

MIFFLINBURG ELEMENTARY SCHOOL



2024-2025 SCHOOL-LEVEL PLAN

School-level Planning Team Members:

Mr. James R. Case, Principal
Duane Snayberger, Director of Curriculum and Instruction
Mrs. Lindsay Beck, Title I Intervention Teacher
Mrs. Rachel Dagle, Title I Intervention Teacher
Mrs. Mary Young, Title I Intervention Teacher
Mrs. Lisa DeFacis, Kindergarten Teacher
Mrs. Christine Hackenberg, Kindergarten Teacher
Mrs. Rachel Stroup, Kindergarten Teacher
Miss Isabel Kissinger, Grade 1 Teacher
Mrs. Alex Martz, Grade 1 Teacher
Mrs. Heather Heggenstaller, Grade 2 Teacher
Miss Mackenzie Bilger, Special Education Teacher
Mrs. Bambi Stenglein, Special Education Teacher
Miss Katelynn Walls, Special Education Teacher
Mrs. Amber Ulrich, Parent Representative

Vision: Mifflinburg Elementary - where early learning becomes life-long learning.

Mission: Life-long learning happens through collaboration, inspiration, acceptance, and understanding of all students as individuals.

2023-2024 Data Reflection Statements

1. Nearly 40% of Kindergarten students and 30% of First-Grade students performing well-below or below benchmark on the beginning of the year Acadience Assessment were performing at or above benchmark on the end of the year Acadience Assessment.
2. 84% of Second-Grade students performing at or above benchmark on the beginning of the year Acadience Assessment maintained at or above benchmark performance on the end of year Acadience Assessment.
3. 87% of Kindergarten students were performing at or above benchmark on the end of the year Acadience Assessment.
4. Fluency scores among First-Grade students increased by 15% from middle of the year to end of the year on the Acadience Assessment.

5. Fluency scores among second-grade students performing at or above benchmark on the Acadience Assessment remained the same from beginning of the year to the end of the year.
6. 97% of Second-Grade students performed at or above benchmark level in the area of Retell Quality on the end of the year Acadience Assessment.

2023-2024 Title I Building-Level Goals

Goal #1: By the end of each quarter, every grade-level teacher who teaches math will participate in a SuccessMaker data meeting with the Building Principal and Director of Curriculum and Instruction.

Action Steps:

1. The Director of Curriculum and Instruction and the Building Principal will participate in a SuccessMaker reports review with Savvas (September 11-22).
2. Each teacher will bring their first quarter data to a data meeting and make goal adjustments connected to small group instruction to meet the students' needs (October 16-27).
3. Each teacher will bring their second quarter data to a data meeting and make goal adjustments connected to small group instruction to meet the students' needs (February 1-9).
4. Each teacher will bring their third quarter data to a data meeting and make goal adjustments for students as needed connected to small group instruction to meet the students' needs with documentation for the next school year (May 6-17).

Anticipated Outcome: Students will make one year's worth of growth in SuccessMaker.

Monitoring and Evaluation: Student progress will be monitored during the quarterly data meetings.

Results: Meetings were held with all teachers at the designated points. Teacher data reports were reviewed and action steps for each marking period were completed. The data below shows the progress made by all students.

- 54% of students demonstrated the expected gain in performance
- 90% of all students met the Acceptable Performance Target
- The average ending placement level for students in Kindergarten was 1.12
- The average ending placement level for students in First-Grade was 2.02
- The average ending placement level for students in Second-Grade was 2.80

Goal #2: The Building Principal will work with Title I Reading Specialists on the implementation of the Acadience Online Learning System to assess and monitor all student reading progress throughout the 23-24 school year and identify Tier II and Tier III intervention programs.

Action Steps:

1. The Title I teachers will begin to benchmark all students using Acadience.
2. The Building Principal will meet with the Title I teachers at the conclusion of the first benchmark window to review data.
3. An intervention period will be utilized to provide additional direct instruction to students using Tier II and Tier III intervention programs according to identified deficit areas.
4. The Title I teachers will continue to benchmark students two more times with the groups for intervention changing based on student needs.

Anticipated Outcome: An intervention period will be utilized after each benchmarking to address student needs and Tier II and III intervention programs will be identified.

Monitoring and Evaluation: The Acadience data will be analyzed after each benchmark (three times per school year).

Results: Quarterly meetings were conducted with administration and Title I Reading Specialists to look at all student reading data. Students were identified for progress monitoring if they had an overall composite score that fell in the well-below or below categories. These students were progress monitored by Title I Reading Specialists and Aides weekly.

Diagnostic assessments were given to identify Tier II and Tier III programs to support those students. Dr. Jennifer Collins from PaTTAN conducted data meetings and progress check-ins with administration and Title I Reading Specialists throughout the year.

Goal #3: By the end of the 2023-2024 school year, the number of families participating in activities will increase.

Action Steps:

1. Students will take their Wonders workbook pages home to engage families in the strategies being used in the classroom.
2. The school librarian will collaborate with teachers to hold a family reading club.
3. The school librarian will collaborate with teachers to engage families in activities that will model instructional strategies that they can use at home.
4. The librarian will continue to plan opportunities for the next school year.

Expected Outcome: The number of families participating in activities will increase.

Monitoring and Evaluation: The Librarian will monitor and evaluate each activity using surveys.

Results: The school Librarian completed a family book club activity. Students all received a copy of the book and participated in an evening of events. Mrs. Blough had all families complete a survey form with areas for specific feedback. This information assisted in guiding future family engagement activities.

Mr. Case, Mr. Heggenstaller, and Dr. Mattocks worked with all Title I staff and the ES/IS Librarian to hold the 2nd annual Combined Family Engagement event. Approximately 65 families attend the event, which included a parent training, student activities, and a family word BINGO activity. Feedback from families on the Family Engagement Event increased.

PROPOSED 2024-2025 Title I Building-Level Goals

Goal #1: All teachers will participate in district training on the essential elements of Structured Literacy.

Action Steps:

1. All teachers will participate in a district-wide Structured Literacy Training.
2. Kindergarten teachers will implement an oral language intervention with all students in all classrooms for the first semester.
3. Grade 1 teachers will focus on foundational skill refinement in phonemic awareness, phonological awareness, decoding and encoding for the first semester.
4. First-Grade teachers will complete daily repeated reads with all students the second semester to focus on increasing fluency and prosody.
5. Second-Grade teachers will complete daily repeated reads with all students during the first semester to focus on increasing fluency and prosody.
6. Monthly PLC meetings focusing on Literacy needs will be held with each grade-level.
7. Monthly data meetings will be held to communicate student progress and align interventions to the individual student needs.

Anticipated Outcome: Teachers will demonstrate and increased knowledge base in research-based strategies to increase student achievement in reading.

Monitoring and Evaluation:

- District Training
- Student Engagement Levels
- Differentiated, skill-based instruction
- Coaching
- Administrative Walk-Throughs and fidelity checks

Goal #2: Tiered Interventions will be provided to all students with a focus on both Word Recognition and Language Comprehension Competencies in an effort to increase end of year assessment scores by 15% on the Acadience Assessment.

Action Steps:

1. All students will be screened 3 times a year in the area of reading.
2. All students will be provided with grade-level intervention 30 minutes daily in targeted skill groups.
3. All students will performing well-below or below benchmark on any of the 3 benchmark assessments will receive a diagnostic assessment to target deficit skills.
4. All students performing well-below and below grade-level benchmark on the Acadience assessment will be progress monitored weekly.
5. All students performing at or above grade-level expectations on the Acadience assessment will be progress monitored 2 times per marking period to ensure growth and achievement level are continuing to grow.

Anticipated Outcome: Each grade-level will demonstrate a 15% increase in overall achievement on the end of the year Acadience Assessment from 2024 to 2025.

Monitoring and Evaluation:

- Acadience Benchmark Assessments
- Diagnostic Assessments
- Progress Monitoring of students
- Teacher Training

Goal #3: Parents will be invited to training opportunities 3 times throughout the 2024-2025 school year to increase their knowledge-level on research-based practices to increase their level of comfortability in providing assistance their children at home.

Action Step:

1. Parents/Guardians will be invited to participate in 3 training opportunities throughout the year focusing on foundational and knowledge-based competencies in the area of reading.
2. Tools and resources will be provided to families at the training sessions.
3. All training opportunities will be completed by April 2025.
4. Paper and electronic invitations will be sent to all families 2 weeks prior to each event.

Expected Outcome: The number of families participating in training activities will increase.

Monitoring and Evaluation:

- Family Participation
- School Communication

- Parent/Guardian Survey

Goal #4: Each grade-level teacher who teaches Mathematics and the building-level Learning Support Teacher will participate in individual, Quarterly SuccessMaker data meetings with the Building Principal.

Action Steps:

1. The Building Principal will participate in a SuccessMaker reports review with Savvas in September 2024.
2. Each teacher will bring their third quarter data to a data meeting and complete the Data Analysis Sheet to analyze grade-level, classroom, and individual student data in an effort to identify both skill advancements and deficits to adjust and enhance instructional practices based on the identified areas. (October 2024).
3. Each teacher will bring their third quarter data to a data meeting and complete the Data Analysis Sheet to analyze grade-level, classroom, and individual student data in an effort to identify both skill advancements and deficits to adjust and enhance instructional practices based on the identified areas. (February 2025).
4. Each teacher will bring their third quarter data to a data meeting and complete the Data Analysis Sheet to analyze grade-level, classroom, and individual student data in an effort to identify both skill advancements and deficits to adjust and enhance instructional practices based on the identified areas. (May 2025)

Anticipated Outcome: Students will progress through grade-level skills while demonstrating skill mastery and growth in the SuccessMaker program.

Monitoring and Evaluation: Student progress will be monitored during the quarterly data meetings using the SuccessMaker reports and School Data Analysis Sheet.