

Millville Area El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Millville Elementary School		116195004
Address 1		
370 E Battin Lane		
Address 2		
City	State	Zip Code
Millville	PA	17846
Chief School Administrator		Chief School Administrator Email
Joseph Rasmus		jrasmus@millsd.us
Principal Name		
Brandon Gordner		
Principal Email		
bgordner@millsd.us		
Principal Phone Number		Principal Extension
5704585538		1002
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dee Davis	Director of Student Services	Millville Area School District	davisd@millsd.us
Brandon Gordner	Principal	Millville Area School District	bgordner@millsd.us
Aimee Diehl	Title 1 Teacher	Millville Area School District	diehla@millsd.us
Emily Milheim	Parent	Millville Elementary School	em.milheim90@gmail.com
Nevin Iliev	Education Specialist	Millville Area School District	ilievn@millsd.us
Alexa Longacre	District Level Leaders	Millville Area School District	alongacre@millsd.us
Joseph Rasmus	Chief School Administrator	Millville Area School District	jrasmus@millsd.us
Maggie Manning	Community Member	Little Fishing Creak Area Swimming Pool Board Member	magrit@hotmail.com

Vision for Learning

Vision for Learning

The current vision statement for the Millville Area School District . VISION - For all students to achieve and succeed in an ever-changing world

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	True 5	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
School Attendance	School Attendance meets or succeeds the state level.
Mathematics	All student groups exceed the standard demonstrating growth.
English Language Arts / Literature	All student groups meet the standard demonstrating growth.
Science	All student groups meet the interim goal / improvement target.

Challenges

Indicator	Comments/Notable Observations
English Language Arts / Literature	All student groups did not meet interim goal / improvement target.
Mathematics	All student groups did not meet interim goal / improvement target.
Economically Disadvantage	Overall scores for Math and ELA decreased from the 22-23 school year to the 23-24 school year on PSSAs.

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

Strengths

Indicator Mathematics ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with disabilities had an increase in performance from the previous year.
Indicator Mathematics ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students had an increase in performance from the previous year.
Indicator English Language Arts / Literature ESSA Student Subgroups	Comments/Notable Observations Students with disabilities had an increase in performance from the previous year.

Students with Disabilities	
Indicator Science ESSA Student Subgroups White	Comments/Notable Observations Our white subgroup meets or exceeds interim target.

Challenges

Indicator English Language Arts / Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students did not meet the statewide goal / interim target and had a decrease in performance from the previous year.
Indicator Mathematics ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students did not meet the statewide goal / interim target and had a decrease in performance from the previous year.
Indicator Mathematics ESSA Student Subgroups White	Comments/Notable Observations Our white subgroup is not meeting the statewide / interim goal. There was a decrease in performance from the previous school year.
Indicator Science ESSA Student Subgroups White	Comments/Notable Observations Our white subgroup has met the statewide / interim goal, however there was a decrease in performance from the previous school year.

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.

Student Attendance
All student groups exceed the standard demonstrating growth in Mathematics.
Students with disabilities had an increase in performance from the previous year in Mathematics.
Students with disabilities had an increase in performance from the previous year in ELA.
All student groups meet the standard demonstrating growth in ELA.

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.

Economically Disadvantaged students did not meet the statewide goal / interim target and had a decrease in performance for ELA from the previous year.
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Economically Disadvantaged students did not meet the statewide goal / interim target and had a decrease in performance for Math from the previous year.

All student groups did not meet interim goal / improvement target for Mathematics.
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All student groups did not meet interim goal / improvement target in ELA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
First grade students grew from 41% at or above benchmark standards on the beginning of the year Acadience Assessment to 78% at or above benchmark standards at the end of the 23-24 school year.	Benchmark assessments are given three times a year, fall, winter, and spring. Students not on benchmark are progressed monitored on a more frequent basis. Data teams meet to discuss results and individual plans for intervention.
Third grade students grew from 56% at or above benchmark standards on the beginning of the year Acadience Assessment to 79% at or above benchmark standards at the end of the 23-24 school year.	Benchmark assessments are given three times a year, fall, winter, and spring. Students not on benchmark are progressed monitored on a more frequent basis. Data teams meet to discuss results and individual plans for intervention.
Forth grade students grew from 62% at or above benchmark standards on the beginning of the year Acadience Assessment to 68% at or above benchmark standards at the end of the 23-24 school year.	Benchmark assessments are given three times a year, fall, winter, and spring. Students not on benchmark are progressed monitored on a more frequent basis. Data teams meet to discuss results and individual plans for intervention.
The percentage of students below or well below benchmark increased by 4% for oral reading fluency from the beginning of the year benchmark to the end of the year benchmark.	Benchmark assessments are given three times a year, fall, winter, and spring. Students not on benchmark are progressed monitored on a more frequent basis. Data teams meet to discuss results and individual plans for intervention.

English Language Arts Summary

Strengths

The district maintains two reading interventionists who provide tiered support based on student needs.

Challenges

To create a schedule that provides intervention time with fidelity for all grade levels.

Mathematics

Data	Comments/Notable Observations
At the end of the 23-24 school year, 60% of kindergarten students met the mastery target for all skills in Spring Math Intervention.	All Kindergarten students receive 30 minutes of math intervention daily. Teachers indicate difficulty completing 30 minutes of intervention time with fidelity due to time constraints with the current schedule.
At the end of the 23-24 school year, 57% of 5th Grade students met the mastery target for all skills in Spring Math Intervention.	All 5th Grade students receive 30 minutes of math intervention daily. Teachers indicate difficulty completing 30 minutes of intervention time with fidelity due to time constraints with the current schedule.

At the end of the 23-24 school year, 56% of 3rd Grade students met the mastery target for all skills in Spring Math Intervention.	All 3rd Grade students receive 30 minutes of math intervention daily. Teachers indicate difficulty completing 30 minutes of intervention time with fidelity due to time constraints with the current schedule.
At the end of the 23-24 school year, 49% of 4th Grade students met the mastery target for all skills in Spring Math Intervention.	All 4th Grade students receive 30 minutes of math intervention daily. Teachers indicate difficulty completing 30 minutes of intervention time with fidelity due to time constraints with the current schedule.

Mathematics Summary

Strengths

All students receive 30 minutes of a tier 1 math intervention daily.

Challenges

To create a schedule that allows a consistency for tier 1 math intervention K-6.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All student group scored 82.2% proficient or advanced on the Science PSSAs.	All student groups meet interim goal / improvement target.
All student group decreased from 92% proficient and advanced.	All student group decreased from 92% proficient and advanced in the 22-23 school year to 82.2% proficient and advanced in the 23-24 school year.

Science, Technology, and Engineering Education Summary

Strengths

All student groups meet interim goal / improvement target, 82.2% proficient and advanced.

Challenges

All student group decreased from 92% proficient and advanced in the 22-23 school year to 82.2% proficient and advanced in the 23-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All student groups at the elementary level met the requirements for career readiness standards, 100%.	All students K-6 participate in a career readiness class once every 6 day cycle.

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.

All students K-6 participate in a career readiness class once every 6 day cycle.
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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.

To get grade level teachers to incorporate career readiness standards within their everyday curriculum.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

All groups are included within in the local assessment data.

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.

The need to break down the local assessments by special education and economically disadvantaged.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
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	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

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

Summary

Strengths

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Utilize a variety of assessments and timely feedback.

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?

Identify and address individual student learning needs.

Implement a multi-tiered system of supports for academics and behavior.

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

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
Student Attendance	True
All student groups exceed the standard demonstrating growth in Mathematics.	False
Students with disabilities had an increase in performance from the previous year in Mathematics.	False
Students with disabilities had an increase in performance from the previous year in ELA.	False
All student groups meet the standard demonstrating growth in ELA.	False
The district maintains two reading interventionists who provide tiered support based on student needs.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
All student groups meet interim goal / improvement target, 82.2% proficient and advanced.	False
All students receive 30 minutes of a tier 1 math intervention daily.	False
All students K-6 participate in a career readiness class once every 6 day cycle.	False
All groups are included within in the local assessment data.	True
Utilize a variety of assessments and timely feedback.	True

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
Economically Disadvantaged students did not meet the statewide goal / interim target and had a decrease in performance for ELA from the previous year.	False
Economically Disadvantaged students did not meet the statewide goal / interim target and had a decrease in performance for Math from the previous year.	False
All student groups did not meet interim goal / improvement target for Mathematics.	True
All student groups did not meet interim goal / improvement target in ELA.	True
To create a schedule that allows a consistency for tier 1 math intervention K-6.	False
To create a schedule that provides intervention time with fidelity for all grade levels.	True
Identify and address individual student learning needs.	False
Implement a multi-tiered system of supports for academics and behavior.	True

All student group decreased from 92% proficient and advanced in the 22-23 school year to 82.2% proficient and advanced in the 23-24 school year.	False
To get grade level teachers to incorporate career readiness standards within their everyday curriculum.	False
The need to break down the local assessments by special education and economically disadvantaged.	False
Implement evidence-based strategies to engage families to support learning.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True

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.

There is room for improvement across all grade levels, K-6 in ELA and Math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Implement a multi-tiered system of supports for academics and behavior.	1. Team needs to attend training to develop a building wide MTSS program. 2. MTSS program was written previously with support from the local CSIU and PATTAN, plan was not implemented with fidelity and discontinued by previous administration. 3. A Universal Screener is needed for social emotional and behavioral student needs. 4. Additional math tiered interventions would also be needed.	True
All student groups did not meet interim goal / improvement target for Mathematics.		False
All student groups did not meet interim goal / improvement target in ELA.		False
To create a schedule that provides intervention time with fidelity for all grade levels.	1. Building wide schedule does not accommodate for all individual student needs. 2. Students need more time for small group intervention time.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	1. Faculty surveys have indicated dissatisfaction with current schedule. 2. The start of this school year has been rough, due to contract negotiations. 3. The elementary building has a new elementary principal, he has attempted to implement many new positive changes within the building to boost morale and create a positive community among the staff.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Student Attendance	The district continues to work with families to improve individual student attendance. When students have difficulties with attendance the team meets with the family to develop interventions for improvement.
The district maintains two reading interventionists who provide tiered support based on student needs.	Previously in the district, there was a math interventionist. This position could be considered again within the budget to benefit student needs.
All groups are included within in the local assessment data.	With the development of an MTSS plan, local assessment data will become more valuable and will be looked at more frequently to determine student needs or possible disability / giftedness.
Utilize a variety of assessments and timely feedback.	1. Providing more frequent feedback to families as it pertains to individual student progress / growth. 2. Feedback and review of data will support faculty with strengths and needs within

the classroom.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	1. With implementing a multi-tiered system of supports for academics and behavior, we will be supporting faculty with addressing behaviors more immediately within the classroom and providing additional support. 2. Through providing MTSS supports, we will be supporting parents / guardians by providing them with additional data on their students progress and growth. 3. We need to assemble and send an MTSS team for state training and to write a building wide process / plan.
	By creating a schedule that provides dedicated, consistent intervention time to ensure all students who are in need of tier 2 and tier 3 intervention will receive them with consistency and fidelity.
	1. By promoting and sustaining a positive school climate where all members feel welcomed, supported, and safe in school, through continued staff climate surveys. 2. Through continuation of PBIS systems for students and family members will feel welcomed, supported, and safe in school.

Goal Setting

Priority: 1. With implementing a multi-tiered system of supports for academics and behavior, we will be supporting faculty with addressing behaviors more immediately within the classroom and providing additional support. 2. Through providing MTSS supports, we will be supporting parents / guardians by providing them with additional data on their students progress and growth. 3. We need to assemble and send an MTSS team for state training and to write a building wide process / plan.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
To develop an MTSS team for training and writing a building wide plan during the 2024-2025 and 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS Team			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Assemble a team.	Find training for team.	Send team for training / write building wide team.	Send team for training / write building wide team.

Priority: By creating a schedule that provides dedicated, consistent intervention time to ensure all students who are in need of tier 2 and tier 3 intervention will receive them with consistency and fidelity.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
The building principal will develop a new building wide schedule allowing for dedicated, consistent intervention time.			
Measurable Goal Nickname (35 Character Max)			
Schedule			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Send survey to faculty about strengths and needs of the current schedule.	Hold faculty meeting to discuss future schedules needs / wants.	Assemble a scheduling team to assist with the development of a tentative schedule.	Hold faculty meeting to discuss and receive feedback for implementation during the 25-26 school year.

Priority: 1. By promoting and sustaining a positive school climate where all members feel welcomed, supported, and safe in school, through continued staff climate surveys. 2. Through continuation of PBIS systems for students and family members will feel welcomed, supported, and safe in school.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Building Principal and the Director of Interventional Supports will develop, disseminate, analyze, and share out results of a school climate survey.			

Measurable Goal Nickname (35 Character Max)			
School Climate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop school climate survey.	Disseminate school climate survey to all stakeholders.	Analyze results from school climate survey.	Stakeholders will receive results of school climate survey.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
A presentation will be developed for family members highlighting our building wide PBIS program.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Discuss at PBIS team meeting.	Create online presentation for family members to view.	Hold PBIS activity night for all families, where presentation will be given and informational material will be available to take home.	PBIS team will meet and discuss our family night and what needs to be completed for the following school year.

Action Plan

Measurable Goals

MTSS Team	Schedule
School Climate	PBIS

Action Plan For: Positive Action

Measurable Goals:
<ul style="list-style-type: none"> A presentation will be developed for family members highlighting our building wide PBIS program. Building Principal and the Director of Interventional Supports will develop, disseminate, analyze, and share out results of a school climate survey.

Action Step		Anticipated Start/Completion Date	
All students will participate in daily positive action lesson plans.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Alexa Longacre - Director of Interventional Supports	Positive Action Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through participation in Positive Action, students will develop pro social and emotional skills to assist in improving the school climate.	Administration will conduct walkthroughs during positive action time.

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> To develop an MTSS team for training and writing a building wide plan during the 2024-2025 and 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
MTSS team will participate in evidence based state and local training for MTSS.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Alexa Longacre - Director of Interventional Supports Brandon Gordner - Elementary Principal	CSIU 16 / PATTAN Consultants	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
After completion of training, MTSS team will write the building wide plan.	CISU 16 / PATTAN Consultants

Action Plan For: Professional Learning Communities

Measurable Goals:
<ul style="list-style-type: none"> The building principal will develop a new building wide schedule allowing for dedicated, consistent intervention time.

Action Step		Anticipated Start/Completion Date	
Faculty will participate in professional learning communities to develop a new building wide schedule for the 25-26 school year.		2024-08-26	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandon Gordner - Elementary Principal	Survey results from faculty Professional Development Expenditures - \$7,000	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
After completion of PLCs, a new building wide schedule will be created for the 25-26 school year.	Monthly PLCs, Surveys, and faculty meetings

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Positive Action• Professional Development• Professional Learning Communities	Reading Interventionalist Salary	233284
Other Expenditures	<ul style="list-style-type: none">• Professional Development	Professional Development	7000
Total Expenditures			240284

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	MTSS team will participate in evidence based state and local training for MTSS.

MTSS Training

Action Step		
<ul style="list-style-type: none"> MTSS team will participate in evidence based state and local training for MTSS. 		
Audience		
MTSS Team		
Topics to be Included		
Teaming, assessments, interventions, schedules, plans		
Evidence of Learning		
Team will develop MTSS building plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Alexa Longacre - Director of Interventional Services	2024-08-26	2025-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	TBD based on consultant schedules
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 4c: Communicating with Families 2d: Managing Student Behavior 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Joseph Raymond Rasmus	2025-03-18
Building Principal Signature	Date
Brandon Gordner	2025-03-17
School Improvement Facilitator Signature	Date