MILL HALL EL SCH

210 Kyler Ave

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Preparing citizens for the challenges and opportunities of the future. We are committed to developing lifelong learners who are adaptable, resilient, productive, and of high moral character. We believe that each child deserves: 1. Equitable Access to Rigorous Curriculum and Effective Instruction; 2. To Become Critical Thinking and Solution-Focused Learners; 3. A Safe, Healthy, and Inclusive Culture; 4. High Expectations and Support for All; 5. Engaged and Empowered Community and Families; 6. Policies and Procedures that Promote Learning and Leadership; 7. High Expectations/High Support; Customer Service.

STEERING COMMITTEE

Name	Position	Building/Group
Amy Breon	Principal	Mill Hall Elementary School
Ashley Crawford	Education Specialist	Mill Hall Elementary School
Stephanie Zerby	Education Specialist	Mill Hall Elementary School
Jenna Packech	Teacher	Mill Hall Elementary School
Ashley Sparrow	Parent	Mill Hall Elementary School
Jodi Reeder	Teacher	Mill Hall Elementary School
Joy Baney	Paraprofessional	Mill Hall Elementary School
Megan Hull	District Level Leaders	Keystone Central School District
Dr. Jacquelyn Martin	Chief School Administrator	Keystone Central School District
Tracy Smith	Board Member	Keystone Central School Board President
Reverend Craig Cross	Community Member	Local Pastor

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We see that our students have a high degree of need in ELA. The concerns we are seeing in 1st grade are leading to a decline in ELA scores for Grades 3 and 4. A focus on PLCs and Data Team meetings throughout the year is a key priority for our building.	English Language Arts
We see that our students have a high degree of need in mathematics. A focus on PLCs and Data Team meetings and continued focus on the new Bridges math program throughout the year is a key priority for our building. for (K-4) in Math.	Mathematics
Use MTSS process (behavior, attendance, academics) to grow students using tiered supports.	Essential Practices 3: Provide Student-Centered Support Systems Parent and family engagement Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
MTSS for ELA

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grade 3 ELA	The average RIT growth of at least 60% of 2023-2024 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2023-2024 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of ELA.
Parent and Family Engagement	Our goal is to engage 100% of our families in some form of involvement in their child's education by utilizing a variety of formats for communication, including in-person author visits, monthly S'More Newsletters, communication apps, and community shared reading activities. Communication with families is a key component in the MTSS process to improve behavior, attendance and academics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading	2023-08-30 - 2024-06-07	Building Principal; Instructional Coach; 2FTE Interventionists;1Title Associate	ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers salary and benefits for 2 Interventionists $192,605.96 and Title Associate-$64907.04; Alan St. Jean, Author Writing Olympics ($2500), Subscription to Zoom ($100), Smore ($120), Bloomz (or communication tool), SWIS; 1 Book 1 School and supplies for Parent/Family engagement($500)

Anticipated Outcome

Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.

Monitoring/Evaluation

We will monitor progress toward ELA growth through discussion of lessons and instructional outcomes during weekly PLCs (coaches,

interventionists, Title I para, principal, grade level teachers), through analysis of progress monitoring and benchmarking data at data team meetings every 6 weeks (coaches, interventionists, Title I para, principal, grade level teachers), and assessing how many students move from Tier 3 to Tier 2 and from Tier 2 to Tier 1 at tier determination meetings every 6 weeks (coach, principal, interventionist); meetings will have agendas, notes and sign-ins; principal walk throughs (at least 2 per week) will be documented in PA-ETEP system

Evidence-based Strategy
MTSS for Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grade 3 Mathematics	The average RIT growth of at least 60% of 2023-2024 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2023-2024 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.
Parent and Family Engagement	Our goal is to engage 100% of our families in some form of involvement in their child's education by utilizing a variety of formats for communication, including in-person author visits, monthly S'More Newsletters, communication apps, and community shared reading activities. Communication with families is a key component in the MTSS process to improve behavior, attendance and academics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue Implementation of a Tier 1	2023-08-30 -	Building Principal;	Bridges intervention materials; (2

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data	2024-06-07	Instructional Coach; 2FTE Interventionists;Title Associate, Math DPL	Interventionists $192,605.96 and Title Associate- $64907.04 [this accounts for $257,513 of the allocated $260,733 for Mill Hall])

Anticipated Outcome

Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.

Monitoring/Evaluation

We will monitor progress toward Math growth through discussion of lessons and instructional outcomes during weekly PLCs (coaches, interventionists, Title I para, principal, grade level teachers), through analysis of progress monitoring and benchmarking data at data team meetings every 6 weeks (coaches, interventionists, Title I para, principal, grade level teachers), and assessing how many students move from Tier 3 to Tier 2 and from Tier 2 to Tier 1 at tier determination meetings every 6 weeks (coach, principal, interventionist); meetings will have agendas, notes and sign-ins; principal walk throughs (at least 2 per week) will be documented in PA-ETEP system

Evidence-based Strategy

Schoolwide Positive Behavioral Interventions and Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS Model for Behavior and Social/Emotional Growth	Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 4% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.
Parent and Family Engagement	Our goal is to engage 100% of our families in some form of involvement in their child's education by utilizing a variety of formats for communication, including in-person author visits, monthly S'More Newsletters, communication apps, and community shared reading activities. Communication with families is a key component in the MTSS process to improve behavior, attendance and academics.
Attendance	90% of Mill Hall K-4 students will be present 90% of the 2023-2024 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Tier 1, 2 and 3 Behavior Support Systems (including PBIS Restorative Practices) and communicate clearly with families, while providing students with content rich positive schoolwide activities to celebrate successes in student behavior initiatives.	2023-08-30 - 2024-06-07	Christina Manning, Student Services; Kelly Swartwood (Pattan Support); new behavioral support specialist, building counselor, building principal	Subscription to Zoom ($100), Smore ($120), Bloomz (or communication tool), SWIS; Author visits by Alan St. Jean for Writing Olympics to focus on SEL topics in writing and share with families ($2500); 1 Book/1 School and supplies $500
Hold SAIC meetings with family members for students who have acquired 3 or more UNL absences.	2023-08-30 - 2024-06-07	Principal, counselor	SAIC template, teachers to serve as Check and Connect mentors, including interventionists and para professionals as well as all adults in the building;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			Zoom and S'more accounts to clearly communicate with families.

Anticipated Outcome

Student behavior will improve with family communication and cooperation in addition to use of system of positive behavioral supports for students throughout entire building.

Monitoring/Evaluation

Analysis of SWIS data at least monthly (counselor, principal) using generated reports; sharing of the data with the students and teachers monthly (counselor, teachers and principal)

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).

Chief School Administrator	Dr. Jacquelyn Martin	2023-08-07
School Improvement Facilitator Signature		
Building Principal Signature	Amy S. Breon	2023-08-06

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Grade 3 and 4 Spring 2022 scores 5% points higher than District average in ELA	2021-2022 School Average for Prof/Adv in Math dropped 13.1% points from Spring 2021
Grade 3 and 4 Spring 2022 scores 13% points higher than District average in Math	2021-2022 School Average for Prof/Adv in ELA dropped 8.5% points from Spring 2021
Grade 4 Spring 2022 scores 17% points higher than District average in Science	2021-2022 School Average for Prof/Adv in Science dropped 7.8% points from Spring 2021
All student group meets regular attendance performing standard	A decline in the percent proficient/advanced in ELA over the last 3 PSSA testing opportunities in All Student (60.5, 54.1, 51.4%), White (60.5, 55.6, 53.3%), and Economically Disadvantaged (49.4, 42.7, 38.5%).
2022- The Economically Disadvantaged subgroup continues to advance in proficiency each year on local assessments.	Our challenge will be to maintain 100% of students completing Career Readiness benchmark indicators.
2023 - Kindergarten showed significant growth on local assessments, and 2022-2023 Kindergarten is comprised of 27 out of 53 students (51%) in the economically disadvantaged subgroup.	Implement evidence-based strategies to engage families to support learning.
For PSSA, our 4th grade scores are above the statewide average.	Identify and address individual student learning needs.
100% Career Benchmark Met	2022-2023 The ELA and Math scores for the disabilities group were representative of a decrease in performance from the
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially,	

Strengths	Challenges
emotionally, intellectually and physically.	previous school year
Implement a multi-tiered system of supports for academics and behavior.	Our greatest challenge is that we do not have a data source to progress monitor Science progress.
100% of the students submitted their Career Readiness indicators.	Family and parent engagement is key to academic and behavioral success.
Our students with disabilities showed an increase in % Proficient/Advanced by going from 10% in 2021 to 23.8% in 2022 due to new instructional expectations.	All student, white, economically disadvantaged and students with disabilities groups are all showing a downward trend in their percentage Proficient/Advanced in math over the last 3 testing cycles of PSSA.
Students with disabilities are not dropping at as fast of a rate as the state average, white, economically disadvantaged groups.	2022-2023 English Language Learners continue to fall behind the all student group in the areas of ELA and math.
	2022-2023 Students with disabilities continue to fall behind the all student group in the areas of ELA and math.
	Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.

Most Notable Observations/Patterns

Data prior to 2021 is not relevant to decision making at this time.

Challenges	Discussion Point	Priority for Planning
Family and parent engagement is key to academic and behavioral success.	Using communication tools such as Zoom, S'More newsletter application, Bloomz and PBIS Rewards will be part of a Family Communication Plan. Author visits and activities will engage families in reading and writing events.	
A decline in the percent proficient/advanced in ELA over the last 3 PSSA testing opportunities in All Student (60.5, 54.1, 51.4%), White (60.5, 55.6, 53.3%), and Economically Disadvantaged (49.4, 42.7, 38.5%).	We see that our students have a high degree of need. The concerns we are seeing in 1st grade are leading to a decline in ELA scores for Grades 3 and 4. A focus on PLCs and Data Team meetings throughout the year is a key priority for our building.	✓
All student, white, economically disadvantaged and students with disabilities groups are all showing a downward trend in their percentage Proficient/Advanced in math over the last 3 testing cycles of PSSA.	We see that our students have a high degree of need. This can lead to SPM plans, intervention plans and services being targeted to these grade levels (K-4) in Math.	✓
Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.	Using the MTSS process for academics, behavior and attendance will lead to identification of students with need and providing interventions to ultimately help increase student achievement	✓

ADDENDUM B: ACTION PLAN

Action Plan: MTSS for ELA

Action Steps	Anticipated Start/Completion Date
Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading	08/30/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
We will monitor progress toward ELA growth through discussion of lessons and instructional outcomes during weekly PLCs (coaches, interventionists, Title I para, principal, grade level teachers), through analysis of progress monitoring and benchmarking data at data team meetings every 6 weeks (coaches, interventionists, Title I para, principal, grade level teachers), and assessing how many students move from Tier 3 to Tier 2 and from Tier 2 to Tier 1 at tier determination meetings every 6 weeks (coach, principal, interventionist); meetings will have agendas, notes and sign-ins; principal walk throughs (at least 2 per week) will be documented in PA-ETEP system	Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.

Material/Resources/Supports Needed	PD Step
ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers salary and benefits for 2 Interventionists $192,605.96 and Title Associate- $64907.04; Alan St. Jean, Author Writing Olympics ($2500), Subscription to Zoom ($100), Smore ($120), Bloomz (or communication tool), SWIS; 1 Book 1 School and supplies for Parent/Family engagement($500)	no

Action Plan: MTSS for Math

Action Steps	Anticipated Start/Completion Date
Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data	08/30/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
We will monitor progress toward Math growth through discussion of lessons and instructional outcomes during weekly PLCs (coaches, interventionists, Title I para, principal, grade level teachers), through analysis of progress monitoring and benchmarking data at data team meetings every 6 weeks (coaches, interventionists, Title I para, principal, grade level teachers), and assessing how many students move from Tier 3 to Tier 2 and from Tier 2 to Tier 1 at tier determination meetings every 6 weeks (coach, principal, interventionist); meetings will have agendas, notes and sign-ins; principal walk throughs (at least 2 per week) will be documented in PA-ETEP system	Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.

Material/Resources/Supports Needed	PD Step
Bridges intervention materials; (2 Interventionists $192,605.96 and Title Associate- $64907.04 [this accounts for $257,513 of the allocated $260,733 for Mill Hall])	no

Action Plan: Schoolwide Positive Behavioral Interventions and Supports

Action Steps	Anticipated Start/Completion Date
Implement Tier 1, 2 and 3 Behavior Support Systems (including PBIS Restorative Practices) and communicate clearly with families, while providing students with content rich positive schoolwide activities to celebrate successes in student behavior initiatives.	08/30/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Analysis of SWIS data at least monthly (counselor, principal) using generated reports; sharing of the data with the students and teachers monthly (counselor, teachers and principal)	Student behavior will improve with family communication and cooperation in addition to use of system of positive behavioral supports for students throughout entire building.

Material/Resources/Supports Needed	PD Step
Subscription to Zoom ($100), Smore ($120), Bloomz (or communication tool), SWIS; Author visits by Alan St. Jean for Writing Olympics to focus on SEL topics in writing and share with families ($2500); 1 Book/1 School and supplies $500	

Action Steps	Anticipated Start/Completion Date
Hold SAIC meetings with family members for students who have acquired 3 or more UNL absences.	08/30/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Analysis of SWIS data at least monthly (counselor, principal) using generated reports; sharing of the data with the students and teachers monthly (counselor, teachers and principal)	Student behavior will improve with family communication and cooperation in addition to use of system of positive behavioral supports for students throughout entire building.

Material/Resources/Supports Needed	PD Step
SAIC template, teachers to serve as Check and Connect mentors, including interventionists and para professionals as well as all adults in the building; Zoom and S'more accounts to clearly communicate with families.	

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
LETRS Professional Development Training Year 3	K-4 Teachers	Science of Reading, LETRS Training

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student performance on local assessments	08/30/2023 - 06/07/2024	Megan Hull, Director of Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Math Intervention for Tier 2 and Tier 3 Students	K-4 Teachers	MTSS Math interventions based on the Bridges math program implemented in 2022-2023.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student scores on their pre and post unit assessments	08/30/2023 - 06/07/2024	Megan Hull/Director of Curriculum; Courtney Yourchak/Math DPL

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction	Teaching Diverse Learners in Inclusive Settings

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Board meeting June 15, 2023	School Improvement Plan	In-person	School board members & public	23-24 school year