Black student group showed 4.2% growth on the English Language Arts/Literature section. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** Although students in this sub-group achieved growth they are still performing 36% below state average.
Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Economically Disadvantaged student group showed 7.8% growth on the English Language Arts/Literature section. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Although students in this sub-group achieved growth they are still performing 26.8% below state average.
Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Economically Disadvantaged student group showed 6.7% growth on the English Language Arts/Literature section. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** Although students in this sub-group achieved growth they are still performing 34.2% below state average.
Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Hispanic student group outperformed state averages for proficiency with 60.8% of Heights- Murray Elementary hispanic students achieving proficiency on the 4th grade science exam. **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** 60.8% of Hispanic students were proficient on the 2022-23 PSSA Science exam. The State average for proficiency was 58.9%. Both number are lower than the state goal of 83% proficiency.
Indicator	**Comments/Notable Observations**

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the 2 or more races subgroup increased the percentage of proficient and advanced in English Language Arts Literature from 14.3% in 21-22 to 23.3% in 22-23. **ESSA Student Subgroups** Combined Ethnicity	The 2 or more races subgroup increased the percentage of proficient and advanced in English Language Arts Literature 9%.
Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the English Learner subgroup increased the percentage of proficient and advanced in English Language Arts Literature from 13.6% in 21-22 to 20.3% in 22-23. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** The English Learner subgroup increased the percentage of proficient and advanced in English Language Arts Literature 6.7%.

Challenges

Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the students with disabilities and black subgroups were amongst the most underperforming groups according to ELA, Math, and Science data for the 2022-23 school year. **ESSA Student Subgroups** African-American/Black, Students with Disabilities	**Comments/Notable Observations** According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the students with disabilities and black subgroups were amongst the most underperforming groups according to ELA, Math, and Science data for the 2022-23 school year.
Indicator According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the students with disabilities and black subgroups were amongst the most absent groups according to attendance data for the 2022-23 school year. **ESSA Student Subgroups** African-American/Black, Students with Disabilities	**Comments/Notable Observations** There is a coorelation between low performance on PSSA assessments and low attendance percentages for the black and students with dissabilities subgroups.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 93% of Heights- Murray Elementary students achieving growth on the 2022-23 PSSA ELA exam.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 100% of Heights- Murray Elementary students achieving growth on the 2022-23 Math PSSA exam.

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Hispanic student group outperformed state averages for growth with 76% of Heights- Murray Elementary hispanic students achieving growth on the 4th grade science exam.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Hispanic student group outperformed state averages for proficiency with 60.8% of Heights- Murray Elementary hispanic students achieving proficiency on the 4th grade science exam.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group just missed the state average for proficiency with 58.3% of Heights- Murray Elementary students achieving proficiency on the 2022-23 PSSA science exam.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the performance standard for career readiness. 70.6% of students met the performance standard.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA math exam.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA ELA exam

Local Assessment

English Language Arts

Data	Comments/Notable Observations
According to 2023-24 Exact Path diagnostic data, the average Exact Path scale score for Reading and Language arts increased in all grade levels on all tests from MOY to EOY.	Students are maintaining or improving ELA proficiency as compared to data from the 2022-23 school year
According to district common assessments for the 2023-24 school year, EOY District Assessment data indicates that an average of 27% of students are working at or above grade level in ELA on the EOY assessment.	Students are maintaining or improving ELA proficiency as compared to data from the 2022-23 school year
According to Dibels assessment data, Heights- Elementary Kindergarten students increased from 26% (BOY) of students reading at the core level to 68% of students reading at the core level as measured by the end of year assessment.	According to 2023-24 Dibels data, 68% of Kindergarten students are reading at benchmark as of the end of year assessment.
According to Acadience assessment data, Heights- Elementary for the 2023/2024 school year 1st grade students increased from 52% (BOY) of students reading at benchmark level to 56% of students reading at benchmark as measured by the end of year assessment.	According to 2023-24 Acadience data, students showed 4 percent growth on the EOY benchmark assessment.
Local attendance data indicates that there is a correlation between students with a low attendance percentage and low test scores.	Increasing opportunities for students to be recognized through attendance incentives, may help improve attendance and therefore improve test scores.

English Language Arts Summary

Strengths

According to 2023-24 Exact Path diagnostic data, the average Exact Path scale score for Reading and Language arts increased in all grade levels on all tests from MOY to EOY.
According to district common assessments for the 2023-24 school year, EOY District Assessment data indicates that an average of 27% of students are working at or above grade level in ELA on the EOY assessment.

Challenges

Local attendance data indicates that there is a correlation between students with a low attendance percentage and low test scores.

Mathematics

Data	Comments/Notable Observations
EOY District Assessment data reports that an average of 43.6% of students are working at or above grade level in Math.	BOY to MOY to EOY EXACT PATH diagnostic data showed an increase in average scale score in all grades from BOY to EOY.

Mathematics Summary

Strengths

BOY to MOY to EOY EXACT PATH diagnostic data showed an increase in average scale score in all grades from BOY to EOY. EOY District Assessment data indicates that an average of 43.6% of students are working at or above grade level in Math.

Challenges

EOY District Assessment data indicates that an average of 56.4% of students are working below grade level in Math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
As reported by district level science common assessment data for the 2023-24 school year, the 3rd, 4th, and 5th grade students scored near 50% on average out of a possible 100 points.	The common assessment is reporting lower than PSSA data or classroom assessment data, but scores show a slight increase with similar assessments given in previous years.

Science, Technology, and Engineering Education Summary

Strengths

The Local assessment data shows a slight increase from similar assessments given in previous years.

Challenges

As reported by district level science common assessment data for the 2023-24 school year, the 3rd, 4th, and 5th grade students scored near 50% on average out of a possible 100 points.

Related Academics

Career Readiness

Data	Comments/Notable Observations
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet performance standards for career readiness.	The all students group showed a 11.4 percent decrease in performance rates from the previous year.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group scored 70.6 career readiness.	The all student group scored 19% below state average.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the black sub group showed a 9.1% increase scoring 95.2% on performance standards for career readiness.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the white sub group meets or exceeds interim targets on performance standards for career readiness.

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet performance standards for career readiness.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group scored 70.6 career readiness.
Local attendance data indicates that there is a correlation between students with a low attendance percentage and achievement.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the English Learner group just increased their ELA score 6.7 % from the previous year.	According to Future Ready Index data available August 2024, referencing the English Learner 20.3% proficient or advanced.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	According to Future Ready Index data available August 2024, referencing the 2 or more race group were 23.3% proficient or advanced.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

All sub groups showed growth in ELA testing in the 2023-2024 school year.
Six out out of the seven sub groups showed growth in Mathematics testing in the 2023-2024 school year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

All sub groups were below state average in ELA in the 2023-2024 school year.
Local attendance data indicates that there is a correlation between students with a low attendance percentage and low test scores.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Foster a culture of high expectations for success for all students, educators, families, and community members
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Targeted ability grouping to make instruction efficient and impactful.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement evidence-based strategies to engage families to support learning.
To best meet the needs of students, it is important to use Targeted Instructional Grouping.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 93% of Heights- Murray Elementary students achieving growth on the 2022-23 PSSA ELA exam.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 100% of Heights- Murray Elementary students achieving growth on the 2022-23 Math PSSA exam.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Hispanic student group outperformed state averages for growth with 76% of Heights- Murray Elementary hispanic students achieving growth on the 4th grade science exam.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Hispanic student group outperformed state averages for proficiency with 60.8% of Heights- Murray Elementary hispanic students achieving proficiency on the 4th grade science exam.	False
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group just missed the state average for proficiency with 58.3% of Heights- Murray Elementary students achieving proficiency on the 2022-23 PSSA science exam.	True
According to 2023-24 Exact Path diagnostic data, the average Exact Path scale score for Reading and Language arts increased in all grade levels on all tests from MOY to EOY.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
According to district common assessments for the 2023-24 school year, EOY District Assessment data indicates that an average of 27% of students are working at or above grade level in ELA on the EOY assessment.	False
BOY to MOY to EOY EXACT PATH diagnostic data showed an increase in average scale score in all grades from BOY to EOY. EOY District Assessment data indicates that an average of 43.6% of students are working at or above grade level in Math.	False
The Local assessment data shows a slight increase from similar assessments given in previous years.	False
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the black sub group showed a 9.1% increase scoring 95.2% on performance standards for career readiness.	False
All sub groups showed growth in ELA testing in the 2023-2024 school year.	False
Six out of the seven sub groups showed growth in Mathematics testing in the 2023-2024 school year.	False
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the white sub group meets or exceeds interim targets on performance standards for career readiness.	False

Targeted ability grouping to make instruction efficient and impactful.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the performance standard for career readiness. 70.6% of students met the performance standard.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA math exam.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA ELA exam	True
Local attendance data indicates that there is a correlation between students with a low attendance percentage and low test scores.	True
EOY District Assessment data indicates that an average of 56.4% of students are working below grade level in Math.	False
As reported by district level science common assessment data for the 2023-24 school year, the 3rd, 4th, and 5th grade students scored near 50% on average out of a possible 100 points.	False
Implement evidence-based strategies to engage families to support learning.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
A School-Wide Positive Behavior Intervention and Support System (PBIS) team and the entire school community requires professional development training to successfully implement a framework for behavior expectations and a tiered system for intervention tracking and support.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet performance standards for career readiness.	False
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group scored 70.6 career readiness.	False
Local attendance data indicates that there is a correlation between students with a low attendance percentage and achievement.	False
All sub groups were below state average in ELA in the 2023-2024 school year.	False
Local attendance data indicates that there is a correlation between students with a low attendance percentage and low test scores.	False

| To best meet the needs of students, it is important to use Targeted Instructional Grouping. | False |

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

In most cases, 50% or more of our students are not proficient or advanced. We intend to utilize all available data to analyze commonalities as far as deficiencies in achievement, and target individual student needs as often as possible to help increase achievement. Through the use of targeted instructional grouping during regular instruction time as well as during enrichment times outside regular instruction time, we intend to equip our student with the tools needed to succeed. Our use of Exact Path, Acadience, and district assessment data has been effective in providing us with real time knowledge about the progress of each student. We will continue to meet as grade level data teams, to discuss and plan teaching and learning with a focus on learning and achievement. this will help drive the instruction to be meaningful for students. If daily data shows students did not master the concept that day we will be able to reteach or move on. There is a significant need for systems to be implemented and monitored throughout the school year to address student behavioral concerns, with a targeted focus on attendance, 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 including the parent and family engagement in terms of attendance is expected to improve through the clear concise explanation of expectation and the implementation of quarterly rewards for successful completion of student goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
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.	Implementation of a program such as this will impact all areas of student performance from attendance, academic performace on state and local assements and social emotion needs of the students through positive behavioral expectations and rewards	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the performance standard for career readiness. 70.6% of students met the performance standard.	Increasing student attendance will greatly help us reach career readiness goals, as students will have access and instruction to Choices 360	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA math exam.	Although students did not meet the interim goals, 100% of students grew. This shows the identified steps we are taking are successful.	True
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group did not meet the interim goal/provement target for proficiency in the PSSA ELA exam	Although students did not meet the interim goals, 95% of students grew. This shows the identified steps we are taking are successful.	True
Local attendance data indicates that there is a correlation between students with a low attendance percentage and low test scores.	Attendance has a lasting affect on all areas of student performance. addressing this challenge through a PBIS system will have impactful change throughout all the areas of concern.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implement an evidence-based system of schoolwide positive behavior interventions and supports	
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 93% of Heights- Murray Elementary students achieving growth on the 2022-23 PSSA ELA exam.	Growth at such a high number proves the changes we have taken in the previous year are successful. Our leadership team will now identify the most impactful changes and continue them and increase their intensity where possible to continue growth.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group outperformed state averages for growth with 100% of Heights- Murray Elementary students achieving growth on the 2022-23 Math PSSA exam.	Growth at such a high number proves the changes we have taken in the previous year are successful. Our leadership team will now identify the most impactful changes and continue them and increase their intensity where possible to continue growth.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the Hispanic student group outperformed state averages for	Growth at such a high number proves the changes we have taken in the previous year are successful. Our leadership team will now identify the

growth with 76% of Heights- Murray Elementary hispanic students achieving growth on the 4th grade science exam.	most impactful changes and continue them and increase their intensity where possible to continue growth.
According to Future Ready Index data available August 2024, referencing the 2022-23 school year, the all student group just missed the state average for proficiency with 58.3% of Heights- Murray Elementary students achieving proficiency on the 2022-23 PSSA science exam.	Growth at such a high number proves the changes we have taken in the previous year are successful. Our leadership team will now identify the most impactful changes and continue them and increase their intensity where possible to continue growth.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The high number of attendance and discipline 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.
	The all student group did not meet the performance standard for career readiness. With a goal of of 98.% only 70.6% of students met the performance standard. With PBIS programs in place in addition to increased schoolwide positive behavior support our attendance will increase, therefore our students will have more access to complete their choices 360 program meet there performance standard.
	The all student group did not meet the interim goal / improvement target for proficiency in the PSSA Math exam. With a continued focus on high quality instruction, possible implementation of instructional coaches, and continued targeted ability grouping of students teachers will be able to increase the intensity of their instruction based on the specific needs of their students.
	The all student group did not meet the interim goal / improvement target for proficiency in the PSSA ELA exam. With a continued focus on high quality instruction, possible implementation of instructional coaches, continued targeted ability grouping of students, and more training on the science of reading, teachers will be able to increase the intensity of their instruction based on the specific needs of their students.

Goal Setting

Priority: The high number of attendance and discipline 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.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)
Heights-Murray will increase student attendance to 54.8 percent. This is a 12 percent increase from the previous year.

Measurable Goal Nickname (35 Character Max)
Achieving Academic through Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Attendance will increase 3% by the end of the 1st quarter.	Attendance will increase 6% by the end of the 2nd quarter.	Attendance will increase 9% by the end of the 3rd quarter.	Attendance will increase 12% by the end of the 4th quarter.

Priority: The all student group did not meet the performance standard for career readiness. With a goal of of 98.% only 70.6% of students met the performance standard. With PBIS programs in place in addition to increased schoolwide positive behavior support our attendance will increase, therefore our students will have more access to complete their choices 360 program meet there performance standard.

Outcome Category
Career Standards Benchmark

Measurable Goal Statement (Smart Goal)
Heights-Murray students will increase their performance to 90% completion rate of the Choices 360 program for an increase of 20 percent.

Measurable Goal Nickname (35 Character Max)
Choosing Choices

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will begin work on their Choices 360 Program.	30% of students will complete their Choices 360 requirements for completion.	60% of students will complete their Choices 360 requirements for completion.	90% of students will complete their Choices 360 requirements for completion.

Priority: The all student group did not meet the interim goal / improvement target for proficiency in the PSSA Math exam. With a continued focus on high quality instruction, possible implementation of instructional coaches, and continued targeted ability grouping of students teachers will be able to increase the intensity of their instruction based on the specific needs of their students.

Outcome Category

Mathematics

Measurable Goal Statement (Smart Goal)

Heights Murray Elementary will increase the percentage of students proficient or advanced on the Math PSSA in the "All student group" by 3% from the 2022-23 data available at the end of the 2023-24 school year, to the 2023-24 data available at the end of the 2024-25 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.

Measurable Goal Nickname (35 Character Max)

Measuring up In Math

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will complete the Exact path benchmark to give school leadership a baseline for growth. Proficiency score would be 20.4% of students scoring proficient or advanced.	Proficiency scores would be 21.4% of students scored proficient or advanced based on data analysis from exact path and local assessments.	Proficiency scores would be 22.4% of students scored proficient or advanced based on data analysis from exact path and local assessments.	Proficiency scores would be 23.4% of students scored proficient or advanced based on data analysis from exact path and local assessments.

Priority: The all student group did not meet the interim goal / improvement target for proficiency in the PSSA ELA exam. With a continued focus on high quality instruction, possible implementation of instructional coaches, continued targeted ability grouping of students, and more training on the science of reading, teachers will be able to increase the intensity of their instruction based on the specific needs of their students.

Outcome Category

English Language Arts

Measurable Goal Statement (Smart Goal)

Heights Murray Elementary will increase the percentage of students proficient or advanced on the ELA PSSA in the "All student group" by 3% from the 2022-23 data available at the end of the 2023-24 school year, to the 2023-24 data available at the end of the 2024-25 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.

Measurable Goal Nickname (35 Character Max)

Ramping up Reading

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Heights Elementary will monitor ELA progress and increase by .5% as measured by curriculum assessments, district quarterly assessment, and Exact Path data.	Heights Elementary will monitor ELA progress and increase by 1% as measured by curriculum assessments, district quarterly assessment, and Exact Path data.	Heights Elementary will monitor ELA progress and increase by 2% as measured by curriculum assessments, district quarterly assessment, and Exact Path data.	Heights Elementary will monitor ELA progress and increase by 3% as measured by curriculum assessments, district quarterly assessment, and Exact Path data.

Action Plan

Measurable Goals

Achieving Academic through Attendance	Choosing Choices
Measuring up In Math	Ramping up Reading

Action Plan For: Social Emotional Wellness

Measurable Goals:
• Heights-Murray will increase student attendance to 54.8 percent. This is a 12 percent increase from the previous year. • Heights Murray Elementary will increase the percentage of students proficient or advanced on the ELA PSSA in the "All student group" by 3% from the 2022-23 data available at the end of the 2023-24 school year, to the 2023-24 data available at the end of the 2024-25 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. • Heights Murray Elementary will increase the percentage of students proficient or advanced on the Math PSSA in the "All student group" by 3% from the 2022-23 data available at the end of the 2023-24 school year, to the 2023-24 data available at the end of the 2024-25 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. • Heights-Murray students will increase their performance to 90% completion rate of the Choices 360 program for an increase of 20 percent.

Action Step	Anticipated Start/Completion Date	
The leadership Team and teachers will create a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of going to class every day. Principals can model this approach and engage staff in consistently sending the message that attendance matters. Principals and school staff are well positioned to help families understand what their children are learning in school and what the children will miss if they are absent. Parents and students may not realize that even excused absences, if they accumulate, can be a problem and lead to falling behind in the classroom. Few families realize that absenteeism is a problem as early as kindergarten. Improved attendance affects all areas of student success. A reward will be put in place each quarter and clearly explained to students and parents how to earn this reward based on attendance and positive behavior. Rewards can be things such as , but not limited too school dances, trips, a positive behavior store where positivity points can be used to purchase items. Each quarter will hold a new incentive to encourage students to increase attendance and positive school behaviors.	2024-09-09	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal /Aidan Mckenna	PBIS, financial support for incentives relating to excellent or increased attendance. Incentives such as but not limited too , field trips, and in school reward activities.	Yes	

Action Step	Anticipated Start/Completion Date	

The literacy team will be implementing the training of new teachers, and additional coaching support of veteran teachers in the science of reading. The district will implement an instructional coaching model. This model will bring in 11 new coaches to work collaboratively with classroom teachers to improve instruction and learning. The coaches will analyze data weekly and collaborate with teachers to target areas of concern in instruction. In addition the implementation of exit tickets at the end of lessons to gauge the amount of student who were able to master the concept during class will be implemented.	2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/Aidan Mckenna Director Margo Serafini Sean Flynn	Additional Superkids Materials, new learning center materials	Yes	

Action Step		**Anticipated Start/Completion Date**
The administrative team will be implementing instructional coaching for math. The coaches will be team teaching, performing interventions, modeling new instructional practices and reviewing data from exact path math and the pilot math program Innovamat. In addition to these strategies, instructional coaches and teachers will also be implementing exit tickets for the math skills taught during that day's lessons. The exit tickets will provide valuable information as to which students mastered the skill, which instructional style works the best for our students, and what skills need to be retaught in another instructional style to meet all the needs of our students.	2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Aidan Mckenna Margo Serafini Sean Flynn	Formative.com an online platform that allows us to create manage and evaluate exit tickets. teachers can track data and run reports	No	

Action Step		**Anticipated Start/Completion Date**
Career readiness completion will be increased by presenting our students with live presentations from community leaders exposing our children to a variety of local jobs. In addition students will have access to a virtual job fair where professionals from careers outside of local resources can explain and connect with out students about careers they my not be aware of. the teachers will provide instructional time to create lists of jobs students would like to research further. The Administrative staff will monitor the completion of two projects a quarter on the Choices 360 platform. Students will also journal each semester about jobs they have learned about or researched.	2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Aidan Mckenna Mary Zimmmerman	Choices 360 community leaders, chromebooks	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Student reading scores will increase. Student Math scores will increase. Career readiness completion rate will improve.	Skyward reports can be generated monthly by the principal to monitor attendance rates. In addition teachers can monitor attendance, grades and report problems or improvement to school leadership.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Social Emotional Wellness	SALARIES OF INTERVENTION SPECIALISTS	303566
Instruction	• Social Emotional Wellness	BENEFITS OF INTERVENTION SPECIALISTS	210196
Instruction	• Social Emotional Wellness	RESOURCES FOR TITLE I CLASSROOMS IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS, TEACHERS AND ADMINISTRAORS	17721
Title II.A and Title IV.A Transfer Funds	• Social Emotional Wellness	SALARIES OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM	23840
Title II.A and Title IV.A Transfer Funds	• Social Emotional Wellness	BENEFITS OF TEACHERS AND AIDES TO PROVIDE TUTORING TO OUR MOST AT-RISK POPULATION IN AFTER-SCHOOL PROGRAM	5960
Title II.A and Title IV.A Transfer Funds	• Social Emotional Wellness	RESOURCES IDENTIFIED AND APPROVED BY SUBJECT-AREA SUPERVISORS, TEACHERS	22000

		AND ADMINISTRATORS FOR USE IN AFTER-SCHOOL PROGRAM		
Instruction	• Social Emotional Wellness	FOOD SERVICE TO PROVIDE HEALTHY SNACKS FOR STUDENTS PARTICIPATING IN AFTER-SCHOOL PROGRAM	6400	
Total Expenditures				589683

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Social Emotional Wellness	The leadership Team and teachers will create a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of going to class every day. Principals can model this approach and engage staff in consistently sending the message that attendance matters. Principals and school staff are well positioned to help families understand what their children are learning in school and what the children will miss if they are absent. Parents and students may not realize that even excused absences, if they accumulate, can be a problem and lead to falling behind in the classroom. Few families realize that absenteeism is a problem as early as kindergarten. Improved attendance affects all areas of student success. A reward will be put in place each quarter and clearly explained to students and parents how to earn this reward based on attendance and positive behavior. Rewards can be things such as , but not limited too school dances, trips, a positive behavior store where positivity points can be used to purchase items. Each quarter will hold a new incentive to encourage students to increase attendance and positive school behaviors.
Social Emotional Wellness	The literacy team will be implementing the training of new teachers, and additional coaching support of veteran teachers in the science of reading. The district will implement an instructional coaching model. This model will bring in 11 new coaches to work collaboratively with classroom teachers to improve instruction and learning. The coaches will analyze data weekly and collaborate with teachers to target areas of concern in instruction. In addition the implementation of exit tickets at the end of lessons to gauge the amount of student who were able to master the concept during class will be implemented.

Positive Behavior Support

Action Step
• The leadership Team and teachers will create a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of going to class every day. Principals can model this approach and engage staff in consistently sending the message that attendance matters. Principals and school staff are well positioned to help families understand what their children are learning in school and what the children will miss if they are absent. Parents and students may not realize that even excused absences, if they accumulate, can be a problem and lead to falling behind in the classroom. Few families realize that absenteeism is a problem as early as kindergarten. Improved attendance affects all areas of student success. A reward will be put in place each quarter and clearly explained to students and parents how to earn this reward based on attendance and positive behavior. Rewards can be things such as , but not limited too school dances, trips, a positive behavior store where positivity points can be used to purchase items. Each quarter will hold a new incentive to encourage students to increase attendance and positive school behaviors.
Audience
All teachers and leadership team
Topics to be Included
Teachers will be instructed on the new PBIS system and how we will implement it with the student for positive behavior and increased attendance.
Evidence of Learning
Students will achieve rewards and incentives based on positive behaviors and increased attendance.

Lead Person/Position	Anticipated Start	Anticipated Completion

Aidan Mckenna Principal Mary Tranguch Assistant Principal	2024-09-06	2025-06-06

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
• AFFIRMATION STATEMENT - WILKES-BARRE AREA SCHOOL DISTRICT SIGNED.pdf

Chief School Administrator	Date
Dr. Brian Costello	2024-12-09
Building Principal Signature	**Date**
Aidan P McKenna	2024-12-09
School Improvement Facilitator Signature	**Date**