

## **HEIGHTS/MURRAY EL SCH**

1 S Sherman St

TSI Title 1 School Plan | 2023 - 2024

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### **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 Altavilla	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

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
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
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
Earnestine Hunter	Parent	Heights Murry Elementary
Morgan Metzler	Parent	Heights Murry Elementary

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Based on the data provided in June 2022 students tested did meet the state standards for growth. Our school implemented new reading curriculumns in all grade levels and a focus is being placed on reading at grade level based on the science of reading, and regular practice with writing accross subject areas. Our school also adopted Exact Path, Imagine Learning, and Acadience Learning to allow students and teachers to practice and evaluate data in real time as the school year progresses. The data is indicating growth and it appears the work in school and during after school tutoring, is increasing the percentage of students working at or above benchmark over the previous year.</p>	English Language Arts
<p>Based on the data provided in June 2022 students tested did exceed the state standards for growth. 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, the group will grow and improve as data is currently indicating growth. We are also utilizing after school tutoring with a focus on increasing math fact proficiency.</p>	Mathematics
<p>We have a partnership with the Shine program that focuses on STEM in an after school setting. We also have Stem night as an after school activitiy, and we increased science/ stem time in the schedules for all grade levels.</p>	Parent and family engagement
<p>The district purchased foundational skills curriculum for K-2 students and students are ability grouped based on 2022-23 data. In all grades, K-5, lower performing class sections will be smaller to provide more attention to the students that need the most help. Ability grouping the students will allow for more whole group and small group remediation during instructional time, as well as allowing for more advanced instruction for our higher performing students.</p>	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Small group enrichment

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

ELA 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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.

math 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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.

Targeted Instructional groups

During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio.

#### Action Step

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

Grade level data teams will meet to identify areas of need for individual students and grade levels. Teachers and aides will pull small groups of

2023-09-07 -  
2024-06-10

Grade level  
teachers and

Enrichment resources and  
materials, data collection

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students to provide more specific enrichment based on standards and skills needing to be enriched.		aides	programs such as Exact Path, Acadience Learning and Imagine Learning. Classroom and tutoring materials.

Anticipated Outcome
Individual student growth

Monitoring/Evaluation
BOY, MOY, and EOY district assessments, classroom assessments, monthly data team meetings, EOY State testing results.

Evidence-based Strategy
After School tutoring

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Class Dojo	The total number of parents connected to our Class Dojo parent communication app will represent 70% of the total students enrolled during the 2023-24 school year.
Targeted Instructional groups	During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio.

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

ELA 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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.

math goal

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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
After school tutoring opportunities will be provided	2023-09-07 - 2024-05-31	Principal and staff	Tutoring staff, tutoring resources, After school snacks for students

**Anticipated Outcome**

Individual student growth in academic achievement

**Monitoring/Evaluation**

Tutoring staff and regular classroom instructors will communicate and assess student growth throughout the process.





### Evidence-based Strategy

Parent engagement activities

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Class Dojo

The total number of parents connected to our Class Dojo parent communication app will represent 70% of the total students enrolled during the 2023-24 school year.

#### Action Step

#### Anticipated

#### Start/Completion

#### Lead

#### Person/Position

#### Materials/Resources/Supports

#### Needed

Teachers will invite parents to connect with class dojo and utilize the app to keep parents in touch with events and opportunities to help their children succeed academically and socially within the school community.

2023-09-08 -  
2024-06-07

Teachers and  
staff

Technology

### Anticipated Outcome

Increased parent involvement and increased communication with parents to keep them informed.

### Monitoring/Evaluation

School staff will monitor progress and make opportunities for parents to get and stay connected.

## Evidence-based Strategy

Targeted Instructional Groups

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA 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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.
Targeted Instructional groups	During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio.
math 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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Data from the 2022-23 school year will be used to group students in grade level sections where instruction could be adjusted more easily to the needs of the students	2023-09-07 - 2024-06-10	Principal, curriculum directors, staff	Data and enough teachers and aides to group students most effectively.

## Anticipated Outcome

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## Monitoring/Evaluation

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (ELA GOAL)</p>	<p>Small group enrichment</p>	<p>Grade level data teams will meet to identify areas of need for individual students and grade levels. Teachers and aides will pull small groups of students to provide more specific enrichment based on standards and skills needing to be enriched.</p>	<p>09/07/2023 - 06/10/2024</p>
<p>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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (math goal)</p>			
<p>During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio. (Targeted Instructional groups )</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The total number of parents connected to our Class Dojo parent communication app will represent 70% of the total students enrolled during the 2023-24 school year. (Class Dojo)</p>	<p>After School tutoring</p>	<p>After school tutoring opportunities will be provided</p>	<p>09/07/2023 - 05/31/2024</p>
<p>During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio. (Targeted Instructional groups )</p>			
<p>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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (ELA GOAL)</p>			
<p>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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (math goal)</p>			

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

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Chief School Administrator

Dr. Brian Costello

2023-08-29

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School Improvement Facilitator Signature

Deanna Mennig

2023-08-30

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Building Principal Signature

Aidan P. McKenna

2023-07-26

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet the interim improvement target for percent proficient and advanced in Mathematics and Algebra 1. However the all student group percentage did increase from the previous year.

According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all Student Group Meets Interim Goal/Improvement Target for English Language Growth and Attainment with 62.5% .

According to the data in the 2023 Future Ready Index, the White subgroup increased the percentage of proficient and advanced in Science from 39.1% in 2019-20 to 72.7% in 2021-22. No data exists for this subgroup in 20-21

According to the data in the 2023 Future Ready Index, the Hispanic, White, and Economically Disadvantaged subgroups increased the percentage of proficient and advanced in Math/Algebra 1 from 20-21 to 21-22 state testing.

According to 2022-23 DIBELS Next reporting all K-2 students increased 10% from Beginning of the Year Assessment to the

### Challenges

According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet interim goal/improvement target for English Language Arts/Literature regarding growth or percent proficient/advanced.

According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet interim goal/improvement target for Mathematics/Algebra 1 regarding growth or percent proficient/advanced.

According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet interim goal/improvement target for growth or proficient/advanced in Science/Biology.

According to 2022-23 DIBELS Next reporting second Grade reported 69% of students at benchmark or above at MOY, this is a 2 % increase from BOY.

According to 2022-23 Acadience, reporting second grade reported 45% of students at benchmark or above at EOY.

According to 2022-23 Acadience, first grade students ended the



## Strengths

Middle of the year Assessment. 68 % percent of students in grades K-2 were performing well above benchmark.

According to 2022-23 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 2022-23 Acadience previously DIBELS reporting Second Grade students increased 9 % from Beginning of the Year Assessment to the End of the year Assessment during the 2022-2023 school year.

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.

According to district level assessments students in second grade had a 77.6% proficiency rate. This proficiency rate is a 14.1 % increase from the beginning of the year in Mathematics content area.

## Challenges

year at 45% benchmark.

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

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.

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.

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

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

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

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

## Strengths

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.

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.

According to the Future Ready Index Data available August 2023, The economically Disadvantaged group was 38.4% proficient and advanced on the 2021-22 Science Assessment.

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 22-23 school year the district purchased new reading

## Challenges

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

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.

All Student Group Did Not Meet Performance Standard for Career Standards Benchmark with 82%. The statewide average is 88.3%

According to district level assessments for the 2022-2023 school year, 22% of students 3-5 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 2021-2022 PSSA data 40.5% of students were proficient or advanced, this is a 1 percent decrease from previous years data.

The statewide Science average for proficient or advanced is 54.4%. We've added stem night and additional instruction time in Science/ STEM to help raise achievement. making gains in math should also increase science.

According to the Future Ready Index data available August 2023, the students with disabilities group were 15.4% proficient on the

## Strengths

programs based on the science of reading and instructional switch from out previous programs that were the balanced literacy approach.

Classroom assessments indicate that students are on track to improve in the area of science/ biology.

2022-23 district assessment data, 21.2% of 4th grade students scored proficient or advanced on the district math assessment.

2022-23 Exact Path Math data indicates that there will be an increase in math proficiency over last year's PSSA. Available data shows that students are on track to almost double the percentage of math proficiency in the all student group from last year's PSSA.

District assessments indicate that students are on track to improve in the area of science/ biology.

According to the data available in the August 2023 report, the Hispanic subgroup exceeded the state average for career readiness with 93.2% of hispanic students reaching the benchmark for career readiness.

According to the Future Ready Index data available August 2023, the students with disabilities group were 15.4% proficient on the Science PSSA. This was not enough to meet the growth goal.

According to August 2023 future Ready Index, the English

## Challenges

Science PSSA. This was not enough to meet the growth goal.

According to the Future Ready Index data available August 2023, Students with disabilities decreased in English Language Arts/Literature from 4.2% benchmark to 3.3% benchmark.

In the 22-23 School year attendance is at an extreme low of 58 percent attendance. In addition based on skyward report 29% students in K-5 missed 25 or more days during the 2022-23 school year.

While our parental involvement has increased it remains difficult to contact a portion parents when they are needed to address specific academic or behavioral concerns when necessary.

## Strengths

Learner group met or exceeded the ELA goal for growth and attainment with 62.1%.

According to the Future Ready Index Data available August 2023, The economically Disadvantaged group was 10% proficient and advanced on the 2021-22 Math Assessment.

Parental involvement has increased the past two years with the implementation of Class dojo. We have 1643 parents connected in the 2021-2022 up from 1147 parents in the 2020-2021 school year.

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## Most Notable Observations/Patterns

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 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.

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Challenges	Discussion Point	Priority for Planning
According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet interim goal/improvement target for English Language Arts/Literature regarding growth or percent proficient/advanced.	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.	✓
According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet interim goal/improvement target for Mathematics/Algebra 1 regarding growth or percent proficient/advanced.	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.	✓
According to data in the August 2023 Future Ready Index referring to 2021-22 data, the all student group did not meet interim goal/improvement target for growth or proficient/advanced in Science/Biology.	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.	✓
To best meet the needs of students, it is important to use Targeted Instructional Grouping.	Targeted Instructional Grouping will be implemented with all students. Grouping will primarily focus on increasing achievement for each group of students based on what they need.	✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Small group enrichment

Action Steps	Anticipated Start/Completion Date
Grade level data teams will meet to identify areas of need for individual students and grade levels. Teachers and aides will pull small groups of students to provide more specific enrichment based on standards and skills needing to be enriched.	09/07/2023 - 06/10/2024
Monitoring/Evaluation	Anticipated Output
BOY, MOY, and EOY district assessments, classroom assessments, monthly data team meetings, EOY State testing results.	Individual student growth
Material/Resources/Supports Needed	PD Step
Enrichment resources and materials, data collection programs such as Exact Path, Acadience Learning and Imagine Learning. Classroom and tutoring materials.	yes
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**Action Plan: After School tutoring**

**Action Steps**

**Anticipated Start/Completion Date**

After school tutoring opportunities will be provided

09/07/2023 - 05/31/2024

**Monitoring/Evaluation**

**Anticipated Output**

Tutoring staff and regular classroom instructors will communicate and assess student growth throughout the process.

Individual student growth in academic achievement

**Material/Resources/Supports Needed**

**PD Step**

Tutoring staff, tutoring resources, After school snacks for students

yes



## Action Plan: Parent engagement activities

Action Steps	Anticipated Start/Completion Date
Teachers will invite parents to connect with class dojo and utilize the app to keep parents in touch with events and opportunities to help their children succeed academically and socially within the school community.	09/08/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
School staff will monitor progress and make opportunities for parents to get and stay connected.	Increased parent involvement and increased communication with parents to keep them informed.
Material/Resources/Supports Needed	PD Step
Technology	no
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## Action Plan: Targeted Instructional Groups

### Action Steps

### Anticipated Start/Completion Date

Data from the 2022-23 school year will be used to group students in grade level sections where instruction could be adjusted more easily to the needs of the students

09/07/2023 - 06/10/2024

### Monitoring/Evaluation

### Anticipated Output

### Material/Resources/Supports Needed

### PD Step

Data and enough teachers and aides to group students most effectively.

no



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (ELA GOAL)</p> <p>During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio. (Targeted Instructional groups )</p> <p>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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (math goal)</p>	<p>Small group enrichment</p>	<p>Grade level data teams will meet to identify areas of need for individual students and grade levels. Teachers and aides will pull small groups of students to provide more specific enrichment based on standards and skills needing to be enriched.</p>	<p>09/07/2023 - 06/10/2024</p>
<p>The total number of parents connected to our Class Dojo parent communication app will represent 70% of the total students enrolled during the 2023-24 school year. (Class Dojo)</p> <p>Heights Murray Elementary will increase the percentage of students proficient or</p>	<p>After School tutoring</p>	<p>After school tutoring opportunities will be provided</p>	<p>09/07/2023 - 05/31/2024</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

advanced on the ELA PSSA in the "All student group" by 3% from the 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (ELA 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 2021-22 data available at the end of the 2022-23 school year, to the 2022-23 data available at the end of the 2023-24 school year. District assessment data and Exact Path ELA data will be used to monitor progress from one PSSA test to the next. (math goal)

During ELA and Math instruction, targeted instruction groups for lower performing students will be scheduled to have less students to improve the teacher student ratio. (Targeted Instructional groups )



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Exact Path training	Grade level teachers and aides	Using Exact Path, to analyze data and plan standards based enrichment to improve ELA and Math achievement.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will understand how to access data and assign enrichment activities to students. They'll also use the data to adjust curriculum and create small groups in workshop time or identify students that would benefit from after school tutoring or small group enrichment during instructional time.	09/11/2023 - 04/30/2024	Aidan McKenna/ Principal Sean Flynn/ Curriculum director Kristin Laiuvara/ Intervention specialist Sue Domiano/ intervention specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	
3d: Using Assessment in Instruction	
2b: Establishing a Culture for Learning	
3e: Demonstrating Flexibility and Responsiveness	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
In-Service, Training, Meetings, Website Posting	Comprehensive plan, Reading goals, Math goals, Differentiated instruction, Parent involvement opportunities	Meetings, Phone Calls, Emails , Sky-alert, Skyward, Class dojo	Teachers, Community Members, Parents, Stakeholders	09/01/2023- 06/12/2024

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