Mill Hall El Sch
TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Mill Hall El Sch		110183602
Address 1		
210 Kyler Ave		
Address 2		
City	**State**	**Zip Code**
Mill Hall	PA	17751
Chief School Administrator		**Chief School Administrator Email**
Dr Francis Redmon		fredmon@kcsd.k12.pa.us
Principal Name		
Dr. Amy Breon		
Principal Email		
abreon@kcsd.k12.pa.us		
Principal Phone Number		**Principal Extension**
570-893-4900		2916
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Megan		mhull@kcsd.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Amy Breon	Principal	Mill Hall Elementary School	abreon@kcsd.k12.pa.us
Ashley Crawford	Education Specialist	Mill Hall Elementary School	acrawford@kcsd.k12.pa.us
Lindsay Tarantella	Education Specialist	Mill Hall Elementary School	szerby@kcsd.k12.pa.us
Jenna Packech	Teacher	Mill Hall Elementary School	jpackech@kcsd.k12.pa.us
Emily Beaver	Parent	Mill Hall Elementary School	ekc5087@gmail.com
Jodi Reeder	Teacher	Mill Hall Elementary School	jreeder@kcsd.k12.pa.us
Joy Baney	Paraprofessional	Mill Hall Elementary School	jbaney@kcsd.k12.pa.us
Megan Hull	District Level Leaders	Keystone Central School District	mhull@kcsd.k12.pa.us
Dr. Francis Redmon	Chief School Administrator	Keystone Central School District	jmartin@kcsd.k12.pa.us
Elisabeth Lynch	Board Member	School Board Member	elynch@kcsd.k12.pa.us
Reverend Craig Cross	Community Member	Local Pastor	pastorcraigcross@gmail.com

Vision for Learning

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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**True** 1	**True** 2	**True** 3	**True** 4	**False** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Grade 4 Spring 2023 PSSA scores 15.9% points higher than District average in ELA	2023 Spring ELA Prof/Adv. 60.3%; State average 54.5%; 2030 goal 81.1%
Grade 4 Spring 2023 scores 22% points higher than District average in Math	2023 Spring Math Prof/Adv. 63.5%; State average 38.3%; 2030 goal 71.8%
Grade 4 Spring 2023 scores 10.2% points higher than District average in Science	2023 Spring Science Prof/Adv. 82.8% vs state average 58.9% and 2030 goal 83%
All student group meets regular attendance performing standard except those with IEPs for the 2022-2023 school year, but Special Education Subgroup for 2023-2024 school year shows an increase in attendance.	92% Regular Attendance; statewide average 85.7%; statewide goal 2030 is 94.1%; Special Education subgroup 2023-2024 attendance is at 92.2%
100% Career Benchmark Met	100% for school Career Benchmark for 2023-2024; Statewide average 89.8%; Statewide goal 2030 is 98%
All student groups exceeded the growth in ELA, Math, and Science for 2023.	100% exceeded for both ELA and Math. 87% exceeded for Science. (Future Ready)

Challenges

Indicator	Comments/Notable Observations
Economically disadvantaged subgroup scored lower in % proficient/advanced target for ELA	2023 data - 37.9% when compared to All student group at 51.3%
2022-2023 School Average for Prof/Adv in ELA dropped from Spring 2022	All student group 48%; Economically Disadvantaged 37.9%; Student with Disabilities 14.3%. - all trending downward for PSSA ELA
2022-2023 Mathematics/Algebra All Student Group	All student group 50.9%; White group 50%; Economically Disadvantaged 39%; Student

Did not Meet Interim Goal/Improvement Target	with Disabilities 19%. - all trending upward even though they did not meet the goal for PSSA Math

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator 2023 - 82.8% Grade 4 Science All student group meets interim goal/improvement target (Future Ready) **ESSA Student Subgroups** White	**Comments/Notable Observations** 2023 - 82.8% All student group Prof/Adv on PSSA Science; All student group statewide average all PSSA grades 54.4%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator ELA Grade 3 and 4 - 51.3% Prof/Adv 2023 **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** % Prof/Adv 2023 dropped compared to previous year's scores for all subgroups: All -51.3%; Economically Disadvantaged -37.9%; IEP - 14.3%
Indicator Math Grade 3 and 4 - 50.9% Prof/Adv 2023 **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** % Prof/Adv 2023 low for subgroups: Economically Disadvantaged -37%; IEP - 19%

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Grade 3 and 4 Spring 2023 scores higher than District average in ELA
Grade 3 and 4 Spring 2023 scores higher than District average in Math

Grade 4 Spring 2023 scores higher than District and state average in Science
All student group meets regular attendance performing standard; increase in Special Education subgroup attendance for 2023-2024 school year to 92.2%.
100% Career Benchmark Met

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

% Prof/Adv 2023 PSSA Math low for subgroups: Economically Disadvantaged -37%; IEP - 19%
% Prof/Adv 2023 PSSA ELA dropped compared to previous year's scores for all subgroups: All -51.3%; Economically Disadvantaged -37.9%; IEP - 14.3%.
School Average for Prof/Adv in PSSA Science below basic group starting to plateau

Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP Data ELA	Fall to Spring Achievement Status and Growth Summary Report for ELA for grades 3-4
*ELA All Student Group Exceeds the Standard Demonstrating Growth	Student Growth data from PSSA correlates with local ELA data showing student growth
Acadience ELA	Fall to Spring 2023-2024 Benchmark Overview of Reading Composite Scores for ELA grades K-2 : K 36% to 75%, 1st 69% to 55%, 2nd 49% to 47%

English Language Arts Summary

Strengths

2023-2024 Kindergarten students went from Acadience Benchmark Composite scores of 36% in the fall to 75% of students at or above benchmark by May 2024.

Challenges

A decline in the percent of students meeting benchmark in 1st and 2nd grade on the May Acadience Benchmark Composite in ELA (1st 69% to 55%, 2nd 49% to 47%)

Mathematics

Data	Comments/Notable Observations
*Percent Proficient or Advanced in Math 2022	PSSA aligns with local data to show that we are not meeting the target for % Adv/Proficient
Math Standard Demonstrating Growth	It shows we are meeting the growth standard, but all of the trajectory of the performance is showing a downward trend, and we are wondering about the validity of the information for this measure.
Acadience Math K-2	Kindergarten Fall 42% to Spring 37% 1st grade Fall 54% to Spring 59% 2nd grade Fall 67% to Spring 38%
MAPs Mathematics Grades 3-4 - students meeting projected growth from Fall 2023 to Spring 2024	65.8% of students met projected growth for math in grade 3 79.8% of students met projected growth for math in grade 4

Mathematics Summary

Strengths

79.8% of students in 4th grade met projected growth for math according to NWEA MAP Achievement Status and Growth report.

Challenges

Acadience end of year composite scores show a decline in the percentage of students reaching end of year benchmarks in mathematics for Kindergarten and 2nd grade: Kindergarten Fall 42% to Spring 37%; 2nd grade Fall 67% to Spring 38%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science	We do not have a data source to measure Science, Technology and Engineering Education at the elementary level.

Science, Technology, and Engineering Education Summary

Strengths

For PSSA, our 4th grade scores are above the statewide average.

Challenges

Our greatest challenge is that we do not have a data source to progress monitor Science progress.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of the students submitted their Career Readiness indicators.	Our plan has been successful for Career Readiness.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% of the students submitted their Career Readiness indicators.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Our challenge will be to maintain 100% of students completing Career Readiness benchmark indicators.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Acadience	Grades K-2 English language learners are below proficiency in ELA.
MAP	3rd grade English language learners are below proficiency in ELA and Math; 4th grade English language learners are below proficiency in ELA and Math.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Acadience	Grades K-2 Students with disabilities are below proficiency in ELA.
Acadience	Grades K-2 Students with disabilities are below proficiency in Math.
MAP	3rd grade Students with disabilities are below proficiency in ELA and Math; 4th grade Students with disabilities are below proficiency in ELA and Math.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Acadience	Grades K-2 Students considered economically disadvantaged are below proficiency in ELA.
MAP	Grades 3-4 Students considered economically disadvantaged are below proficiency in ELA.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

2023-2024- The Economically Disadvantaged subgroup continues to advance in proficiency each year on local assessments.
2023-2024 - Kindergarten showed significant growth on local assessments, and Kindergarten is comprised of 27 out of 53 students (51%) in the economically disadvantaged subgroup.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

2023-2024 The ELA and Math scores for the disabilities group were representative of a decrease in performance from the previous school year
2023-2024 English Language Learners continue to fall behind the all student group in the areas of ELA and math.
2023-2024 Students with disabilities continue to fall behind the all student group in the areas of ELA and math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement a multi-tiered system of supports for academics and behavior.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement evidence-based strategies to engage families to support learning.
Identify and address individual student learning needs.
Family and parent engagement is key to academic and behavioral success.
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.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Grade 3 and 4 Spring 2023 scores higher than District average in ELA	False
Grade 3 and 4 Spring 2023 scores higher than District average in Math	False
2023-2024 Kindergarten students went from Acadience Benchmark Composite scores of 36% in the fall to 75% of students at or above benchmark by May 2024.	False
Grade 4 Spring 2023 scores higher than District and state average in Science	False
All student group meets regular attendance performing standard; increase in Special Education subgroup attendance for 2023-2024 school year to 92.2%.	False
79.8% of students in 4th grade met projected growth for math according to NWEA MAP Achievement Status and Growth report.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implement a multi-tiered system of supports for academics and behavior.	True
2023-2024 - Kindergarten showed significant growth on local assessments, and Kindergarten is comprised of 27 out of 53 students (51%) in the economically disadvantaged subgroup.	False
For PSSA, our 4th grade scores are above the statewide average.	False
2023-2024- The Economically Disadvantaged subgroup continues to advance in proficiency each year on local assessments.	False
100% Career Benchmark Met	False
100% of the students submitted their Career Readiness indicators.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
% Prof/Adv 2023 PSSA Math low for subgroups: Economically Disadvantaged -37%; IEP - 19%	False
% Prof/Adv 2023 PSSA ELA dropped compared to previous year's scores for all subgroups: All -51.3%; Economically Disadvantaged -37.9%; IEP - 14.3%.	False

School Average for Prof/Adv in PSSA Science below basic group starting to plateau	False
Acadience end of year composite scores show a decline in the percentage of students reaching end of year benchmarks in mathematics for Kindergarten and 2nd grade: Kindergarten Fall 42% to Spring 37%; 2nd grade Fall 67% to Spring 38%	True
A decline in the percent of students meeting benchmark in 1st and 2nd grade on the May Acadience Benchmark Composite in ELA (1st 69% to 55%, 2nd 49% to 47%)	True
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.	True
Our challenge will be to maintain 100% of students completing Career Readiness benchmark indicators.	False
Our greatest challenge is that we do not have a data source to progress monitor Science progress.	False
2023-2024 The ELA and Math scores for the disabilities group were representative of a decrease in performance from the previous school year	False
Implement evidence-based strategies to engage families to support learning.	False
Identify and address individual student learning needs.	False
Family and parent engagement is key to academic and behavioral success.	True
2023-2024 English Language Learners continue to fall behind the all student group in the areas of ELA and math.	False
2023-2024 Students with disabilities continue to fall behind the all student group in the areas of ELA and math.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Data prior to 2021 is not relevant to decision making at this time. We are missing a data source for Science to support monitoring of growth throughout the school year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Acadience end of year composite scores show a decline in the percentage of students reaching end of year benchmarks in mathematics for Kindergarten and 2nd grade: Kindergarten Fall 42% to Spring 37%; 2nd grade Fall 67% to Spring 38%	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.	True
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	True
Family and parent engagement is key to academic and behavioral success.	Using communication tools such as Zoom, S'More newsletter application, Class Dojo and PBIS Rewards will be part of a Family Communication Plan. Author visits and activities will engage families in reading and writing events.	True
A decline in the percent of students meeting benchmark in 1st and 2nd grade on the May Acadience Benchmark Composite in ELA (1st 69% to 55%, 2nd 49% to 47%)	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.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Family support and communication is vital to student success.
Implement a multi-tiered system of supports for academics and behavior.	As a school we are ready to move forward into the MTSS model in mathematics, ELA and continue our pursuit of Tier 3 PBIS.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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.
	Use MTSS process (behavior, attendance, academics) to grow students using tiered supports.
	We need to engage families in reading and writing events to support student growth and development outside of the school environment and build educational partnerships with families.
	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.

Goal Setting

Priority: 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.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of ELA.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline 24-25 MAP ELA RIT scores.	Data team review of student ELA progress using local assessments. At least 60% of students are in Tier 1 instruction.	Look at growth from Winter ELA MAP assessments, meet to determine which students need additional intervention. At least 60% of students are in Tier 1 instruction.	At least 60% of all 3rd grade students meet or exceed projected growth as measured in NWEA MAP assessment in ELA.

Priority: 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.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 Mathematics			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline 24-25 MAP Math RIT	Data team review of student progress in Math using local assessments. At least 60% of students are in Tier 1	Look at growth from Winter Math MAP assessments, meet to determine which students need additional intervention. At least 60% of	At least 60% of all 3rd grade students meet or exceed projected growth as measured in NWEA MAP

scores.	instruction.	students are in Tier 1 instruction.	assessment in Math

Priority: Use MTSS process (behavior, attendance, academics) to grow students using tiered supports.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
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.			
Measurable Goal Nickname (35 Character Max)			
MTSS Model for Behavior and Social/Emotional Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Put behavioral supports in place for students who had more than 5 major SWIS referrals in 2023-2024.	Review SWIS data to determine areas in need of improvement and students in need of support.	Review SWIS data to determine areas in need of improvement and students in need of support.	Determine if the school met the goal of less than 3% of all students in the building having more than 10 SWIS referrals for major/physical aggression incidents.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
90% of Mill Hall K-4 students will be present 90% of the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Monitor attendance at the end of the 1st marking period and communicate with families about the importance of regular attendance. Hold School Attendance Improvement Conferences for families whose children meet the criteria.	Monitor attendance at the end of the 2nd marking period and communicate with families about the importance of regular attendance. Hold School Attendance Improvement Conferences for families whose children meet the criteria.	Monitor attendance at the end of the 3rd marking period and communicate with families about the importance of regular attendance. Hold School Attendance Improvement Conferences for families whose children meet the criteria.	Monitor attendance at the end of the 4th marking period and communicate with families about the importance of regular attendance.

Priority: We need to engage families in reading and writing events to support student growth and development outside of the school environment and build educational partnerships with families.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
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.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Host the Fall Open House and make sure all families that attend are connected to our communication app.	Check with teachers to verify they have had some form of communication with all families.	Check with teachers to verify they have had some form of communication with all families.	Verify that 100% of families have been in communication with the school.

Action Plan

Measurable Goals

Grade 3 ELA	Grade 3 Mathematics
Attendance	MTSS Model for Behavior and Social/Emotional Growth
Parent and Family Engagement	

Action Plan For: MTSS for ELA

Measurable Goals:
• The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of ELA. • 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 Date**	
Continue to implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading; implement CKLA program to refine ELA instruction and meet needs of all students (growth for all subgroups)		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal; Instructional Coach; 2FTE Interventionists; Title I Associate	New CLKA ELA program; ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers salary and benefits for 2 Interventionists and Title Associate- ($118201 + $65170) and a percentage of SZerby Interventionist ($73583); Alan St. Jean, Author Writing Olympics ($2500), Subscription to Zoom (KCSD), Smore (KCSD), ClassDojo (or communication tool), SWIS; 1 Book 1 School and supplies for Parent/Family engagement($1123)	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	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

Action Plan For: MTSS Math

Measurable Goals:
• 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. • The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.

Action Step		**Anticipated Start/Completion Date**	
Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal; Instructional Coach; 2FTE Interventionists;Title Associate, Math DPL	Bridges intervention materials; (Title I grant covers salary and benefits for 2 Interventionists and Title Associate- ($118201 + $65170) and a percentage of SZerby Interventionist ($73583) [additional funds from KCSD will cover the remainder of the salary and benefits]; Alan St. Jean, Author Writing Olympics ($2500), Subscription to Zoom (KCSD), Smore (KCSD), ClassDojo (or communication tool), SWIS; 1 Book 1 School and supplies for Parent/Family engagement($1123)	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	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

Action Plan For: Schoolwide Positive Behavioral Interventions and Supports

Measurable Goals:
• 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. • 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. • 90% of Mill Hall K-4 students will be present 90% of the 2024-2025 school year.

Action Step		**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.		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director of Student Services; Kelly Swartwood (Pattan Support); new behavioral support specialist, building counselor, building principal	Subscription to Zoom (KCSD), Smore (KCSD), Class Dojo (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 parent/family supplies $2813	No	
Action Step		**Anticipated Start/Completion Date**	
Hold SAIC meetings with family members for students who have acquired 3 or more UNL absences.		2024-08-28	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, counselor	SAIC template, teachers to serve as Check and Connect mentors, including interventionists and para professionals (Title I grant covers salary and benefits for 2 Interventionists and Title Associate- ($118201 + $65170) and a percentage of SZerby Interventionist ($73583) [additional funds from KCSD will cover the remainder of the salary and benefits]) as well as all adults in the building; Zoom and S'more	No	

	accounts to clearly communicate with families.		

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Student behavior will improve with family communication and cooperation in addition to use of system of positive behavioral supports for students throughout entire building.	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)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• MTSS for ELA • MTSS Math • Schoolwide Positive Behavioral Interventions and Supports	Title I Interventionists (1.5FTE) and Title I Building Associate [salaries ($118201) and benefits ($65170) (portion of SZ salary and benefits paid by KCSD $73583.9 - approx. 59% of her total which is $124,831))	222863
Other Expenditures	• MTSS for ELA • MTSS Math • Schoolwide Positive Behavioral Interventions and Supports	One Book One School books and supplies for parents/families as needed to carry out the plan (to be supplemented by KCSD and PTO as needed)	1123
Other Expenditures	• MTSS for ELA • Schoolwide Positive Behavioral Interventions and Supports	Alan St Jean Writing Olympics (supplemented by KCSD or PTO if needed)	2500.00
Total Expenditures			226486

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS for ELA	Continue to implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading; implement CKLA program to refine ELA instruction and meet needs of all students (growth for all subgroups)

Implementation of CKLA

Action Step		
• Continue to implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading; implement CKLA program to refine ELA instruction and meet needs of all students (growth for all subgroups)		
Audience		
Teachers		
Topics to be Included		
Introducing and implementing new program - CKLA		
Evidence of Learning		
Student progress on program unit assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum, Instructional Coaches, Interventionists	2024-08-28	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	weekly
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
• KCSD24-25BoardAffirmationStatement.pdf

Chief School Administrator	Date
Francis Redmon	2024-06-26
Building Principal Signature	**Date**
Amy Breon	2024-06-07
School Improvement Facilitator Signature	**Date**
Megan Hull	2024-06-26