

MILLER EL SCH

10 Cobalt Ridge Dr S

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Walter Miller community builds futures by empowering each child to become a productive citizen and a life-long learner.

STEERING COMMITTEE

Name	Position	Building/Group
Troy Bodolus	Principal	Walter Miller Elementary
Kelly Dougherty	Teacher	Walter Miller Elementary
Kimberley Maurizi	Teacher	Walter Miller Elementary
Kathy Alford	Teacher	Walter Miller Elementary
Meredith Stanley	Teacher	Walter Miller Elementary
Jamie Callahan	Teacher	Walter Miller Elementary
Kerri Bettelli	Teacher	Walter Miller Elementary
Jodi Arnold	Teacher	Walter Miller Elementary
Jeanna Andruzzi	Parent	Walter Miller Elementary
Corinne Hoyas	Teacher	Walter Miller Elementary
Kasey Robinson	Teacher	Walter Miller Elementary
Michelle Burkholder	District Level Leaders	Neshaminy School District
Jacklyn McCarthy	Community Member	Walter Miller Elementary

Name	Position	Building/Group
Kelly Lobecker	Community Member	Walter Miller Elementary
Stacey Iller	Parent	Walter Miller Elementary
Rob McGee	Chief School Administrator	Neshaminy School District
Robert Boffa	District Level Leaders	Neshminy School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we increase prevention through high quality ELA core instruction, provide evidence-based reading interventions at all tiers to target student needs, continue to provide teachers with high quality professional learning, and update our literacy program (we are piloting new programs 2022-2023), then, we will increase reading growth and achievement for our students.</p>	<p>English Language Arts</p> <p>English Language Arts</p>
<p>If we continue to improve the practice of providing evidence-based math interventions through an MTSS framework at all tiers to target student needs, continue to provide teachers with high quality professional learning, and sustain the implementation of a new math program, then, we will increase math growth and achievement for our students.</p>	<p>Mathematics</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS Evidence-based Math & Reading Interventions	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Dibels Composite K-2 / 3-	By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as

Goal Nickname	Measurable Goal Statement (Smart Goal)
4 Off-Level	measured by DIBELS composite score will increase by 10% from baseline universal screeners.
i-Ready Reading Growth K-4	By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic.
i-Ready Math Growth K-4	By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer Universal screeners: i-Ready Math and Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4 .	2022-09-12 - 2022-10-14	Troy Bodolus, Principal	Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic login, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Canvas DIBELS Course
Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal)	2022-09-12 - 2022-10-28	Troy Bodolus, Principal Beth McGinty, Math Coach Rachel Kornblau,	Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic reports, reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>analyze data from universal screeners. Identify students' need for support in both math and reading, create student groups and assign students to tier 2 and 3 interventions as needed.</p>		<p>Literacy Coach</p>	
<p>3a. Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.</p>	<p>2022-09-30 - 2023-06-13</p>	<p>Troy Bodolus, Principal Beth McGinty, Math Coach</p>	<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan, Federal Instructional Assistants paid for with Title I funds as outlined in the district Title I plan, Supplemental Academic Materials for intervention support. Paid for with Title I funds as outlined in the district Title I plan, i-Ready Diagnostic reports, DIBELS reports, iReady Tools for Instruction, iReady My Path, Bridges in Mathematics, Hand to Mind Math toolkits.</p>
<p>3b. Implement ELA</p>	<p>2022-09-12 -</p>	<p>Kim Maurizi,</p>	<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.</p>	2023-06-13	<p>Title I Reading Specialist Kelly Dougherty, Reading Specialist</p>	<p>ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency and Phonics subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan, Sound City Phonemic Awareness supplement as outlined in the district Title I plan, Sound City Professional Development paid for with Title I Funds as outlined in the district Title I plan, Supplemental Academic Materials for intervention support as outlined in the district Title I plan.</p>
<p>3c. Implement ELA support for off-level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and literacy specialist to target areas of need identified by universal screener,</p>	2022-09-12 - 2023-06-13	<p>Kim Maurizi, Title I Reading Specialist Kelly Dougherty, Reading Specialist</p>	<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency , Phonics, 1 Minute Reader subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I funds as outlined in the district Title I plan, Reading Horizons Software licenses paid for with Title I funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I funds as outlined in the district Title I plan,</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MOY and EOY diagnostics.			Intermediate level evidenced-based decoding access program, materials, resources & PD paid for with Title I funds as outlined in the district Title I plan, Supplemental Reading Intervention Materials & Resources as outlined in the district Title I plan, Magnetic Reading Program 3-4 Comprehension.
Administer Mid Year Benchmark assessments: iReady Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .	2023-01-09 - 2022-02-15	Troy Bodolus, Principal	Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: iReady Diagnostic login, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Teachers and MTSS team analyze and interpret data from MOY i-Ready diagnostic and DIBELS to adjust Tier 2 and 3 student groups and interventions based on data.	2023-01-27 - 2023-02-17	Troy Bodolus, Principal Cynthia Ritchie, MTSS Coach	Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>Administer End of Year Benchmark assessments: iReady Diagnostic administered to all students at the end-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .</p>	<p>2023-05-08 - 2023-06-01</p>	<p>Troy Bodolus, Principal</p>	<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.</p>
<p>Teachers and MTSS team analyze and interpret data from EOY i-Ready diagnostic and DIBELS to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions. After a needs assessment, the planning for the next cycle begins here.</p>	<p>2023-06-01 - 2023-06-15</p>	<p>Troy Bodolus, Principal Cynthia Ritchie, MTSS Coach</p>	<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the in the district Title I plan.</p>

Anticipated Outcome

Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Monitoring/Evaluation

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar - Assessment reports -Data meeting agendas -Intervention Schedules -Walkthroughs -Intervention lesson plans

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)	MTSS	Administer	09/12/2022
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)	Evidence-based Math & Reading Interventions	Universal screeners: i-Ready Math and Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4 .	- 10/14/2022
By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)</p>	<p>MTSS Evidence-based Math & Reading Interventions</p>	<p>3a. Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions.</p>	<p>09/30/2022 - 06/13/2023</p>
<p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)</p>			
<p>By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)</p>		<p>Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.</p>	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)	MTSS	3b. Implement	09/12/2022
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)	Evidence-based Math & Reading Interventions	ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the	- 06/13/2023
By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)		Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)</p>	MTSS	3c. Implement	09/12/2022
<p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)</p>	<p>Evidence-based Math & Reading Interventions</p>	<p>ELA support for off-level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and literacy specialist to target areas of need identified by universal screener, MOY and EOY diagnostics.</p>	<p>- 06/13/2023</p>
<p>By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)</p>			

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.

School Board Minutes or Affirmation Statement

2022-08-23

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Robert McGee

2022-11-10

School Improvement Facilitator Signature

Robert Boffa

2022-11-11

Building Principal Signature

Troy M. Bodolus

2022-11-10

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Grades 3 & 4 completes 2 pieces of evidence in each grade, standard specific to contribute to the 6 pieces of evidence reported in 5th grade

PSSA English Language Art/Literature (Proficient or Advanced on Pennsylvania State Assessments) Miller is at 45.5%, where the statewide average is 55.0% Observation: English Learners are above Interim Progress for 2021(25.3).

PSSA On Track Measures English Language Growth and Attainment Miller is at 84.9%, where the statewide average is 24.8%. Observation: English Learners are above Interim Progress for 2021 (49.8).

English Language Growth and Attainment Economically Disadvantaged Students made 90.5% English Language growth, Interim progress goal for 2021 is 49.0%.

PSSA English Language Art/Literature (Proficient or Advanced on Pennsylvania State Assessments) Hispanic student group comprises 12.9 % of our student population. This group scored 63.3% proficient or advanced on English Language Arts/Literature PA state Assessments. This is comensurate with our All Student

Challenges

n/a

PSSA English Language Art/Literature (Proficient or Advanced on Pennsylvania State Assessments) Miller is at 24.2%, where the statewide average is 55.0%. Observation: Students with Disabilities is below the Interim Target for 2021 (36.9).

PSSA Mathematics/Algebra (Proficient or Advanced on Pennsylvania State Assessments) Miller is at 32.8%, where the statewide average is 37.3%. Observation: Students Considered Economically Disadvantaged is below the Interim Progress for 2021 (37.3).

PSSA English Language Art/Literature (Proficient or Advanced on Pennsylvania State Assessments) White student group comprises 66.9 % of our student population. This group scored 63.3% proficient or advanced on English Language Arts/Literature PA state Assessments. This is above the state avg. 55%. This is below the inerim target 74.2%.

DIBELS 8th Ed. 2021-2022 All Grade Status BOY-EOY Gr 4: went from 32% INT (BOY) to 52% INT (EOY)

Strengths

Group. This is above the interim target 49.2%

iReady 2021-2022 Diagnostic Growth (Reading) Reading was 41% point growth

iReady 2021-2022 Diagnostic Growth-Mid Year (Reading) 39% of K-4 students met their typical growth in ELA for MOY

DIBELS 8th Ed. 2021-2022 All Grade Status BOY-EOY Kindergarten went from 43% INT (BOY) to 9% INT (EOY)

iReady 2021-2022 Diagnostic Growth (Reading) 63% of K-4 students met 100% of their typical growth, when the district average was 59%

iReady 2021-2022 Diagnostic Growth (Math) Math was 45% point growth

iReady 2021-2022 Diagnostic Growth (Math) In Grade 4, 44% of students met 100% of their stretch growth, when the district average was 37%.

iReady 2021-2022 Diagnostic Growth (Math) In Grade 3, 74% of students met 100% of their typical growth in math, when the district average was 63%.

Challenges

DIBELS 8th Ed. 2021-2022 All Grade Status BOY-EOY Gr 3 went from 25% INT (BOY) to 41% INT (EOY)

iReady Diagnostic Reading Results by School 2021-2022 While 54% of our students are mid or above grade level in reading as measured by the spring 2022 iReady diagnostic, 22% are early on level, 25% of our students are one or more grade levels below in reading. This is not the desired outcome for our students. We would like to increase the number of students mid or above grade level in reading and shrink the number of students below level.

i-Ready - Diagnostic Growth by Grade - Reading 2021-2022 The median percent progress towards typical growth in reading at Miller is 126%. 63% of our K-4 students made their annual typical growth in reading. 38 % of our K-4 students made their annual stretch growth in reading. This is not the desired outcome for our students. We would like to increase the number of students making 1 year or more of growth.

iReady 2021-2022 Diagnostic Growth (Math) 42% of Grade 2 students met 100% of their typical growth in math, when the district average was 53%

iReady 2021-2022 Diagnostic Growth-Mid Year (Math) 24% of K-4 students met typical growth in Math for MOY

Strengths

PA Future Ready Index State Assessment Measures Proficient or Advanced on Pennsylvania State Assessment Science/Biology 86.0% Proficient or Advanced on PSSA, above statewide average of 63.7%

PA Future Ready Index State Assessment Measures Advanced on Pennsylvania State Assessment Science/Biology All student group 35.0%, above statewide average of 27.7%.

Align curricular material to the PA Standards

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

Foster a culture of high expectations for success for all students, educators, families, and community members

Proficient or Advanced on PSSA English Language Arts/Literature All student group 63.3%, while statewide average is 55.0%

Proficient or Advanced on PSSA Math All student group 50.8%, while statewide average is 37.3%

Language Arts English Learner students have an interim progress goal for 2021 of 25.3%, we are 45.5%

Challenges

iReady Diagnostic Math Results by School 2021-2022 While 50% of our students are mid or above grade level in math as measured by the spring 2022 iReady diagnostic, 21% are early on grade level, and 29% of our students are one grade level below or more in math. This is not the desired outcome for our students. We would like to increase the number of students mid or above grade level in reading and shrink the number of students below level.

iReady - Diagnostic Growth by School - Math 2021-2022 The median percent progress towards typical growth in math at Miller is 110%. 58% of our K-4 students made their annual typical growth in math. 34% of our K-4 students made their annual stretch growth in reading. We would like to increase the number of students making 1 year or more of growth.

PA Future Ready Index State Assessment Measures Advanced on Pennsylvania State Assessment Science/Biology Subgroup: Economically Disadvantaged was below statewide average of 27.7%

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

Identify and address individual student learning needs

Partnering with local businesses, community organizations, and other agencies to meet the needs of the school.

Challenges

Continuously monitor implementation of the school improvement plan and adjust as needed

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

Math Interim progress goal for 2021 for English Learners is 23.3%, we are 19.0%

Language Arts White students should be at 74.2% according to measures of interim progress of 2021, we are 64.5%

Math Interim progress goal for 2021 for Economically Disadvantaged is 37.3%, we are 32.8%

Most Notable Observations/Patterns

We need to focus on improving outcomes for all students. Many are below level in reading and or math. Although students grades K-4 exceeded 100% of the median percent progress towards typical growth in both math and reading iReady, there remains a significant number of students that are one year or more below grade level and that did not make average/typical growth. This trend is echoed in DIBELS 8 student reading data grades K-2 and for off-level grades 3-4. Notable in DIBELS 8 data grades 3-4 off- level students, the number of students that had intensive need for support increased from the beginning of the year to the end of the year. All students should be making at least 1 years' worth of growth. Students that are below grade level need to make more ambitious growth to close the learning gap. This begins with solidifying foundational skills in the earlier grades through prevention and/or more rigorous interventions to close the gap early on rather than later.

Challenges

Discussion Point

Priority for Planning

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

Identify and address individual student learning needs

Differentiated and small group instruction in the classroom needs to increase to meet the needs of students and target student growth during WIN and core content-area instruction.

Continuously monitor implementation of the school improvement plan and adjust as needed

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

While we have a fully functional multi-tiered system of supports for behavior (SWPBIS). We now have

Challenges**Discussion Point****Priority for Planning**

operational tiered academic supports for reading and math. This was an initial implementation year for MTSS academics. The system needs to be refined for the upcoming year when we are in full implementation.

DIBELS 8th Ed. 2021-2022 All Grade Status BOY-EOY Gr 4: went from 32% INT (BOY) to 52% INT (EOY)

-outdated ELA program -student learning was interrupted by the Covid Pandemic

DIBELS 8th Ed. 2021-2022 All Grade Status BOY-EOY Gr 3 went from 25% INT (BOY)to 41% INT (EOY)

-outdated ELA program -student learning was interrupted by the Covid Pandemic

iReady Diagnostic Reading Results by School 2021-2022

While 54% of our students are mid or above grade level in reading as measured by the spring 2022 iReady diagnostic, 22% are early on level, 25% of our students are one or more grade levels below in reading. This is not the desired outcome for our students. We would like to increase the number of students mid or above grade level in reading and shrink the number of students below level.

i-Ready - Diagnostic Growth by Grade - Reading 2021-2022
The median percent progress towards typical growth in reading at Miller is 126%. 63% of our K-4 students made their annual typical growth in reading. 38 % of our K-4 students made their annual stretch growth in reading. This is not the desired outcome for our students. We would like to increase

For the past two years, student learning was interrupted by the Covid Pandemic and student leaning loss. Currently our ELA programs are not meeting the needs of our students as evidenced by multiple years of state and local assessment measures. We need to strengthen the core for

Challenges**Discussion Point****Priority for Planning**

the number of students making 1 year or more of growth.

prevention and we need to be more responsive to students that demonstrate need for support.

PSSA Mathematics/Algebra (Proficient or Advanced on Pennsylvania State Assessments) Miller is at 32.8%, where the statewide average is 37.3%. Observation: Students Considered Economically Disadvantaged is below the Interim Progress for 2021 (37.3).

-Implementation of a new math program -the geometry unit is taught after the math diagnostic testing window

iReady Diagnostic Math Results by School 2021-2022 While 50% of our students are mid or above grade level in math as measured by the spring 2022 iReady diagnostic, 21% are early on grade level, and 29% of our students are one grade level below or more in math. This is not the desired outcome for our students. We would like to increase the number of students mid or above grade level in reading and shrink the number of students below level.

Although we have adopted a new math program and it is in full implementation, the surrounding circumstances during this time have been less than ideal. For the past two years, student learning was interrupted by the Covid Pandemic and student leaning loss. We need to strengthen the core for prevention and we need to be more responsive to students that demonstrate need for support.

iReady - Diagnostic Growth by School - Math 2021-2022 The median percent progress towards typical growth in math at Miller is 110%. 58% of our K-4 students made their annual typical growth in math. 34% of our K-4 students made their annual stretch growth in reading. We would like to increase the number of students making 1 year or more of growth.

Although we have adopted a new math program and it is in full implementation, the surrounding circumstances during this time have been less than ideal. For the past two years, student learning was interrupted by the Covid Pandemic and student leaning loss. We need to strengthen the core for prevention and we need to be more responsive to students that demonstrate need for support.

ADDENDUM B: ACTION PLAN

Action Plan: MTSS Evidence-based Math & Reading Interventions

Action Steps	Anticipated Start/Completion Date
Administer Universal screeners: i-Ready Math and Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4 .	09/12/2022 - 10/14/2022
Monitoring/Evaluation	Anticipated Output
-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans	Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.
Material/Resources/Supports Needed	PD Step
Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic login, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Canvas DIBELS Course	yes

Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in both math and reading, create student groups and assign students to tier 2 and 3 interventions as needed.	09/12/2022 - 10/28/2022

Monitoring/Evaluation	Anticipated Output
-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans	Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Material/Resources/Supports Needed	PD Step
Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic reports, reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan.	no



Action Steps	Anticipated Start/Completion Date
3a. Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	09/30/2022 - 06/13/2023
Monitoring/Evaluation	Anticipated Output
-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans	Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.
Material/Resources/Supports Needed	PD Step
Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan, Federal Instructional Assistants paid for with Title I funds as outlined in the district Title I plan, Supplemental Academic Materials for intervention support. Paid for with Title I funds as outlined in the district Title I plan, i-Ready Diagnostic reports, DIBELS reports, iReady Tools for Instruction, iReady My Path, Bridges in Mathematics, Hand to Mind Math toolkits.	yes

Action Steps**Anticipated Start/Completion Date**

3b. Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.

09/12/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Material/Resources/Supports Needed	PD Step
<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00.</p> <p>Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency and Phonics subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan, Sound City Phonemic Awareness supplement as outlined in the district Title I plan, Sound City Professional Development paid for with Title I Funds as outlined in the district Title I plan, Supplemental Academic Materials for intervention support as outlined in the district Title I plan.</p>	yes

Action Steps	Anticipated Start/Completion Date
<p>3c. Implement ELA support for off-level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and literacy specialist to target areas of need identified by universal screener, MOY and EOY diagnostics.</p>	09/12/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00.

yes

Material/Resources/Supports Needed to carry out this action step are: Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan, The Read Naturally Live Fluency , Phonics, 1 Minute Reader subscription paid for with Title I Funds as outlined in the district Title I plan, Read Naturally Live Professional Development paid for with Title I funds as outlined in the district Title I plan, Reading Horizons Software licenses paid for with Title I funds as outlined in the district Title I plan, Reading Horizons Professional Development paid for with Title I funds as outlined in the district Title I plan, Intermediate level evidenced-based decoding access program, materials, resources & PD paid for with Title I funds as outlined in the district Title I plan, Supplemental Reading Intervention Materials & Resources as outlined in the district Title I plan, Magnetic Reading Program 3-4 Comprehension.



Action Steps**Anticipated Start/Completion Date**

Administer Mid Year Benchmark assessments: iReady Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .

01/09/2023 - 02/15/2022

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: iReady Diagnostic login, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

no



Action Steps	Anticipated Start/Completion Date
<p>Teachers and MTSS team analyze and interpret data from MOY i-Ready diagnostic and DIBELS to adjust Tier 2 and 3 student groups and interventions based on data.</p>	<p>01/27/2023 - 02/17/2023</p>
Monitoring/Evaluation	Anticipated Output
<p>-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans</p>	<p>Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.</p>
Material/Resources/Supports Needed	PD Step
<p>Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.</p>	<p>no</p>

Action Steps**Anticipated Start/Completion Date**

Administer End of Year Benchmark assessments: iReady Diagnostic administered to all students at the end-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .

05/08/2023 - 06/01/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Material/Resources/Supports Needed**PD Step**

Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic, Chromebooks, DIBELS assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

no



Action Steps

Anticipated Start/Completion Date

Teachers and MTSS team analyze and interpret data from EOY i-Ready diagnostic and DIBELS to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions. After a needs assessment, the planning for the next cycle begins here.

06/01/2023 - 06/15/2023

Monitoring/Evaluation

Anticipated Output

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Increased percentage of K-4 students making average growth on iReady math and reading Diagnostic. Increased percentage of K-2 students at Core or above reading level.

Material/Resources/Supports Needed

PD Step

Total Title I LEA funds distributed among schools is \$965,330. Walter Miller ES Title I allocation is \$194,100.00. Material/Resources/Supports Needed to carry out this action step are: i-Ready Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the in the district Title I plan.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)</p> <p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)</p> <p>By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)</p>	<p>MTSS Evidence-based Math & Reading Interventions</p>	<p>Administer Universal screeners: i-Ready Math and Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4 .</p>	<p>09/12/2022 - 10/14/2022</p>
<p>By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)</p> <p>By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)</p> <p>By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready</p>	<p>MTSS Evidence-based Math & Reading Interventions</p>	<p>3a. Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions.</p>	<p>09/30/2022 - 06/13/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
math diagnostic. (i-Ready Math Growth K-4)		Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	
By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)	MTSS Evidence-based Math & Reading Interventions	3b. Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY	09/12/2022 - 06/13/2023
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)			
By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and EOY diagnostics.	
By June 2023 the number of K-2 / 3-4 Off-Level students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 10% from baseline universal screeners. (Dibels Composite K-2 / 3-4 Off-Level)	MTSS Evidence-based Math & Reading Interventions	3c. Implement ELA support for off-level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I Reading Specialist, FIAs and literacy specialist to target areas of need identified by universal screener, MOY and EOY diagnostics.	09/12/2022 - 06/13/2023
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth K-4)			
By June 2023 65% of our students will reach their Typical Growth Goals on the i-Ready math diagnostic. (i-Ready Math Growth K-4)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS Administration and Scoring	New Teachers, New Reading Specialists and Federal Instructional Assistants	Overview, Administration and Scoring for DIBELS 8

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre and post survey	09/01/2022 - 09/30/2022	Kim Maurizi, Title I Reading Specialists Rachel Kornblau, Academic Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	
1d: Demonstrating Knowledge of Resources	
1f: Designing Student Assessments	



Professional Development Step	Audience	Topics of Prof. Dev	
Reading Tier 2 & Tier 3 Professional Development	Reading Specialists and Federal FIAs	Read Naturally Live-Getting Started with Read Naturally Live; Working with Students in Read Naturally Live and Keeping Students. Engaged; Reading Horizons: training including implementation, methods, and materials for explicit instruction in alphabetic principle, -intermediate level evidenced-based decoding access program implementation including screening, methods and materials, Sound City methods and materials	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Interventionists will apply new learning to implement evidence-based tier 2 & tier 3 interventions: principal walkthroughs, observations, student schedules, building schedules, student outcomes		09/01/2022 - 03/15/2023	Kim Maurizi, Title I Reading Specialist

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

Language and Literacy Acquisition for All Students

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

1f: Designing Student Assessments

Professional Development Step

Audience

Topics of Prof. Dev

Math Tier 2 & 3 Intervention Professional Development

Title I Reading Specialist, Reading Specialist, MTSS Interventionist, and Federal Programs Instructional Assistants (FIAs)

Training for tier 2 & tier 3 evidence-based math interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Interventionists will apply new learning to implement evidence-based tier 2 & tier 3 interventions: principal walkthroughs, observations, student schedules, building schedules, student outcomes	09/15/2022 - 12/15/2022	Troy Bodolus, Principal Beth McGinty, Math Coach
Danielson Framework Component Met in this Plan: 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1e: Designing Coherent Instruction	This Step meets the Requirements of State Required Trainings: Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Development of Plan with Miller	Miller Title I SMART Goals for 2022-2023	Steering Committee	Walter	8/31/22
Steering Committee Share School-Wide	Local and State Assessment Data	Meetings Faculty	Miller K-4	through
Title I Plan with Staff Share School-Wide	Monitoring of Building-Level SMART	Meetings Parentlink	Teachers	6/15/23
Title I Plan Goals, Progress, & Updates with Families Monitor Targets/Goals Outlined in School-Wide Title I Plan & Share with Stakeholders Communicate with Stakeholders on various Title I related topics through the year (see below)	GOALS Framework of Tiered Interventions Miller Title I Parent & Family Engagement Events Opportunities to provide input on the Title I Program, Schoolwide Plan, Parent and Family Engagement Plan and Home-School Compact Free and Reduced Meals	Communication to Families Newsletters to Families Title I Website Social Media Parent & Family Engagement Events	Walter Miller Parents & Families Walter Miller Community NSD School Board	

