

# Milne Grove School Improvement Plan



Presented March 11, 2025

MG Leadership Team: Stephanie Adams, Michelle Bolte, Rebecca Maly, Lisa Stanly/Jennifer Lyons, Cheryl Steed, Amy Visser & Jaime Koziol

# School Specific Improvement Plan

# 1. GOAL: Implement Tier 1 SEL Practice Through the School

## Planned actions in 23-24:

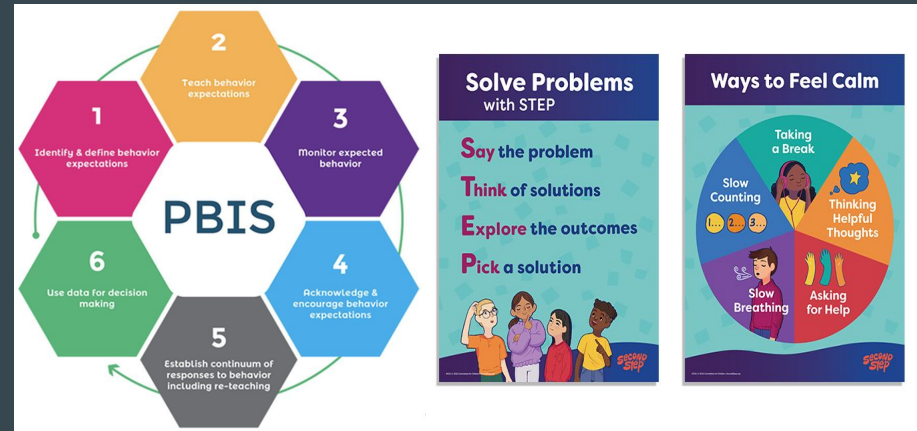
- Identify an alternate universal social emotional teaching tool after trying Emotional ABC's
- Reflect on previously utilized research based behavior systems and identify an alternate building wide behavioral management system that meets current student needs for movement, trauma informed practices, reinforcement, and self regulation
- Continue to engage parents and provide resources

## Accomplishments in the past year:

- Reviewed numerous universal social emotional teaching tools and piloted one after unanimous agreement.
- Implemented Second Steps K-3
- Opened the reset room to address dysregulation and student needs and expand the use and responsiveness of Individual Behavior Plans/Charts
- Added social work service (Mrs. Rajca at 3rd grade) to increase services K-3 and provide increased resources.
- Mrs. Adams completed Breathe for Change certifications program.
- Creation of a district committee on behavior/referrals & interventions in progress with the aim to utilize School-Wide Information System within Positive Behavioral Interventions and Supports (SWIS in PBIS)
- New SEL interventions through Centerventions have been implemented.

# Current Areas of Focus in Goal 1:

- Visually represent Second Step concepts building wide using purchased posters and tools.
- Align Second Steps lessons to classroom practice using read alouds, writing prompts, and more.
- Develop companion parent videos and engagement tools to promote the SEL message beyond the classroom.
- Committee work to develop classroom systems, refine individual behavior plans/charts, standardize use of rewards and positive feedback, & unify system of consequences
- Further integrate social workers into Tier 1 SEL initiatives to provide support and resources as the committee's work moves to the building as a whole.
- Include SEL areas of functioning for family feedback in the 25-26 report card



## 2. GOAL: Plan, Implement, and Assess Reading Intervention Program in Grades K-3 for Struggling Readers

### Actions in 23-34:

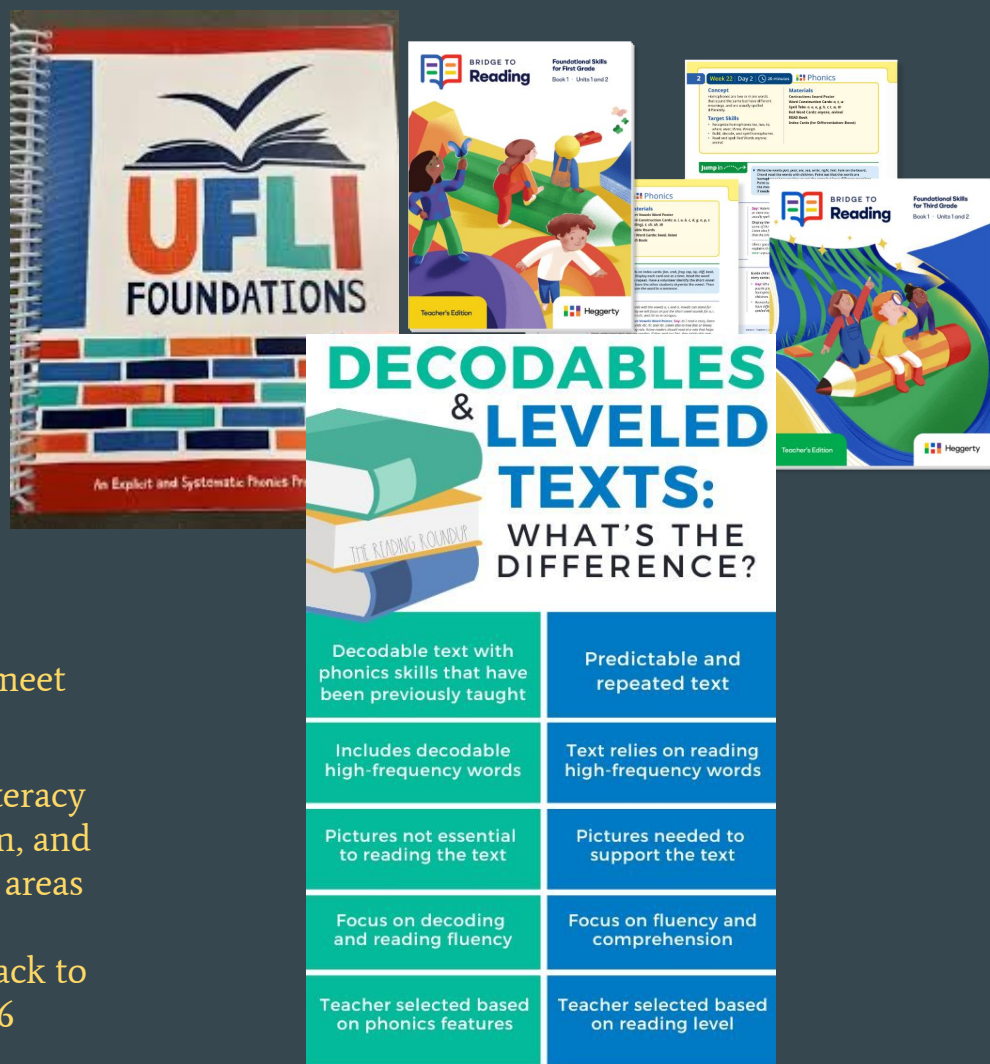
- Optimize Schedule and Increase Tier 3 opportunities
- Review Phonics assessment and instruction in Grades K-3
- Develop a learning/review committee using the principles of Science of Reading
- Create a scope and sequence for phonics and articulate between grade levels

### Accomplishments in the past year:

- Schedule enhancements were made to increase tiered services.
- A review of numerous phonics tools was completed; [Heggerty's Bridge to Reading](#) was selected, providing a phonics scope & sequence, assessment tools, and targeting areas of development for phonemic awareness & phonics. [Bridge to Writing](#) resources were secured at no cost for classrooms to preview as well.
- The state released the [Illinois Comprehensive Literacy Plan](#), a guidance document and resource that dovetails with the work already underway.
- Teachers implemented Bridge to Reading at K, 1, and 3rd grade.
- Science of Reading committee work has been put on hold temporarily in favor of focusing on math implementation, will resume this April.

# Current Areas of Focus in Goal 2:

- Resume the Science of Reading professional development work
- Examine the successes and challenges experienced throughout this year's implementation
- Modify scope and sequence and assessments at each grade level to better align with other ELA components and ensure articulation from 1st to 3rd grade
- Revise and modify next year's reading schedule to meet the needs of the current learners
- More deeply examine the Illinois Comprehensive Literacy Plan, conduct a close audit of the entire ELA program, and investigate curricular tools that offer resources in all areas of need at each grade level.
- Modify report card in 25-26 to provide greater feedback to families regarding student literacy levels in 25-26



### 3. GOAL: Address Attendance to Decrease Absenteeism

#### Actions in 23-34:

- Utilize database populated with data from Infinite Campus (Looker Studio)
- Develop personalized attendance notifications
- Implement incentives to promote student behaviors that support attendance

#### Accomplishments in the past year:

- Increased attendance from 92.3 in FY23 to 93.3 in FY24
- FY25 attendance is currently 93.8 coming off of flu season; we expect that number to increase through the end of the year.
- Personalized attendance notifications continue to be effective.
- Incentives for attendance were implemented last year with mixed results and were discontinued in favor of adult conversations unless the child is actively avoiding school.

# Tracking Attendance: GOAL COMPLETED - MONITORING

Lockport Elementary School District 91  
 808 Adams Street  
 Lockport, IL 60441  
 Dr. Kathleen M. Wilkey, Superintendent  
[www.91.net](http://www.91.net)

December 11, 2023

Dear Parent/Guardian of \_\_\_\_\_

In Lockport District 91, attendance is an integral part of a student's total educational experience. The patterns students make in younger grades influence the patterns they will continue as they progress in grade level. The Milne Grove leadership team is examining the role attendance plays in our students' success and we will be implementing strategies to achieve our goal of 95% or greater overall attendance for the building. Our current data indicates that we are only at 92%.

Every student's attendance contributes to this goal.

Every absence, every late arrival, every early dismissal counts.

Each year, schools must report student attendance to the Illinois State Board of Education as part of the students' educational record. Students with attendance below 90% are designated "chronically absent". Post-COVID, the number of chronically absent students at MG more than doubled to 25% of all students.

Your student, \_\_\_\_\_, accumulated \_\_\_\_\_ absences between August 16 and December 5, 2023, placing them at an overall attendance rate of \_\_\_\_%. Below, please find the attendance percentage breakdown for each month:

August: \_\_\_\_%  
 September: \_\_\_\_%  
 October: \_\_\_\_%  
 November: \_\_\_\_%  
 December: \_\_\_\_%

**For students at or above 95%, keep up the great work.** For all others, we are asking for greater parental awareness of your child's attendance rate. Families with students that have attendance rates between 91% and 94% are asked to identify small changes that could be made to increase overall attendance. Families with students that have attendance rates at 90% or below are asked to make larger changes to move toward 90% or higher.

Incentives will be offered from January through May 2024 to acknowledge students who are meeting expectations and the leadership team will issue attendance reports periodically in order to keep child's progress in this building-wide goal. Regardless of past attendance rates, all students who 1 month will be eligible to participate. Students who end the year at a rate of 98-100% will receive \_\_\_\_\_.

If there is anything I can do to help with a barrier to attendance, I hope you will contact me as soon as in advance for your support and cooperation.

Sincerely,  
 Jaime Kaszid  
 Principal, Milne Grove School

Milne Grove School  
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## Levels of Attendance

98-100% = Best

95-97% = Good

90-94% = Watch

85-89% = Caution

84% & Below = Needs Improvement

School Goal = 95% or higher

## Data Studio

Name Combined	Stu Num	G	8	9	10	11	12	1	2	3	4	5	Flags	Sum Present	Sum Absent	Sum Days	Sum Percent
	8		0.69	0.65	0.79	0.65	0.85	1	null	null	null	null	4	64	23	87	0.74
	7		0.46	0.66	0.97	0.44	0.65	0	null	null	null	null	4	56.41	30.59	87	0.65
	nu		0.4	0.54	0.52	0.29	null	null	null	null	null	null	4	27.3	30.7	58	0.47
	8		0.91	0.71	0.7	0.78	0.53	1	null	null	null	null	4	62.48	24.52	87	0.72
	4		1	0.95	0.8	0.75	0.59	0.5	null	null	null	null	4	69.95	17.05	87	0.8
	null		0.82	0.76	0.49	0.71	0.93	1	null	null	null	null	3	63.91	23.09	87	0.73
	8		0.79	0.56	0.85	0.44	1	1	null	null	null	null	3	63.4	23.6	87	0.73
	3		0.99	0.49	0.64	0.87	0.76	1	null	null	null	null	3	62.79	24.21	87	0.72
	3		0.16	0.83	0.85	0.72	0.89	0.5	null	null	null	null	3	63.83	23.17	87	0.73
	5		0.7	0.68	0.84	0.84	0.59	1	null	null	null	null	3	64.14	22.86	87	0.74
	5		0.73	0.76	1	0.94	0.7	1	null	null	null	null	3	72.92	14.08	87	0.84
	6		0.71	0.96	0.9	0.75	0.8	1	null	null	null	null	3	73.51	13.49	87	0.84
	3		1	0.91	0.9	0.69	0.79	0.47	null	null	null	null	3	73.38	13.62	87	0.84
	null		0.95	0.81	0.75	0.69	0.41	1	null	null	null	null	3	62.38	24.62	87	0.72

StuNu...	Month	Present	Absent	Unexcused	Excused	Days	Percent	Homeroom Teacher	Month	Avg At...
	January	0	2	2	0	2	0		January	0
	August	5.04	5.96	1	4.96	11	0.46		August	45.8
	September	13.96	7.04	3.04	4	21	0.66		Septem...	66.46
	October	19.47	0.53	0.11	0.43	20	0.97		October	97.33
	November	6.98	9.02	4.02	5	16	0.44		Novem...	43.6
	December	10.97	6.03	3.03	3	17	0.65		Decem...	64.55

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# 4. Engage students and parents in the larger community.

## Actions in 23-24

- Continue Room Parent program and support newly reorganized PTO
- Continue after school activities and clubs
- Introduce 3rd grade promotion / graduation
- Plan Parent Resource Opportunities

## Accomplishments in the past year:

- The PTO is doing AMAZING and requires little/no support outside of supporting events and initiatives.
- Existing after school staff resources focus on academic support and tutoring; however, there are opportunities for students to participate in Book Club, Gaming Group, and Mindfulness Activities
- Students in Grades 1 & 3 had “graduations” from Too Good From Drugs with parents in attendance. Family Dance Night, Robot Night, classroom parties and spring volunteerism with Field Day and field trips were a hit!
- The 3rd grade promotion ceremony was a hit and an evening celebration was offered - these will be annual events.
- Kindergarten parents were provided developmental information and engaged in universal parent focused SEL screening; SEL education opportunities for parents were embedded in monthly newsletters.



## Current Areas of Focus in Goal 4:

- Fostering a warm and welcoming environment for all
- Providing caretakers with information to support children's development in a helpful, culturally responsive, and non-judgemental manner
- Increasing programs that bring families into the school.
- In person parent training scheduled for April and will implement upcoming PK/K bridge parent training.
  - Music is offering a 2 & 3 program on March 19; K&1 to happen in 25-26
- In collaboration with U of I Extension, a pumpkin patch will be planted in Spring/Summer 2025.



# NEW GOAL: Plan, Implement, and Assess Math Implementation and Instruction in Grades K-3

Accomplishments in the past year:

- Strong math implementation of Reveal with dedicated to explore and understand instructional resources.
- Began using Number Worlds for intervention.
- Initial investigation of mathematical practices and use of vertical whiteboards to build thinking classrooms.
- Professional development plan and math committee

Areas of Focus Going Forward:

- Project based activities and hands on learning to accomplish student centered learning
- Continued professional development in mathematical practices, student engagement and collaboration strategies, unit design, and more
- Greater education to parents regarding components to use at home

# BUILDING THINKING CLASSROOMS in MATHEMATICS

GRADES K-12

14 TEACHING  
PRACTICES  
FOR ENHANCING  
LEARNING



## PETER LILJEDAHL

FOREWORD BY TRACY JOHNSTON ZAGER  
ILLUSTRATIONS BY LAURA WHEELER

CORWIN

# NUMBER WORLDS



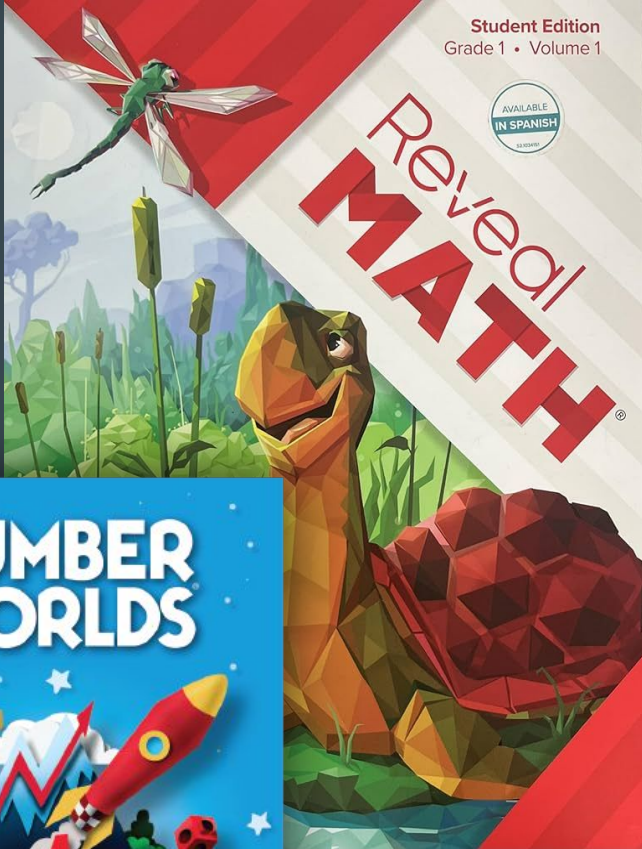
Mc  
Graw  
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Placement Test Guide

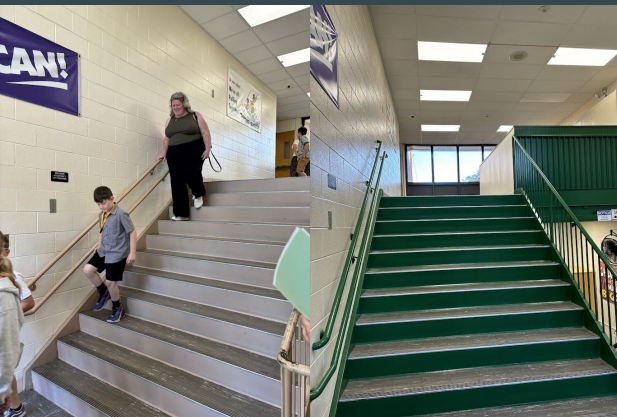
Student Edition  
Grade 1 • Volume 1

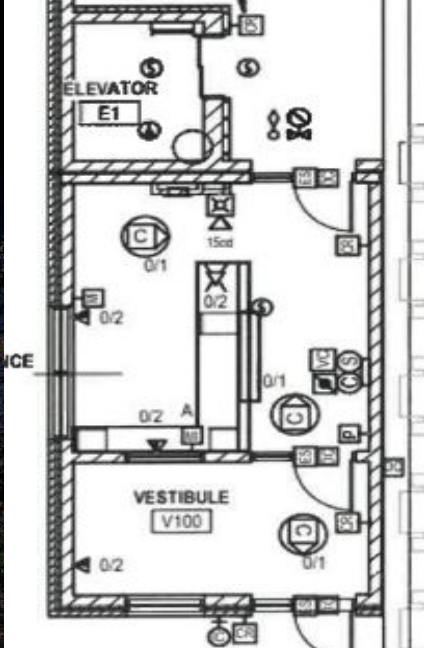
AVAILABLE  
IN SPANISH

# Reveal MATH



# NEW GOAL: Modernize the Building & Our Use of It





Milne Grove School  
1969 into the present



**Thank you!**