

HEIGHTS/MURRAY EL SCH

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TSI Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The mission of 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.

STEERING COMMITTEE

| Name | Position | Building/Group |
|--------------------------|-----------------------------|-------------------------------------|
| Aidan Mckenna | Principal | Heights Murray Elementary |
| Kristin Laiuvara | Literacy Leader/ Title I | Heights Murray Elementary |
| Erika Jacobs | Teacher - Regular Education | Heights Murray Elementary |
| Jennifer Yuhas | Teacher - Regular Education | Heights Murray Elementary |
| Margret Mcgrath | Teacher - Regular Education | Heights Murray Elementary |
| Carol Hiscox | Teacher - Regular Education | Heights Murray Elementary |
| Amanda Scott | Teacher - Regular Education | Heights Murray Elementary |
| Heather Cook | Teacher - Regular Education | Heights Murray Elementary |
| Ashley Altivilla | Teacher - Regular Education | Heights Murray Elementary |
| Jack Rothenbecker | Guidance Counselor | Heights Murray Elementary |
| Tracey Glynn-Roulinavage | School Nurse | Heights Murray Elementary |
| Mr. Eddie Day Pashinski | Community Representative | State Representative |
| Officer Merkel | Community Representative | Wilkes-Barre Area Police Department |

| Name | Position | Building/Group |
|------------------|---------------------------------|-----------------------------------|
| Sandra Atherton | Curriculum Supervisor | Wilkes-Barre Area School District |
| Michael Corcoran | Curriculum Supervisor | Wilkes-Barre Area School District |
| Erika Hanson | Elementary Teacher - ELD | Wilkes Barre area School District |
| Samantha Walton | Elementary Teacher - Special ED | Wilkes-Barre area School District |
| Barbara Ortiz | Parent | Parent |
| Anita Zaboski | Community Representative | Children's Service Center |
| Dana Withey | Community Representative | Children's Service Center |
| Mary Tranguch | Teacher | Heights Murray Elementary |
| Marisol Curtis | Parent | Heights Murray Elementary |
| Dr. Leah Zigmund | District Level Leaders | Wilkes-Barre Area School District |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|--|------------------------------|
| Parent and family engagement increased during the 21-22 school year. The challenge is now to maintain or exceed the success we experienced this year. | Parent and family engagement |
| Based on the data provided in June 2022 students tested did exceed the state standards for growth. We hope to continue this achievement as we navigate through the learning loss from the pandemic and obstacles that continue to remain present such as increased absences from quarantine time periods. We hope with the implementation of new educational programs (exact Path) and the ability to provide instruction and remediation based on specific needs of students methods this will only improve our scores even more. | Mathematics |
| Based on the data provided in June 2022 students tested did meet the state standards for growth. We hope to continue this achievement as we navigate through the learning loss from the pandemic and obstacles that continue to remain present such as increased absences from quarantine time periods. we hope with the implementation of new reading programs and the change in instructional methods this will only improve our scores even more. | English Language Arts |

ACTION PLAN AND STEPS

Evidence-based Strategy

Texting with Parents

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|------------------------|--|
| Parents and Principals | Parent and family engagement will continue to rise. At the end of the year we will have 80 percent attendance at parent and family engagement events such as school wide events and parent meetings. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---------------------------|--|
| Mr. MCKenna will inform teachers to enroll parents in the Heights Elementary class Dojo. it is a communication app where parents can receive alerts and notices from the school and have one on one contact with the classroom teacher. | 2022-09-01 - 2022-07-06 | Mr. Mckenna/ Principal | Technology and supplies to support teachers and parents to communicate efficiently about events, absences and student instruction utilizing Title I funds. |

Anticipated Outcome

We hope by using this form of communication parents will be informed instantly of any important information such as but not limited to a request for a parent meeting. Additionally teachers can be informed from parents if a student will be out and provide instructions for classwork if necessary for that student.

Monitoring/Evaluation

administrators can check daily the amount of parents and guardians enrolled in the program. each quarter teachers will be asked who has yet to join the class dojo and an administrator can call home and attempt to enroll the parent/guardian.



Evidence-based Strategy

Science of Reading (Superkids)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Super Readers and Leaders

Students will increase their proficiency levels to 50% by the end of the year in ELA.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The district has adopted the new reading program Superkids. This will change out previous instructional method from the balanced literacy approach to the science of reading.

2022-08-04 -
2022-06-14

Tom Zelinka/
Reading
curriculum
Supervisor

Professional Development utilizing federal funds (as related to new core reading program and curriculum revisions where needed) .
Technology and supplies to support student instruction utilizing Title I funds for the online component of this program. To enhance student literacy, student instruction in reading will be supported by Interventionists utilizing Title I funding. To enhance student literacy in K-8, student instruction in reading will be supported by Interventionists utilizing Title I funding.

Anticipated Outcome

We hope to see student raise their proficiency levels by middle of the year and continue to rise after that.

Monitoring/Evaluation

Student will receive progress monitoring passages based on their need for support, which will be determined after they have taken their BOY benchmark. In January students will then be given their middle of the year benchmark and we will determine their growth and make instructional changes until the end of the year if needed.

Evidence-based Strategy

Virtual Manipulatives

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Trophy Masters

Students will increase their proficiency levels to 25% by the end of the year in Mathematics.

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|---|
| Students will be enroll in Exact Path and online virtual math program that is individualized to students based on their performance on a benchmark and continually evaluated from progress checks. | 2022-09-01 - 2023-06-14 | Mr.Mckenna/Principal | Technology and supplies to support student instruction utilizing Title I funds. |

Anticipated Outcome

students proficiency scores will increase on district level assessment and state assessments

Monitoring/Evaluation

Students will be monitored in an ongoing manner by teacher and themselves. Students can track how many skills they have mastered by counting their trophies. student will then be given a benchmark assessment at the beginning middle and end of the year to see how much they have improved.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--------------------------------|---|-------------------------------|
| Students will increase their proficiency levels to 50% by the end of the year in ELA. (Super Readers and Leaders) | Science of Reading (Superkids) | The district has adopted the new reading program Superkids. This will change out previous instructional method from the balanced literacy approach to the science of reading. | 08/04/2022 - 06/14/2022 |

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

Dr. Brian Costello

2022-08-30

School Improvement Facilitator Signature

Building Principal Signature

Aidan McKenna

2022-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups, grades 3-6, met the standard demonstrating growth in English Language Arts/Literature.

All student groups, grades 3-6, met the standard demonstrating growth in Mathematics/Algebra.

Based on the data available June 2022 the 20-21 future ready index the all student group exceeded the statewide standard for growth of 70% percent in Mathematics.

Based on data available June 2022 the current future ready index data for the 20-21 20-21 shows the all student group exceeded the statewide average growth standard of 70 percent growth in ELA.

According to DIBELS Next reporting all K-2 students increased 10% from Beginning of the Year Assessment to the Middle of the year Assessment. 68 % percent of students in grades K-2 were performing well above benchmark.

According to Acadience previously DIBELS reporting K-2 students increased 11% from Beginning of the Year Assessment to the End of the year Assessment during the 2021-2022 school year.

According to district level assessments students in second grade

Challenges

All student groups did not meet interim goal/improvement target for English Language Arts/Literature.

All student groups did not meet interim goal/improvement target for Mathematics/Algebra.

Parent and family engagement is below 50 percent for school functions and necessary parent meetings with teachers and staff.

There is high transiency of students moving in/out of the school throughout the school year, which impacts the continuity of education for students and negatively impacts their overall academic success.

Students experienced an increase of absence due to quarantine. Students do not have access to live instruction during that time.

According too DIBELS Next reporting second Grade reported 69% of students at benchmark or above at MOY, this is a 2 % increase from BOY.

According too Acadience, reporting second grade reported 45% of students at benchmark or above at EOY.

Strengths

had a 77.6% proficiency rate. This proficiency rate is an 14.1 % increase from the beginning of the year in Mathematics content area.

According to district level assessments 19% of students K-5 ranked in 49-99% in the National percentile rank (NPR), The NPR compares a student's score on the diagnostic to other students in the same grade nationally who tested in the spring.

According to the 2019 PSSA data, 7.9 % of students in fourth grade were advanced in Science/Biology.

According to the 2020-2021 PSSA data, there is insufficient data in students groups for individualized data.

Students have met the requirements set forth by the PA Career Readiness Skills Category A, Self-Awareness and Self-Management, PA CRS Grade Band (1-5-Distinguish among and set short term, mid-range, and long-term goals). Students work together with the teacher to create rewards and decide the rubric to earn said reward. In addition, school-wide quarterly rewards to acknowledge and reinforce students' efforts. Students may spend or save their school reward tokens according to which goal they have set for themselves.

Challenges

According to the 2019 PSSA data, students in fourth grade only had a 3% proficiency rate in Mathematics/Algebra.

According to district level assessments 80% of students K-5 ranked in 0-49% in the National percentile rank (NPR), The NPR compares a student's score on the diagnostic to other students in the same grade nationally who tested in the spring.

According to the 2019 PSSA data, students in fourth grade only had a 43.6% proficiency rate Science/Biology.

According to the 2020-2021 PSSA data 41.5% of students were proficient or advanced, this is a 6.5 percent decrease from previous years data.

The 'all student group' regular attendance rate is at 82%. An increase in regular school attendance will promote the opportunity and frequency of instructional opportunities for students to perform at a higher level.

All student group did not meet the academic performance standard for the Career standards benchmark with a score of 86.4%

According to the 2018-2019 Pennsylvania State Standardized

Strengths

All student group exceeded the statewide average in academic performance standard for the Career standards benchmark with a score of 86.4%. This is .2% above the statewide average.

63% of the ELD students who met the ELD Exit Criteria were in their first year of ELD instruction at Heights Elementary.

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

In the 21-22 school year the district purchased a digital platform Exact path from Edmentum that will help evaluate students needs and provide specific data on student performance to teachers.

Challenges

assessment, the 'student with disabilities' group at the fourth grade level are 100% are performing at below basic proficiency level.

According to the 2018-2019 Pennsylvania State Standardized assessment, the 'students with disabilities' group at the third grade level are performing at 88% below the basic proficiency level.

According to the 2018-2019 Pennsylvania State Standardized assessment, 'student with disabilities' group at the fifth grade level are performing 100% below the basic proficiency level.

In the 2020-2021 school year, due to the Covid-19 pandemic parents were given the option to opt students out of the 2020-2021 state assessment. This created insufficient samples in a variety of student groups, however we are applying remediation to students identified by the 2020-2021 PSSA testing and in school performance.

Implement evidence-based strategies to engage families to support learning.

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Challenges

In the 21-22 school year we have students returning to the classroom for the first time in 18 months. Students will have classroom obstacles to overcome in addition to learning.

Most Notable Observations/Patterns

Although the district was able to successfully remain open for the entire school year, all students had a substantial increase in absences based on exposure or contraction of Covid-19. The district followed all PDE and CDC guidelines for quarantine times.

| Challenges | Discussion Point | Priority for Planning |
|---|---|-----------------------|
| <p>All student groups did not meet interim goal/improvement target for English Language Arts/Literature.</p> | <p>The growth standard set for student growth is currently met, which indicates an upward trend in the right direction to meet the interim goal shortly.</p> | |
| <p>All student groups did not meet interim goal/improvement target for Mathematics/Algebra.</p> | <p>The growth standard set for student growth is currently met, which indicates an upward trend in the right direction to meet the interim goal shortly.</p> | |
| <p>Parent and family engagement is below 50 percent for school functions and necessary parent meetings with teachers and staff.</p> | <p>The lack of attendance is due to a variety of reasons. Family outreach surveys have been administered and discussions with families occurred to determine the most significant barriers that may inhibit or prevent participation.</p> | |
| <p>To address learning loss best it is necessary to reduce class size in order to provide much needed remediation.</p> | | |

ADDENDUM B: ACTION PLAN

Action Plan: Texting with Parents

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Mr. MCKenna will inform teachers to enroll parents in the Heights Elementary class Dojo. it is a communication app where parents can receive alerts and notices from the school and have one on one contact with the classroom teacher. | 09/01/2022 - 07/06/2022 |

| Monitoring/Evaluation | Anticipated Output |
|--|--|
| administrators can check daily the amount of parents and guardians enrolled in the program. each quarter teachers will be asked who has yet to join the class dojo and an administrator can call home and attempt to enroll the parent/guardian. | We hope by using this form of communication parents will be informed instantly of any important information such as but not limited to a request for a parent meeting. Additionally teachers can be informed from parents if a student will be out and provide instructions for classwork if necessary for that student. |

| Material/Resources/Supports Needed | PD Step |
|--|---------|
| Technology and supplies to support teachers and parents to communicate efficiently about events, absences and student instruction utilizing Title I funds. | no |



Action Plan: Science of Reading (Superkids)

Action Steps**Anticipated Start/Completion Date**

The district has adopted the new reading program Superkids. This will change out previous instructional method from the balanced literacy approach to the science of reading.

08/04/2022 - 06/14/2022

Monitoring/Evaluation**Anticipated Output**

Student will receive progress monitoring passages based on their need for support, which will be determined after they have taken their BOY benchmark. In January students will then be given their middle of the year benchmark and we will determine their growth and make instructional changes until the end of the year if needed.

We hope to see student raise their proficiency levels by middle of the year and continue to rise after that.

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

Professional Development utilizing federal funds (as related to new core reading program and curriculum revisions where needed) . Technology and supplies to support student instruction utilizing Title I funds for the online component of this program. To enhance student literacy, student instruction in reading will be supported by Interventionists utilizing Title I funding. To enhance student literacy in K-8, student instruction in reading will be supported by Interventionists utilizing Title I funding.

yes

Action Plan: Virtual Manipulatives

| Action Steps | Anticipated Start/Completion Date |
|--|--|
| Students will be enroll in Exact Path and online virtual math program that is individualized to students based on their performance on a benchmark and continually evaluated from progress checks. | 09/01/2022 - 06/14/2023 |
| Monitoring/Evaluation | Anticipated Output |
| Students will be monitored in an ongoing manner by teacher and themselves. Students can track how many skills they have mastered by counting their trophies. student will then be given a benchmark assessment at the beginning middle and end of the year to see how much they have improved. | students proficiency scores will increase on district level assessment and state assessments |
| Material/Resources/Supports Needed | PD Step |
| Technology and supplies to support student instruction utilizing Title I funds. | no |
| ----- ----- | |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|--------------------------------|---|-------------------------------|
| Students will increase their proficiency levels to 50% by the end of the year in ELA. (Super Readers and Leaders) | Science of Reading (Superkids) | The district has adopted the new reading program Superkids. This will change out previous instructional method from the balanced literacy approach to the science of reading. | 08/04/2022 - 06/14/2022 |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|---|---|
| Super Leaders | All k-2 teachers, Title I coaches, and administrators | The superkids professional development team will give an overview of the program and discuss the instructional method the science of reading. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--|-------------------------|-------------------------------------|
| Teachers will be visited by a Superkids coach at a later date to display their instructional styles that were presented in the training. | 09/07/2022 - 09/07/2022 | Sandy Atherton/ Title I coordinator |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| | Language and Literacy Acquisition for All Students |

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--|---|---|--|---|
| We will inform parents of the new plan at orientation, back to school night, sky alert call and message on Class Dojo. | We will inform parents of our strengths. Celebrate the students met the growth standard for both math and reading. we will address our challenges and explain the new reading program and how we will use it to increase our scores. we will also explain Exact Path and the role it will play in helping us increase our math scores. In addition we will give parents information and tips about how to help at home. | the plan will be posted on the school website and the title one google classroom. | Community members/public | We will have the plan posted for one month on the website and available upon request. |
| In-Service Training, Meetings, Website Posting | Schoolwide Title I Plan, Comprehensive Plan, ELA Goals, Math Goals, Differentiated Instruction, Interventions to support student instruction | Meetings, emails, phone calls, skyward | Teachers & Staff, Community members, parents | 09/01/2022-06/12/2023 |

