



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mill Creek Elementary School
3750 INTERNATIONAL GOLF PKWY
St Augustine, FL 32092
904-547-3720
<http://www-mce.stjohns.k12.fl.us/>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 25%
Alternative/ESE Center No	Charter School No	Minority Rate 22%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	35

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Mill Creek Elementary School

Principal

Amanda Riedl

School Advisory Council chair

Gina Cirillo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jennifer Yeabsley	Kindergarten
Heather Clark	1st grade
Kristie Brocksmith	1st grade
L'Tania Atkins	2nd grade
Amy Borie	3rd grade
Jessica Shearer	4th grade
Lee DeWitt	5th grade
Josephine Saldana	ESE
Paige Neal	Resource
Sheree McArthur	ILC

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Amanda Riedl, Principal, Carolyn Ramsay, Co-Chair, Gina Cirillo, Co-Chair, Synethia Brown, Kindergarten, Kristin Orr, fifth grade, Donna Locke, Resource, Samantha Gardner, Support Staff, Tracy Peska, first grade, Jo Saldana, ESE, Rhonda Hammel, parent, Richard Macias, parent, Scott Mitchell, parent, Ken Roggan, parent, Avita Beatty, parent, Shannon Millican, parent, Jessica Howell, parent, Richard Booth, parent, Sharon Clark, parent, Loreal Greathouse, community representative

Involvement of the SAC in the development of the SIP

At the final SAC meeting for the 2012-2013 school year, feedback was solicited from exiting members and new members to identify areas of strength and areas of opportunity regarding student achievement at Mill Creek. This feedback was utilized to build the SIP goals with a focus on Math, Reading, and Attendance. At the first SAC meeting for the 13-14 school year, feedback was solicited regarding the written goals and how they align to the work that will take place this year to meet individual student needs.

Activities of the SAC for the upcoming school year

Parent learning nights in both reading and math are planned to support the paradigm shift in teaching and learning in these curricular areas. Members of SAC will work collaboratively with teachers to build the framework of the evenings to ensure we are meeting parent needs. SAC will provide funds for teachers to continue to grow as professionals through attending various conferences, such as writing conferences with a focus on a deeper understanding of the craft of writing, training on incorporating CCSS into everyday teaching, and Math Development with a Lesson Study on Developing Mathematical Ideas - Making Meaning for Operations. These funds will also provide teachers an opportunity to focus on specialty area improvements, such as technology, by building in professional development during the school day that provides explicit teaching opportunities for teachers to experience demonstration lessons and other means that build the capacity of their learning as professionals which is directly tied to the SIP. In addition, Administration utilizes parent and teacher members to provide feedback on new initiatives and solicits opportunities to provide support in areas of opportunity for Mill Creek.

Projected use of school improvement funds, including the amount allocated to each project

Reading Night-\$500.00
 Math Night-\$500.00
 Professional Development-\$5000.00
 Perfect Attendance - \$500.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Amanda Riedl		
Principal	Years as Administrator: 10	Years at Current School: 2
Credentials	BA - K – 8, Physical and Health Education, MS - Educational Leadership, ED Specialist - Education Leadership MO - Education Leadership K – 8, FL – Educational Leadership	
Performance Record	2008 – 2009 – Met AYP – CA and MA - Made a 13% increase in Communication Arts – 58% - 71% and Made a 9% increase in MA – 62% - 71% 2009 - 2010 – Met AYP – CA and MA – Made 3% increase in Communication Arts – 71% - 74% and Made a 12% increase in MA – 71% - 83% 2010 - 2011 – 7/8 Subgroups Met AYP 2011 – 2012 – 3rd grade scored 1st in district in Communication Arts/2nd in district in Math; 4th scored 1st in district in Math 12 - 13 B School; 8% increase in 3rd grade MA, 5% increase in 3rd grade Reading	

Andrea Eberhart		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	M. Ed. Curriculum M.Ed. Leadership	
Performance Record	2 years out of district; 4 years A; 1 year B; 1 year C; current year still pending	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Sheree McArthur		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS in Elementary Education, Certified Elementary Ed 1 – 6, ESOL and Reading Endorsed, MS Curriculum and Instruction	
Performance Record	07-08 A School 08-09 A School, Five Star and Golden School Awards 09-10 A School, Five Star School and Golden School Awards 10-11 A School, Five Star School and Golden School Awards 11 – 12 A School, Five Star School and Golden School Awards 12 - 13 B School	

Classroom Teachers

# of classroom teachers	55
# receiving effective rating or higher	55, 100%
# Highly Qualified Teachers	95%
# certified in-field	53, 96%
# ESOL endorsed	44, 80%
# reading endorsed	8, 15%
# with advanced degrees	19, 35%
# National Board Certified	1, 2%
# first-year teachers	6, 11%
# with 1-5 years of experience	15, 27%
# with 6-14 years of experience	18, 33%
# with 15 or more years of experience	16, 29%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Both the principal and assistant principal actively seek out the best possible candidates for instructional vacancies through scrutinizing of the online applicant system provided by the district. Additionally, professional contacts at local universities with teaching programs are utilized. Retention of employees is accomplished through extensive professional development in best practices, mentoring programs so that employees are supported by peers, and collaboration time with colleagues both horizontally and vertically.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

First year teachers to Mill Creek are assigned a mentor to assist them in acclimating to the school policies, procedures and culture. The mentor is a resource for answering questions and addressing concerns. Experienced teachers with excellent interpersonal skills are chosen to ensure first year teacher success. Mentors meet monthly with their mentee to establish support for the new hire.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

School wide programs such as Star Reading/Math, Discovery Education scores, and Performance Plus along with teacher observation and data from teacher based differentiated instructional activities allow us the data to determine individual student mastery, progression or improvement still being needed. Funding and staffing is adjusted to allow for RtI tutoring, ESE personnel to assist classroom teachers in supporting individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The RTI team will be an active, integral part of the SIP to help insure the academic success of all student populations at Mill Creek. Data will be collected by teachers on a weekly or bi-weekly basis (depending on if they fall below the 25% or 10%), reviewed and monitored every six weeks. Specific attention will be placed on sub groups that did not achieve AYP, ED and ESE. The team will also focus on students that have been identified as needing additional assistance to maintain current FCAT levels.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier I: The core team will look at attendance reports through eSchoolPlus and academic reports through Discovery Ed, STAR Reading and MATH and FCAT, Leveled Reading Passages. Weekly monitoring of students that are identified below the 25% will be done through STAR Reading and AimsWeb. Data will be reviewed with teams every six weeks to monitor intervention and student progress.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff will be trained by grade level teams during WATT (We're All in This Together!) Collaborative Planning. Each grade team will review progress monitoring data every six weeks, share interventions, and analyze data to determine instructional needs. Resource department will provide lessons in Art,

Music, P.E., Technology, Media Class to support learning goals. Progress monitoring during WATT and through individual teacher conferences with Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amanda Riedl	Principal
Sheree McArthur	Instructional Literacy Coach
Andrea Eberhard	Assistant Principal
Gina Cirillo	3rd grade Teacher
Amy Borie	3rd Grade Teacher
Jessica Shearer	4th Grade Teacher
Heather Clark	1st Grade Teacher
Debbie Schroeder	2nd Grade Teacher

How the school-based LLT functions

The LLT will give support to faculty to implement initiatives, will monitor progress towards goals and will evaluate the efficacy of the initiatives stated below

Major initiatives of the LLT

The LLT will work to provide on-going learning experiences for teachers to continue to build the capacity of literacy instruction. Coaching cycles will be set up to give grade levels opportunities to have model lesson demonstrations with a focus on guided reading, conferring, and giving feedback to students. In addition, the LLT team will work with Literacy Experts to provide explicit teaching points to drive high-quality instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Students are given a benchmark 3X a year to identify those students that may need additional support in the area of reading. Once identified students receive a researched based intervention 4X weekly to support the areas of opportunity. This is done through universal intervention time where all staff members are included in the delivery of reading instruction. In addition to this time, teachers are required to meet with all students that are considered below grade level daily for guided reading or individual conferences, while meeting with other students at least 2 - 3 times a week. Grade levels have worked to develop a Guaranteed and Viable Curriculum that is aligned with Common Core. Using a Reader's Workshop Structure students are engaged in an explicit teaching lesson that ensures teachers are contributing to the reading improvement of every student. Students are engaged either/or individual conferring, small group, or guided reading groups daily to received individualized reading instruction based on student needs.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Specific strategies taught in the Pre-K environment include:

- Developing independence including unpacking & packing backpack, caring for personal belongings, toileting independently.
- Training children in the school routine including walking in a line, being quiet in the hall, lunch routine, sitting & listening, using writing/coloring/painting & cutting instruments appropriately, toileting.
- Teaching social skills as mentioned above.
- Helping children think for themselves, not copy others.
- Teaching phonemic awareness in preparation for reading.
- Creating situations for creativity & reasoning skills.
- Allowing children to experience Resource classes (PE, Art, computer Lab, Media, Music) daily.
- Experiencing teacher- & student-directed activities in small & large group situations.
- Developing a respect for authority.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	73%	No	79%
American Indian				
Asian	100%	94%	No	100%
Black/African American	63%	61%	No	67%
Hispanic	83%	71%	No	84%
White	77%	73%	No	79%
English language learners				
Students with disabilities	48%	32%	No	53%
Economically disadvantaged	64%	60%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	26%	29%
Students scoring at or above Achievement Level 4	169	46%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	141	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	25	62%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	83%	85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		67%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	45%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	64%	No	70%
American Indian				
Asian	100%	88%	No	100%
Black/African American	49%	50%	Yes	54%
Hispanic	67%	65%	No	70%
White	66%	64%	No	69%
English language learners				
Students with disabilities	33%	25%	No	40%
Economically disadvantaged	55%	54%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	31%	60%
Students scoring at or above Achievement Level 4	120	33%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	116	59%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	55%	75%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	34%	60%
Students scoring at or above Achievement Level 4	37	33%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	280	35%	50%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	153	19%	10%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	39	0%	0%
Students who receive two or more behavior referrals	6	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Mill Creek will host two parent learning nights, Math Night(November) and Evening with the Stars(Literacy) this school year to help parents gain a deeper understanding of the new standards. In addition, parents are encouraged to volunteer in their child's classroom and to participate in family social events hosted by the school. The PTA at Mill Creek is extremely active hosting monthly community

events and a program called Helping Hands once a week that provides direct support to the teachers. Mill Creek also host writing publishing parties monthly that encourage our parents to learn right alongside their child as they demonstrate their skills as a writer.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Mill Creek will increase the number of volunteers.	779	50%	60%

Area 10: Additional Targets

Additional targets for the school

All students will model and be recognized for school wide behavior that aligns the the six pillars of Character Counts.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
90% of students will receive a Character Counts award.	388	49%	90%
All students will receive a CAFE award for positive Mustang Manners.	0	0%	100%

Goals Summary

- G1.** Mill Creek will increase the number of students reading and writing at the proficient level by focusing on the high yield strategy of feedback, -teacher to student, student to teacher, student to student, teacher to teacher, administration to teacher, and
- G2.** Through gaining a deeper understanding of number sense, students will be able to understand and explain the thinking behind their math.
- G3.** Mill Creek will work to identify students that have a high frequency of absences throughout the school year.

Goals Detail

G1. Mill Creek will increase the number of students reading and writing at the proficient level by focusing on the high yield strategy of feedback, -teacher to student, student to teacher, student to student, teacher to teacher, administration to teacher, and

Targets Supported

- Writing

Resources Available to Support the Goal

- Team collaboration Conferring notebooks Student Data Binders Teacher Data Notebooks Vertical and horizontal instructional conversations All Star time Star Reading AimsWeb

Targeted Barriers to Achieving the Goal

- Building the capacity of the staff to have meaningful conferences with explicit goals.
- Providing Immediate,specific feedback within a student's learning continuum.

Plan to Monitor Progress Toward the Goal

Progress Monitoring, quick checks, CFA's, AimsWeb, Star Reading, DE

Person or Persons Responsible

Administration, classroom teachers, students

Target Dates or Schedule:

Daily

Evidence of Completion:

Increase on all formative and summative assessments.

G2. Through gaining a deeper understanding of number sense, students will be able to understand and explain the thinking behind their math.

Targets Supported

Resources Available to Support the Goal

- STEM training, hands on learning experiences, inquiry based instruction, manipulatives, team collaboration, teacher data notebooks, vertical and horizontal conversations, AimsWeb and Star Math

Targeted Barriers to Achieving the Goal

- Paradigm shift in teaching math to increase student fluency in accuracy, flexibility and understanding the most effective strategy to solve problems.

Plan to Monitor Progress Toward the Goal

Student growth on learning goals, accountable talk

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule:

Daily

Evidence of Completion:

Star Math, DFA's, DE, CFA's

G3. Mill Creek will work to identify students that have a high frequency of absences throughout the school year.

Targets Supported

Resources Available to Support the Goal

- eSchool Plus Personnel PTA Individual Attendance Plans Parent Support Counselor Mentors

Targeted Barriers to Achieving the Goal

- Educating community of the importance of daily attendance

Plan to Monitor Progress Toward the Goal

Report monthly attendance rates to SAC

Person or Persons Responsible

SAC Chairs

Target Dates or Schedule:

Monthly

Evidence of Completion:

Decrease the absence rate

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Mill Creek will increase the number of students reading and writing at the proficient level by focusing on the high yield strategy of feedback, -teacher to student, student to teacher, student to student, teacher to teacher, administration to teacher, and

G1.B2 Building the capacity of the staff to have meaningful conferences with explicit goals.

G1.B2.S1 To provide ongoing professional development with a focus on one to one conferring.

Action Step 1

Team collaboration meetings with administration and colleagues to interact with model lessons and deepening the understanding of specific feedback strategies. Using lesson studies to work through the gradual release, (I do , we do , you do)

Person or Persons Responsible

Administration, Building Leadership Team, Instructional Literacy Coach, Professional literacy experts

Target Dates or Schedule

Bi-weekly, monthly, ongoing

Evidence of Completion

Conferring notebooks, teachers sharing progress in the conferring process

Facilitator:

Administration, ILC

Participants:

Administration, Building Leadership Team, Instructional Literacy Coach, Professional literacy experts

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Conferring notebooks

Person or Persons Responsible

Administration and the ILC

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teacher growth

Plan to Monitor Effectiveness of G1.B2.S1

Use and effectiveness of conferring notebooks

Person or Persons Responsible

Administration/ILC/Colleagues

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom observations Conferring notebook

G1.B3 Providing Immediate,specific feedback within a student's learning continuum.

G1.B3.S4 Set and monitor crystal clear goals with students to increase reading proficiency.

Action Step 1

Conferences, conferring notebooks, progress monitoring

Person or Persons Responsible

Classroom teachers, administration and grade level teams

Target Dates or Schedule

Daily

Evidence of Completion

Increased student proficiency

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Conferring notebooks, conferences, collaborative conversations

Person or Persons Responsible

Classroom teachers, administration, students

Target Dates or Schedule

Daily

Evidence of Completion

Anecdotal notes, student data binders, conferring notebooks, student proficiency

Plan to Monitor Effectiveness of G1.B3.S4

Conferring notebooks, conferences, student notebook

Person or Persons Responsible

Administration, classroom teachers, students

Target Dates or Schedule

Daily

Evidence of Completion

Increased student achievement on DFA's, F & P, Star Reading

G2. Through gaining a deeper understanding of number sense, students will be able to understand and explain the thinking behind their math.

G2.B1 Paradigm shift in teaching math to increase student fluency in accuracy, flexibility and understanding the most effective strategy to solve problems.

G2.B1.S2 Teachers will begin to understand the process of formative assessment and how it provides feedback during instruction to adjust ongoing teaching and learning.

Action Step 1

Identify learning goals, continuum of learning, scales

Person or Persons Responsible

Classroom teachers, administrators, students, grade level teams

Target Dates or Schedule

Daily

Evidence of Completion

Students can identify their goal, student thinking during instruction. Teachers make adjustments to their on-going instruction.

Facilitator:

Math Team

Participants:

Classroom teachers, administrators, students, grade level teams

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Classroom observations, student work samples, progress monitoring, student data notebooks, math journals

Person or Persons Responsible

Administration, classroom teachers, students

Target Dates or Schedule

Daily

Evidence of Completion

Increase student proficiency in problem solving

Plan to Monitor Effectiveness of G2.B1.S2

Student's using accountable talk to model their thinking.

Person or Persons Responsible

Classroom teachers, administration, grade level teams

Target Dates or Schedule

Daily

Evidence of Completion

Students meeting learning goals, anecdotal notes

G3. Mill Creek will work to identify students that have a high frequency of absences throughout the school year.

G3.B2 Educating community of the importance of daily attendance

G3.B2.S1 Newsletter - Principal/Teacher Provide parents with data that supports the importance of attending school daily.

Action Step 1

Articles that are specific to the data that supports the importance of attending school Attendance Spotlight - Highlight classes each week that have met the 100% for the week.

Person or Persons Responsible

Administration/Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Printed Newsletter

Facilitator:

Assistant Principal/Team Leaders

Participants:

Administration/Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Ensure that the newsletter addresses attendance weekly

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

weekly

Evidence of Completion

printed newsletters

Plan to Monitor Effectiveness of G3.B2.S1

Develop school-wide protocol with SAC to address the importance of daily attendance

Person or Persons Responsible

Administration/Classroom Teachers

Target Dates or Schedule

SAC Committee

Evidence of Completion

Attendance Protocol

G3.B2.S2 Parent/Teacher Conferences -a school-wide protocol that will be addressed during parent/teacher conferences

Action Step 1

Report attendance rates at SAC meetings monthly

Person or Persons Responsible

SAC Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in student absences

Facilitator:

District Personnel provides overview of district attendance policy

Participants:

SAC Committee

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Monthly attendance rates

Person or Persons Responsible

SAC Chairs/Counselor

Target Dates or Schedule

Monthly SAC meetings

Evidence of Completion

Decrease in student absences

Plan to Monitor Effectiveness of G3.B2.S2

Counselor will collect monthly attendance reports

Person or Persons Responsible

SAC Committee

Target Dates or Schedule

Daily

Evidence of Completion

Decrease in student absences

G3.B2.S3 Daily attendance will be announced celebrating classes with 100%.

Action Step 1

Celebrate classes that have 100% daily attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Sign will be hung on classroom door celebrating 100%

Facilitator:

Administration

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Emailing teachers about 100%

Person or Persons Responsible

Counselor

Target Dates or Schedule

Daily

Evidence of Completion

Classes report daily attendance to Counselor

Plan to Monitor Effectiveness of G3.B2.S3

Increase in classes announced over morning announcement

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Increase in classes with 100%

G3.B2.S4 Daily phone calls will be made to parents by 10:00AM to report absence.

Action Step 1

Make daily phone calls to homes of absent students

Person or Persons Responsible

Office Clerk

Target Dates or Schedule

daily

Evidence of Completion

Phone log

Plan to Monitor Fidelity of Implementation of G3.B2.S4

Make daily phone calls to absent parents

Person or Persons Responsible

Office Clerk

Target Dates or Schedule

Each morning before 10:00AM

Evidence of Completion

Phone log

Plan to Monitor Effectiveness of G3.B2.S4

Phone Log

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in attendance rates

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI funds will be used to hire a tutor to help implement researched based strategies for students that are identified below the 25% and have not responded to Tier I instruction. The tutor will use Tier II and Tier III interventions based on the students level of need. Students will receive the interventions for 30 minutes 3 - 5 days a week based on individual student needs and their identified target area. Student learning is monitored on a weekly/biweekly and learning is adjusted. If students are responding to the intervention, the achievement gap will lessen and student's time with the intervention will decrease. The goal for all students is to give them the required learning that is needed to perform on grade level.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Mill Creek will increase the number of students reading and writing at the proficient level by focusing on the high yield strategy of feedback, -teacher to student, student to teacher, student to student, teacher to teacher, administration to teacher, and

G1.B2 Building the capacity of the staff to have meaningful conferences with explicit goals.

G1.B2.S1 To provide ongoing professional development with a focus on one to one conferring.

PD Opportunity 1

Team collaboration meetings with administration and colleagues to interact with model lessons and deepening the understanding of specific feedback strategies. Using lesson studies to work through the gradual release, (I do , we do , you do)

Facilitator

Administration, ILC

Participants

Administration, Building Leadership Team, Instructional Literacy Coach, Professional literacy experts

Target Dates or Schedule

Bi-weekly, monthly, ongoing

Evidence of Completion

Conferring notebooks, teachers sharing progress in the conferring process

G2. Through gaining a deeper understanding of number sense, students will be able to understand and explain the thinking behind their math.

G2.B1 Paradigm shift in teaching math to increase student fluency in accuracy, flexibility and understanding the most effective strategy to solve problems.

G2.B1.S2 Teachers will begin to understand the process of formative assessment and how it provides feedback during instruction to adjust ongoing teaching and learning.

PD Opportunity 1

Identify learning goals, continuum of learning, scales

Facilitator

Math Team

Participants

Classroom teachers, administrators, students, grade level teams

Target Dates or Schedule

Daily

Evidence of Completion

Students can identify their goal, student thinking during instruction. Teachers make adjustments to their on-going instruction.

G3. Mill Creek will work to identify students that have a high frequency of absences throughout the school year.

G3.B2 Educating community of the importance of daily attendance

G3.B2.S1 Newsletter - Principal/Teacher Provide parents with data that supports the importance of attending school daily.

PD Opportunity 1

Articles that are specific to the data that supports the importance of attending school Attendance Spotlight - Highlight classes each week that have met the 100% for the week.

Facilitator

Assistant Principal/Team Leaders

Participants

Administration/Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Printed Newsletter

G3.B2.S2 Parent/Teacher Conferences -a school-wide protocol that will be addressed during parent/teacher conferences

PD Opportunity 1

Report attendance rates at SAC meetings monthly

Facilitator

District Personnel provides overview of district attendance policy

Participants

SAC Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Decrease in student absences

G3.B2.S3 Daily attendance will be announced celebrating classes with 100%.

PD Opportunity 1

Celebrate classes that have 100% daily attendance

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Sign will be hung on classroom door celebrating 100%

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Mill Creek will increase the number of students reading and writing at the proficient level by focusing on the high yield strategy of feedback, -teacher to student, student to teacher, student to student, teacher to teacher, administration to teacher, and	\$5,000
G3.	Mill Creek will work to identify students that have a high frequency of absences throughout the school year.	\$500
Total		\$5,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
SAC funds	\$500	\$0	\$500
SAC Funds/Additional Revenue	\$0	\$5,000	\$5,000
Total	\$500	\$5,000	\$5,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Mill Creek will increase the number of students reading and writing at the proficient level by focusing on the high yield strategy of feedback, -teacher to student, student to teacher, student to student, teacher to teacher, administration to teacher, and

G1.B2 Building the capacity of the staff to have meaningful conferences with explicit goals.

G1.B2.S1 To provide ongoing professional development with a focus on one to one conferring.

Action Step 1

Team collaboration meetings with administration and colleagues to interact with model lessons and deepening the understanding of specific feedback strategies. Using lesson studies to work through the gradual release, (I do , we do , you do)

Resource Type

Professional Development

Resource

Staff will work with literacy expert to increase their depth of understanding on how to analyze reading behaviors and adjust their teaching and feedback to increase reading and writing proficiency.

Funding Source

SAC Funds/Additional Revenue

Amount Needed

\$5,000

G3. Mill Creek will work to identify students that have a high frequency of absences throughout the school year.

G3.B2 Educating community of the importance of daily attendance

G3.B2.S3 Daily attendance will be announced celebrating classes with 100%.

Action Step 1

Celebrate classes that have 100% daily attendance

Resource Type

Other

Resource

Classes will be recognized for perfect attendance on a daily/weekly/monthly basis.

Funding Source

SAC funds

Amount Needed

\$500