

School Information

School's Name	Mill Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Amy Yost	School Year	2024-2025

School's Vision/Mission

Our vision is to create authentic, developmentally appropriate learning opportunities and a climate of belonging, acceptance, and open communication that strengthens partnerships within the Mill Hill Community.

It is our mission at Mill Hill School, along with our parents and community, to empower confident, life-long learners. We strive to inspire, educate, and support all students as they discover and pursue their personal best in a safe, nurturing, and collaborative environment. Together, we value an inclusive climate that embodies a culture of diversity, acceptance, and respect. Mill Hill students will gain a strong foundation on their journey to becoming motivated, compassionate scholars in our community and our global world.

Theory of Action

Our school community recognizes that adult behavior and actions significantly impact student achievement and character development. Therefore, we take responsibility for establishing a system that explicitly teaches and celebrates appropriate behaviors and values. This fosters a sense of belonging and acceptance for all students.

The educational leaders are committed to fostering a culture of high expectations with a caring and dedicated tone to support staff performance and student growth. The leader must ensure that high standards are maintained and academic content is accurately delivered in various ways to meet our diverse student population through real-world curricular and social experiences.

Student output (data) is the key component in designing the level and type of instruction presented. Reflecting on student performance is necessary when planning the next steps of instruction tailored to meet the needs of all scholars.

By providing teachers with ongoing support and effective feedback on instruction and classroom culture, we can foster a positive school environment that empowers students to take risks and develop confidence.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Amy Yost	Principal	Mary Ellen McKee	LAS
Rebecca Feola	Assistant Principal	Meagan Roxbee	LAS
Lisa Ludwiczak	Psychologist	Keriann Ventresca	Classroom Teacher

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

School	Grade	Content	2018-19		2020-21		2021-22		2022-23		2023-24	
			% Proficient		% Proficient		% Proficient		% Proficient		% Proficient	
			ALL	HNS	ALL	HNS	ALL	HNS	ALL	HNS	ALL	HNS
Mill Hill School	3	ELA	78.7	64.7	78.12	35.72	83.1	71.11	76.3	44.44	68.75	47.05
Mill Hill School	3	Math	83.6	52.94	68.75	45.71	81.5	61.11	71.2	44.44	65.63	35.29
Mill Hill School	4	ELA	75.8	25	72.73	40	85.5	53.85	83.1	55	83.93	63.16
Mill Hill School	4	Math	75.8	43.75	76.34	40	82.3	30.77	84.5	55	78.57	53.16
Mill Hill School	5	ELA	78.7	45.45	76.57	47.37	77.8	52.94	85.7	45.45	78.67	54.54
Mill Hill School	5	Math	68.09	27.27	56.25	26.31	64.8	29.41	69.8	27.27	69.73	43.45

Smarter Balanced Growth - Average Percentage of Target Achieved											
School	Content	2018-19		2020-21		2021-22		2022-23		2023-24	
		ALL	HNS	ALL	HNS	ALL	HNS	ALL	HNS	ALL	HNS
Mill Hill School	ELA	60.80%	42.30%			90.40%	82.10%	71.00%	67.40%	68.00%	73.10%
Mill Hill School	Math	71.70%	61.60%			87.00%	80.20%	70.80%	62.70%	75.40%	73.50%

School	Grade	Content	2018-19		2020-21		2021-22		2022-23		2023-24	
			% Proficient		% Proficient		% Proficient		% Proficient		% Proficient	
			ALL	HNS	ALL	HNS	ALL	HNS	ALL	HNS	ALL	HNS
Mill Hill School	5	Science	78.72	36.36	70.32	42.11	68.52	23.53	79.40	27.27	76.32	39.13

NWEA - % Proficient (61st Percentile & Above)				
2023-24 (Spring Assessment)				
School	Grade	Content	% Proficient	
			ALL	SPED & / or LEP
Mill Hill School	4	ELA	66%	25%
Mill Hill School	5	ELA	60%	6%
Mill Hill School	K	Math	76%	57%
Mill Hill School	1	Math	67%	50%
Mill Hill School	2	Math	65%	50%
Mill Hill School	3	Math	49%	18%
Mill Hill School	4	Math	89%	67%
Mill Hill School	5	Math	70%	31%

2023-2024 Acadience % Proficient			
Grade	Fall	Winter	Spring
Kindergarten	84%	67%	68%
1st	68%	85%	83%
2nd	79%	85%	92%
3rd	86%	86%	72%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	1.7%	2.8%	6%	7.9%	6.5%
High Needs	N/A	N/A	7.1%		11.3%

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

The trend among grade levels is stagnant and inconsistent. Students need a strong foundational skill set to access complex concepts impacting their achievement and performance on Acadience, NWEA, and SBA. To improve growth and achievement, a deeper focus will include the implementation of new curricula and **HMH Into Reading** program, data analysis, looking at student work, SMART goals, and targeted small group instruction with progress monitoring to adjust student instruction. Students will develop stamina and independence throughout instructional time.

SBA - ELA % Proficient	2017 - 2018	2018 - 2019	2020 - 2021	2021 - 2022	2022-2023	2023-2024	Average
All MH All / HNS	76% / 49%	78% / 44%	76% / 54%	82% / 64%	71%/67%	68%/73%	78.5% / NA

School's Goal	Improve literacy outcomes for students.													
SMART Goal	All students will achieve 85% proficiency in ELA as measured by the Smarter Balanced Assessment in June 2025.													
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 administration. <table border="1"> <thead> <tr> <th></th><th>EOY 23 - 24</th><th>24 - 25 Goal</th></tr> </thead> <tbody> <tr> <td>Gr 3</td><td>69%</td><td>80%</td></tr> <tr> <td>Gr 4</td><td>84%</td><td>72%</td></tr> <tr> <td>Gr 5</td><td>84%</td><td>87%</td></tr> </tbody> </table> 55% of all HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 administration.			EOY 23 - 24	24 - 25 Goal	Gr 3	69%	80%	Gr 4	84%	72%	Gr 5	84%	87%
	EOY 23 - 24	24 - 25 Goal												
Gr 3	69%	80%												
Gr 4	84%	72%												
Gr 5	84%	87%												
District Improvement Plan Connection	100% of second grade students will meet or exceed on the end-of-year Acadience benchmark assessment.													

Goal 1 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research-Based Strategy	Increase explicit, systematic targeted whole group and small group instruction.
MOY Results (Expectation/ Reality)	80% of students in grades K-3 (Acadience) and 4-5 (NWEA) will meet or exceed district-determined literacy benchmarks by January 2025.
EOY Results (Expectation/ Reality)	85% of students in grades K-3 (Acadience) and 4-5 (NWEA) meet or exceed district-determined benchmarks by May 2025.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers (General and CLC), Multi Language Teacher
Timeline	August 2024 - June 2025
Resources	Time for purposeful planning (K-2 - Structured Literacy, 3-5 - Word Study/ Vocabulary), professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration, decodable books from various publishers, teacher-led read aloud book, Smarter Balanced Website
Budget Implications	Decodable texts, professional texts, teaching materials (whiteboards, magnets, notebook books), vertical whiteboards

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Share SIP/ Mission with Faculty Introduction and implementation of HMH Into Reading program Review “Looking at Student Work” (LASW) Protocol Analyze spring SBA data and fall district data to identify areas for improvement in Tier 1 Begin MTSS data analysis cycle (Analyze classroom, student work samples - LASW, and universal screening data, identify trends, create SMART goals, planning instruction, implement targeted instruction, progress monitor to increase goals and adjust instruction.) Continue fidelity of implementation of phonics and Structured Literacy components and enhance focus on vocabulary instruction K-2: Heggerty & PA Decodable Text Routine Orthographic Mapping 3-5: Vocabulary Routine Align PD/PLCs to support data analysis cycles, effective instruction, and student achievement of goals	Conduct MTSS data analysis cycle to triangulate winter data to identify areas for student improvement and enrichment in Tier 1 Continued implementation with fidelity of HMH Into Reading program Create student support plans with classroom teachers, instructional specialists, and administrators Adjust School Improvement Plan Continue to align PD/PLCs to support data analysis cycles, effective student instruction and achievement of goals with classroom teachers, instructional specialists, and administrators	Conduct MTSS data analysis cycle to triangulate spring data to identify areas of celebration and continued development Reflection on implementation of HMH Into Reading program to plan goals for 25-26; potential book study to address effective instructional strategies Identify students for continued progress monitoring in the next grade level Create data presentation for faculty upon completion of IAB assessments and district defined benchmarks
Leading Indicators	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1)	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1)	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1)

	Acadience (K-3); Progressing Monitoring (4-5) CORE (K-3) NWEA (3-5) Qualitative Spelling Inventory (1-5) Gr 3-5: IABs - analyze for all students and high needs	Acadience (K-3); Progressing Monitoring (4-5) CORE (K-3) NWEA (3-5) Qualitative Spelling Inventory (1-5) Gr 3-5: IABs - analyze for all students and high needs	Acadience (K-3); Progressing Monitoring (4-5) CORE (K-3) NWEA (3-5) Qualitative Spelling Inventory (1-5) Gr 3-5: IABs - analyze for all students and high needs
Lagging Indicators	K-2: Prior School Year District Benchmark Assessment - analyze for all students and high needs 3-5: Prior School Year SBA ELA Results - analyze for all students and high needs LAS Links	K-2: Prior School Year District Benchmark Assessment - analyze for all students and high needs 3-5: Prior School Year SBA ELA Results - analyze for all students and high needs LAS Links	K-2: District Benchmark Assessment - analyze for all students and high needs 3-5: SBA ELA Results - analyze for all students and high needs LAS Links
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Baseline/BOY ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience ● LAS Links	Subgroup of High Needs performance on indicators: MOY ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience ● LAS Links	Subgroup of High Needs performance on indicators: EOY ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience ● LAS Links

SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

The trend among grade levels is stagnant and has inconsistencies in a downward trend. Students need a strong foundational skill set to access complex concepts impacting their achievement and performance on SBA and NWEA. To improve growth and achievement, a deeper focus will include data analysis, looking at student work, SMART goals, and targeted small group instruction with progress monitoring to adjust student instruction.

SBA - Math % Proficient	2018 - 2019	2020 - 2021	2021 - 2022	2022-2023	2023-2024	Average
All MH All / HNS	76% / 41%	61%/ 43%	77% / 42%	75% / 28%	71%/ N/A	58% / 39%

School's Goal	Increase overall mathematics performance.		
SMART Goal	74% of students overall in grades 3-5 will achieve proficiency on Math SBA in Spring 2025.		
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	70% of students in grades 1 - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.		
	SBA	EOY 23 - 24	24 - 25 Goal
	Gr 3	66%	70%

	Gr 4	79%	70%
	Gr 5	79%	83%
	55% of High Needs Students in grades 1-5 will meet or exceed district (NWEA) benchmarks at the end of the year.		
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.		

Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Consistent implementation of FPS curriculum
MOY Results (Expectation/ Reality)	70% of students in grades 1 - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.
EOY Results (Expectation/ Reality)	74% of students in grades 1 - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Math Resource Teacher, Special Education teachers
Timeline	August 2024 - June 2025
Resources	Time for planning, professional development for all certified staff, building schedule aligned to support mathematics instruction, <i>Building Thinking Classrooms</i>
Budget Implications	Vertical whiteboards, <i>Building Thinking Classrooms</i> book, instructional supplies

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Share SIP/ Mission with Faculty Review “Looking at Student Work” (LASW) Protocol Analyze spring SBA data and fall district data to identify areas for improvement in Tier 1 Begin MTSS data analysis cycle (Analyze classroom, student work samples - LASW, and universal screening data, identify trends, create SMART goals, plan instruction, implement targeted instruction, progress monitor to increase goals, and adjust instruction.) Create teacher support plans for effective instructional practices Continue to implement FPS mathematics curriculum Establish a culture in all classrooms to encourage questioning and student discourse through utilizing strategies from <i>Building Thinking Classrooms</i>	Maintain fidelity of implementation of FPS mathematics curriculum Conduct MTSS data analysis cycle to triangulate winter data to identify a plan for student improvement and enrichment in Tier 1 Create student support plans with classroom teachers, instructional specialists, and administrators Revise/create teacher support plans for effective instructional practices Adjust School Improvement Plan Continue to align PD/PLCs to support data analysis cycles, effective student instruction, and achievement of goals with classroom teachers, instructional specialists, and administrators	Conduct MTSS data analysis cycle to triangulate spring data to identify a plan for student improvement and enrichment in Tier 1 Reflection on implementation of FPS mathematics curriculum to plan goals for 25-26 Present to faculty school-wide data analysis of IABs and NWEA assessments Identify students for continued progress monitoring in the next grade level Create data presentation for faculty upon completion of IAB assessments and district-defined assessments
Leading Indicators	K-5: Math (NWEA) Benchmark - analyze for all students and high-needs	K-5: Math (NWEA) Benchmark - analyze for all students and high-needs	K-5: Math (NWEA) Benchmark - analyze for all students and high-needs

	3-5: IAB Results - analyze for all students and high-needs	Kindergarten: November & January: Number Corners Check-Up Assessments 3-5: IAB Results - analyze for all students and high-needs	Kindergarten: March & May: Number Corners Check-Up Assessments 3-5: IAB Results - analyze for all students and high-needs
Lagging Indicators	K-2: Prior School Year District Benchmark Assessment NWEA (K-5) & SBA (3-5) - analyze for all students and high-needs 3-5: Prior School Year SBA MATH Results	K-2: MOY Benchmark Assessment NWEA (K-5) & SBA (3-5) - analyze for all students and high-needs K-5: Analyze for growth the NWEA Benchmark	K-2: EOY Benchmark Assessment NWEA (K-5) & SBA (3-5) - analyze for all students and high-needs K-5: Analyze for growth the NWEA Benchmark
Equity Goals and Shared Responsibility	Analyze subgroup performance and adjust goals: Baseline/BOY • Gr K-5: NWEA Math • Gr 3-5: IAB • Fact fluency • Number Corner Check-Ins	Analyze subgroup performance and adjust goals: (IAB/NWEA): High Needs: • Gr K-5: NWEA Math • Gr 3-5: IAB • Fact fluency • Number Corner Check-Ins	Analyze subgroup performance and adjust goals: EOY (NWEA): High Needs: • Gr K-5: NWEA Math • Gr 3-5: IAB • Fact fluency • Number Corner Check-Ins

SMART Goal 3

Root Cause Analysis 3 - Based on School Performance

Chronic absenteeism rates have decreased from 2022-2023 compared to the 2023-2024 school year. Please note that Mill Hill acquired the CLC program in 2022-2023 school year, which includes medically fragile profiles, who were absent due to preventative measures and routine medical check ups.

*Past Chronic absenteeism

- 2021-2022: 6%
- 2022-2023: 7.9%
- 2023-2024: 6.5%

Below are results from the Student Climate Survey for grades 3-5:

- Student Climate Q25: Students at my school treat each other with kindness:
 - 2022-2023: 47% Agree or Strongly Agree
 - 2023-2024: 55% Agree or Strongly Agree
- Student Climate Q27: Students at my school are mean to each other:
 - 2022-2023: 33% Agree or Strongly Agree
 - 2023-2024: 37% Agree or Strongly Agree
- Student Climate Q28: Students feel left out:
 - 2022-2023: 53% Agree and Strongly Agree
 - 2023-2024: 47% Agree and Strongly Agree

School's Goal	Our main focus is to create a welcoming and inclusive school community. Through the implementation of school-wide programs, strategies and systems that promote a positive, safe, and engaging school community, chronic absenteeism will decrease and student's reports related to safety, kindness, and inclusivity will increase, as measured by scores on the student climate survey.
SMART Goal	Chronic absenteeism will decrease to 5.0% or less for all students at MHS by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 100% of students identified as chronically absent during the 2023-2024 school year will improve their attendance by 10% by June 2025. 2. 70% of students in grades 3-5 will agree or strongly agree with " <i>Students at my school treat each other with kindness.</i> " by June 2025.

District Improvement Plan Connection	District chronic absenteeism will consistently be below 7.5% for all groups of students by 2027
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Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	CASEL Framework
MOY Results (Expectation/ Reality)	1. 100% of students identified as chronically absent will demonstrate improvement in school attendance. 2. 60% of students in grades 3-5 will agree or strongly agree with <i>“Students at my school treat each other with kindness.”</i> by January 2025.
EOY Results (Expectation/ Reality)	1. Chronic absenteeism will be at 5.0% or less for all students at MHS. 2. 70% of students in grades 3-5 will agree or strongly agree with <i>“Students at my school treat each other with kindness.”</i> by June 2025.
Responsible Individuals	Classroom teachers, specialists, school psychologists, social worker, special education staff, assistant principal, principal
Timeline	September 2024 - June 2025
Resources	Ensure all classrooms have: • CASEL framework • MH mission statement • SOAR classroom expectations, • <i>Everyday Speech</i> (specialists) • <i>MoveThis World Program</i> • Small Group Instruction • SEL classroom lessons from PPS staff • SOAR program resources • Monthly Attendance Team meetings • Monthly School Climate Committee meetings
Budget Implications	Supplies for: SOAR (SOAR tickets, posters, etc), class lessons, calming boxes

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting focusing on SEL goal Review results of the school climate survey and connect to the revised vision/mission of MH with all staff Review Discipline Referrals from 2023-24, share with staff to clarify the difference between an office and classroom behavior Review with staff and students updated SOAR Expectations Review levels of behavioral responses with staff The Attendance Committee will review 2023-24 attendance data and determine if additional contact/support is required for certain families and begin tracking monthly attendance. Share attendance expectations at Open House - attendance policy, truancy and chronic absenteeism Present SIP Goals to families at Open House & PTA meeting Classroom Teacher to create and begin using <i>Communication Logs</i> Conduct MTSS - Behavior meetings	Discuss progress on school climate initiatives at a staff meeting, revise SIP Administer progress monitoring probe to 3-5 students: <i>"Students at my school treat each other with kindness."</i> Attendance Committee will continue to monitor monthly absenteeism rates and contact/meet with families that have missed 10% of the school year at the 100th day and develop a strategy for support Host schoolwide Town Meetings with a focus on SOAR expectations, kindness, and inclusivity Schedule regular School Climate Committee meetings every 4-6 weeks to discuss ongoing concerns around attendance and kindness/inclusivity Conduct MTSS - Behavior meetings	Administer school climate survey to students (3-5) School Climate Survey Host schoolwide Town Meetings reflecting and celebrating SOAR expectations, kindness, and inclusivity throughout the 24-25 school year Run final absenteeism report for the year Attendance Committee will continue to review the year's absenteeism data and contact/meet with families that fall into chronic/truant categories and preliminarily create support plans for next school year Conduct MTSS - Behavior meetings
Leading	Monitoring of chronic absenteeism rates	Monitoring of chronic absenteeism rates	Run the report for chronic absenteeism

Indicators	and data for ALL Student, HNS Review Discipline Referrals from 2023-24 Review DESSA for EOY for students flagged “Need” support	and data for ALL Student, HNS Review Discipline Referrals Review DESSA for MOY for students flagged “Need” support	and calculate rates Review Discipline Referrals Review DESSA for EOY for students flagged “Need” support
Lagging Indicators	Review Behavior MTSS rollover students Review school climate data from 2023-2024 Review former chronic absenteeism data from 2023-2024 school year	Review school climate data from 2023-2024 Review former chronic absenteeism data from 2023-2024 school year	Review school climate data from 2023-2024 Review former chronic absenteeism data from 2023-2024 school year
Equity Goals and Shared Responsibility	Discuss attendance goal with PTA presidents Present SIP goals including attendance and SOAR behavior expectations to PTA and parent community Meet with PTA Presidents and School Climate Committee to discuss school wide kindness initiative Brainstorm needed resources and adjust plan as needed	The Attendance Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs students. Update PTA and parent community on progress towards decreasing chronic absenteeism. Brainstorm needed resources and adjust plan as needed	The Attendance Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs students. Update PTA and parent community on end of year chronic absenteeism. Reflect upon needed resources and plan for 25-26 school year