

# Mill Creek Elementary School



2014-15 School Improvement Plan

## Mill Creek Elementary School

3750 INTERNATIONAL GOLF PKWY, St Augustine, FL 32092

<http://www-mce.stjohns.k12.fl.us/>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
25%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
22%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Johns County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Mill Creek we will inspire students to be lifelong learners with integrity.

##### **Provide the school's vision statement**

The Learning community of Mill Creek will ensure that ALL achieve their fullest potential through challenging, purposeful learning opportunities; where learning is the only option!

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Teachers provide feedback forms to parents at the beginning of each school year to identify with the personal strengths of each child. Information is then used to establish learning groups, peers groups, and other types of significant learning opportunities to meet the direct needs of the children. In addition, Mill Creek's culture fosters a community in which students are celebrated for their differences and accomplishments and those celebrations are visible to the entire learning community through an All – Star bulletin board that greets visitors as they enter the school. Throughout the year, teachers send students to the office when they have reached a goal, taken risk, or just want to celebrate a new learning. These students pictures are then posted on our celebration board. This truly honors the learning of each child in their own unique way. The goal is for all student to have a picture posted by the end of the year.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

At the beginning of the year, Mill Creek spends a great deal of time establishing the working norms for the learning community. Developing our learning cultures within each classroom and throughout the building that develops a positive approach to ensure expectations are clear and communicated becomes a priority. Through the development of our CHAMPS positive behavior support, students are taught universal norms that identify positive behavior patterns during transitions, lunch, and resource time. These behavior norms are taught and practices on a continual basis to ensure a high level of understanding and to ensure our students are equipped to treat the environment, their peers, teachers, and Mill Creek visitors with respect and honor. Throughout the each day, students work to be recognized as “champs.” “Champ cheers” are given to those students that are displaying “champ” behavior throughout the school environment. Parents of the child receiving the “champ cheer” are called immediately and celebrated for their work. In addition, Mill Creek has implemented a LEADS program to provide mentor for our new students throughout the year. The Mill Creek LEADS visit new students once a month, serve on the broadcasting team, and work to develop leaders throughout the building. This team of student leaders are led by our Guidance Counselor.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Mill Creek has established CHAMP plans that celebrate the appropriate behaviors during transition, CAFÉ time, and Resource classes. Students are taught the expected behaviors, what they look and sound like, and reinforced when they are observed using their CHAMP behaviors. Teachers remind students frequently of the CHAMP behaviors by recognizing students that are conducting themselves as “champs,” using non-verbal cues for reinforcement, and following through when redirection is needed. Champ cheers are given as positive reinforcement throughout the day to students throughout the environment for recognition of positive behavior. Champ cheers are celebrated with parents immediately with a call home from an administrator. In addition, Champ Cheers are read each morning on the morning announcements celebrating the great work of the students. Champion behavior is highly regarded at Mill Creek and has given us a common language to recognize the positive behaviors our students display throughout the learning environment.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Mill Creek’s guidance counselor has provided a variety of social groups to meet the needs of the students. Through feedback provided by parents and teachers, the Guidance Counselor creates groups that meet weekly to meet specific social or emotional situations that students are experiencing in their personal lives. For example, Banana Split groups support students that may be experiencing divorce, Friendship groups to support students that are experiencing difficulty developing peer relationships, academic support groups for students that lack confidence in academic growth, and individual groups based on needs that are specific to students from parent feedback. These groups meet on a weekly basis and build a repertoire of strategies that provide them with knowledge and skills to interact with their situations. In addition to reactive groups that are developed directly from student’s current situations, the Guidance Counselor serves as the LEADS coordinator. LEADS are a group of 5th grade students that have been selected through a rigorous process to provide mentoring to new students and other students throughout the building that need support. This group meets weekly and is trained to provide leadership to students at Mill Creek.

Developing good character has been part of the School Improvement process. Each month students are celebrated for outstanding character at our Character Counts celebration assemblies. Area business partners join with Mill Creek in honoring these students and their families in a large group celebration assembly with recognition from the student’s peers and teacher for their excellent character.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	15	18	8	10	9	65
One or more suspensions	0	3	2	1	6	2	14
Course failure in ELA or Math	1	2	0	0	1	0	4
Level 1 on statewide assessment	0	0	0	2	30	27	59

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	1	1	9	3	16

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

All star time, LLI, Read Naturally, Pals, K-Pals, Ascend Math, RTI/MTSS, differentiated instruction, daily small group instruction, weekly progress monitoring of students below the 25th percentile, individualized instruction, frequent parent-teacher communication, weekly attendance report monitoring and follow up, weekly core leadership team meetings to address behavior and academic needs of students.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

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.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Mill Creek's PTA has built a united partnership with the business partners throughout the community. This partnership has resulted in not only a financial support to provide Mill Creek with updated

technology, enhanced literacy classroom libraries as well as Literacy resources that provide both instructional materials for Tier I and Tier II learning supports, and enhanced the facilities, but has given our students direct access to the businesses throughout the school year. Many of our business partners provide school spirit nights, host our monthly Character Counts celebrations, and serve as active members on our SAC committee.

In addition to the business partnership, Mill Creek will begin a campaign this year that helps our students understand the role they play in giving back to the community. Through our “Mill Creek gives back” campaign, each month our students will be encouraged to participate in community outreach events. Clothes and food drives, donation challenges, and charity awareness our students and community will engage in supporting the local needs of our community.

Throughout the year, Mill Creek works directly with many of the business partners to provide big community events to raise money for the schools by providing large scale community events that promote awareness of the direct needs of the schools and giving community members an avenue to respond. Through these large community events Mill Creek’s classrooms have been given opportunities to add new playground equipment, provide unique learning opportunities for teacher learning, and enhance the instructional learning resources throughout the building.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Riedl, Amanda	Principal
Conroy, Michelle	Assistant Principal
Rosas, Jessica	Psychologist
Serafin, Shelley	Guidance Counselor
McArthur, Sheree	Instructional Coach
Saldana, Josephine	Teacher, ESE

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal/Assistant 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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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.

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.

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kristin Orr	Teacher
Synethia Brown	Teacher
Donna Locke	Teacher
Jamara Washington	Teacher
Samantha Gardner	Education Support Employee
Sharon Clark	Teacher
Karin Thomas	Teacher
Jessica Kendall	Teacher
Tina Larson	Education Support Employee
Avita Beatty	Parent
Rhonda Hammel	Parent
Nerissa Hartford	Parent
Rueben Velezquez	Parent
Loreal Greathouse	Business/Community
Georgia Hernandez	Parent
Dana Goodson	Parent
Willie Devlin	Parent
Lori Kesgen	Parent
Robin Lightsey	Parent
Kristen Scott	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

During the first SAC meeting of the 2014-15 school year, members were actively involved in reviewing and evaluating goal progress for last year's SIP.

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

The SAC will have an active role in reviewing and providing feedback towards finalizing the 2014-15 SIP and budget. Direct budgetary requests will be submitted and approved at monthly meetings. The SAC treasurer will provide SAC members with monthly budget updates.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Math Night - \$500  
Reading Night -\$500  
Professional Development-\$5,000  
Perfect Attendance -\$500

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Riedl, Amanda	Principal
Conroy, Michelle	Assistant Principal
McArthur, Sheree	Instructional Coach
Green, Susan	Teacher, K-12
Schroeder, Debbie	Teacher, K-12
Shearer, Jessica	Teacher, K-12
Saldana, Josephine	Teacher, ESE

#### Duties

**Describe how the LLT promotes literacy within the school**

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.

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Mill Creek's fundamental purpose is built to support three big Ideas: A focus on Learning, A Focus on Results and A Focus on a Collaborative Culture. Priorities to give teachers on-going opportunities to work with their colleagues with a focus on student learning has given our students access to a guaranteed and viable curriculum. Mill Creek's master schedule is built with teacher collaboration as a priority, giving all teachers a 45 minute collaboration block of time 4 days a week. Teachers have written grade level Math/Reading/Writing Units of Study and Common Formative Assessments to ensure that every student in the grade level has equal access to learning opportunities. Through weekly collaboration, teachers sit together and analyze student work to help determine next steps of instructional and how to ensure individual student needs are met. In addition, learning teams come together weekly through data analysis structure to examine the overall growth of students and how to use grouping methods to serve the unique needs.

In addition to the collaboration time around student learning, Mill Creek's Sunshine Committee supports the social needs of the staff. Providing large social events, quarterly staff breakfast, and small celebrations throughout the year, the Sunshine Committee has a true focus on building a family culture that supports staff families and recognizes the personal relationships of staff.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their

effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Mill Creek's focus on providing a guaranteed and viable curriculum to students creates structures that provide on-going monitoring of student learning through formative assessment and feedback. Grade levels create Units of Study in all curricular area to provide a consistent approach to teaching and learning. Pre/assessments are administered at the beginning of each unit and aligned to student needs. Each day we begin with a universal reteaching time that ensure students that are not learning at the same rate as grade level peers are provided a time during the day where no "new learning" is taking place to reinforce or reteach curricular objectives. In addition, students work with classroom teachers throughout the day in specific learning interventions to accommodate learning needs. A quick check system has been established to monitor students at specific benchmark periods during a unit of study. This provided on-going data that will continue to inform instruction and make immediate learning accommodations for individual students. This formative feedback allows teachers to use a fluid environment of teaching and learning.

Tier II instruction is provided for those students that score below the 25% on reading and math assessments. Students are regrouped depending on need and receive a specific intervention 4 days a week for 30 minutes. These groups are fluid and students move between groups as needed based on weekly progress monitoring. Through weekly progress monitoring, interventions are changed and adapted to ensure the interventions is specific and meeting the needs of individual learners.

If as student does not respond to Tier II and Tier III interventions and have worked through the RTI process with the MTSS team, a student may be referred for an ESE evaluation.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**



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, World of Science) daily.
- Experiencing teacher- & student-directed activities in small & large group situations.
- Developing a respect for authority.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

NA

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

NA

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Mill Creek will increase the number of students in writing at the proficient level by focusing on the high yield strategy of feedback through weekly collaboration of identifying the areas of opportunity for each student.
  
- G2.** Mill Creek will increase the percentage of gains of students identified in the lowest quartile in Mathematics by implementing a continuous improvement cycle of data analysis and reflective teaching, using differentiated instructional strategies to meet the needs of individual learners.
  
- G3.** Mill Creek will increase the number of students in science at the proficiency level by providing inquiry based investigations aligned to content knowledge that expands depth of understanding of Science standards.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Mill Creek will increase the number of students in writing at the proficient level by focusing on the high yield strategy of feedback through weekly collaboration of identifying the areas of opportunity for each student. **1a**

 G036247

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

**Resources Available to Support the Goal** **2**

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

**Targeted Barriers to Achieving the Goal** **3**

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

**Plan to Monitor Progress Toward G1.** **8**

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

Increase on all formative and summative assessments.

**G2.** Mill Creek will increase the percentage of gains of students identified in the lowest quartile in Mathematics by implementing a continuous improvement cycle of data analysis and reflective teaching, using differentiated instructional strategies to meet the needs of individual learners. 1a

G036248

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- MFAS Implementation , inquiry based instruction, team collaboration, teacher data notebooks, vertical and horizontal conversations, AimsWeb and Star Math, data protocol sheets

**Targeted Barriers to Achieving the Goal** 3

- Teachers depth of understanding and how to identify gaps in foundational math skills and differentiating instruction to meet individual student learning needs.

**Plan to Monitor Progress Toward G2.** 8

lesson plans, task implementation, student samples, teacher data collection forms

**Person Responsible**

Michelle Conroy

**Schedule**

Weekly, from 9/10/2014 to 6/4/2015

**Evidence of Completion**

Star Math, DE, CFA's, MFAS Tasks, FSA

**G3.** Mill Creek will increase the number of students in science at the proficiency level by providing inquiry based investigations aligned to content knowledge that expands depth of understanding of Science standards. 1a

G036249

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** 2

- World Science Lab Academic Vocabulary Science Interactive Journals Discovery Education Leveled Science Readers

**Targeted Barriers to Achieving the Goal** 3

- Emphasis on active learning investigations in all grade levels.

**Plan to Monitor Progress Toward G3.** 8

During Science Cadre meetings, teachers will discuss vertical alignment and infusing scientific academic vocabulary into daily academic discussions.

**Person Responsible**

Amanda Riedl

**Schedule**

Monthly, from 9/11/2014 to 6/4/2015

**Evidence of Completion**

Meeting Summaries, DE, FCAT 2.0

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.


### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy


**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Mill Creek will increase the number of students in writing at the proficient level by focusing on the high yield strategy of feedback through weekly collaboration of identifying the areas of opportunity for each student.

**1**

 G036247

**G1.B3** Providing Immediate,specific feedback within a student's learning continuum. **2**

 B086771

**G1.B3.S1** Students will receive on-going, specific, and timely feedback using the writing rubric to self - monitor as reflective writers. **4**

 S097471

### Strategy Rationale

Student proficiency on the state assessment continues to decline.

### Action Step 1 **5**

Conferences, conferring notebooks, progress monitoring

#### Person Responsible

Amanda Riedl

#### Schedule

Weekly, from 9/8/2014 to 6/4/2015

#### Evidence of Completion

Increased student proficiency

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Student achievement, pre/post assessment data, conferring notebooks/conferring notes, student exemplars, student reflection logs

**Person Responsible**

Amanda Riedl

**Schedule**

Weekly, from 9/8/2014 to 6/4/2015

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Conferring notebooks, conferences, student writer's notebook,

**Person Responsible**

Amanda Riedl

**Schedule**

Weekly, from 9/8/2014 to 6/4/2015

***Evidence of Completion***

Increased student achievement on on-demand writing, responses in student-centered coaching, increase in proficiency from pre/post writing performance task,

**G2.** Mill Creek will increase the percentage of gains of students identified in the lowest quartile in Mathematics by implementing a continuous improvement cycle of data analysis and reflective teaching, using differentiated instructional strategies to meet the needs of individual learners. 1

G036248

**G2.B1** Teachers depth of understanding and how to identify gaps in foundational math skills and differentiating instruction to meet individual student learning needs. 2

B086772

**G2.B1.S1** Classroom teachers implementing MFAS tasks, meet collaboratively to discuss data both qualitatively and quantitatively, and plan for differentiated instruction. 4

S097472

### Strategy Rationale

Mill Creek's students in the bottom 25% have made limited learning gains on the state assessment.

### Action Step 1 5

Teachers will meet weekly to analyze student work samples, identify gaps in mathematical understanding, and plan for differentiated instruction to meet the needs of individual learners.

#### Person Responsible

Michelle Conroy

#### Schedule

Weekly, from 9/10/2014 to 6/4/2015

#### Evidence of Completion

student work samples, student achievement, teacher data analysis reports of MFAS tasks, MFAS Rubric levels

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

weekly grade level collaboration meetings; horizontal conversations, lesson design with differentiation identifying

#### Person Responsible

Michelle Conroy

#### Schedule

Weekly, from 9/29/2014 to 6/4/2015

#### Evidence of Completion

student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans



**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Student work samples, data analysis identifying patterns and trends and levels of students, learning progressions that identify the gaps and how to close gaps

**Person Responsible**

Michelle Conroy

**Schedule**

Weekly, from 9/10/2014 to 6/4/2015

**Evidence of Completion**

student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans

**G3.** Mill Creek will increase the number of students in science at the proficiency level by providing inquiry based investigations aligned to content knowledge that expands depth of understanding of Science standards.

1

 G036249

**G3.B1** Emphasis on active learning investigations in all grade levels. 2

 B086774

**G3.B1.S2** Establish Science Cadre school leadership team to vertically align classroom instruction with World of Science hands on labs to daily instruction with a focus on content understanding and building academic vocabulary. 4

 S120649

**Strategy Rationale**

Science proficiency on state assessments has shown limited growth and needs to be increased.

**Action Step 1 5**

Science Cadre will meet monthly to discuss alignment of science content knowledge, academic vocabulary, and hands on investigations with an emphasis on scientific process skills.

**Person Responsible**

Amanda Riedl

**Schedule**

Monthly, from 9/11/2014 to 6/4/2015

**Evidence of Completion**

Meeting summaries, lesson plans, aligned academic vocabulary scope and sequence

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

Administration will attend and monitor monthly Science Cadre meetings. Student interactive science journals will be monitored. Students' use of academic vocabulary in their daily conversations will also be monitored.

**Person Responsible**

Amanda Riedl

**Schedule**

Weekly, from 9/11/2014 to 6/4/2015

**Evidence of Completion**

Meeting Summaries, student interactive science journals, and DE data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

DE data and student interactive journals will be monitored for use of science academic vocabulary and implementing scientific process skills

**Person Responsible**

Amanda Riedl

**Schedule**

Weekly, from 9/11/2014 to 6/4/2015

**Evidence of Completion**

DE, classroom observational data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Conferences, conferring notebooks, progress monitoring	Riedl, Amanda	9/8/2014	Increased student proficiency	6/4/2015 weekly
G2.B1.S1.A1	Teachers will meet weekly to analyze student work samples, identify gaps in mathematical understanding, and plan for differentiated instruction to meet the needs of individual learners.	Conroy, Michelle	9/10/2014	student work samples, student achievement, teacher data analysis reports of MFAS tasks, MFAS Rubric levels	6/4/2015 weekly
G3.B1.S2.A1	Science Cadre will meet monthly to discuss alignment of science content knowledge, academic vocabulary, and hands on investigations with an emphasis on scientific process skills.	Riedl, Amanda	9/11/2014	Meeting summaries, lesson plans, aligned academic vocabulary scope and sequence	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Progress Monitoring, quick checks, CFA's, AimsWeb, Star Reading, DE		Increase on all formative and summative assessments.	one-time	
G1.B3.S1.MA1	Conferring notebooks, conferences, student writer's notebook,	Riedl, Amanda	9/8/2014	Increased student achievement on on-demand writing, responses in student-centered coaching, increase in proficiency from pre/post writing performance task,	6/4/2015 weekly
G1.B3.S1.MA1	Student achievement, pre/post assessment data, conferring notebooks/conferring notes, student exemplars, student reflection logs	Riedl, Amanda	9/8/2014	Anecdotal notes, student data binders, conferring notebooks, student proficiency	6/4/2015 weekly
G2.MA1	lesson plans, task implementation, student samples, teacher data collection forms	Conroy, Michelle	9/10/2014	Star Math, DE, CFA's, MFAS Tasks, FSA	6/4/2015 weekly
G2.B1.S1.MA1	Student work samples, data analysis identifying patterns and trends and levels of students, learning progressions that identify the gaps and how to close gaps	Conroy, Michelle	9/10/2014	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	6/4/2015 weekly
G2.B1.S1.MA1	weekly grade level collaboration meetings; horizontal conversations, lesson design with differentiation identifying	Conroy, Michelle	9/29/2014	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	6/4/2015 weekly
G3.MA1	During Science Cadre meetings, teachers will discuss vertical alignment and infusing scientific academic vocabulary into daily academic discussions.	Riedl, Amanda	9/11/2014	Meeting Summaries, DE, FCAT 2.0	6/4/2015 monthly
G3.B1.S2.MA1	DE data and student interactive journals will be monitored for use of science academic vocabulary and implementing scientific process skills	Riedl, Amanda	9/11/2014	DE, classroom observational data	6/4/2015 weekly
G3.B1.S2.MA1	Administration will attend and monitor monthly Science Cadre meetings. Student interactive science journals will be monitored. Students' use of academic vocabulary in their daily conversations will also be monitored.	Riedl, Amanda	9/11/2014	Meeting Summaries, student interactive science journals, and DE data	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*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 in writing at the proficient level by focusing on the high yield strategy of feedback through weekly collaboration of identifying the areas of opportunity for each student.

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

**G1.B3.S1** Students will receive on-going, specific, and timely feedback using the writing rubric to self - monitor as reflective writers.

### **PD Opportunity 1**

Conferences, conferring notebooks, progress monitoring

#### **Facilitator**

Sheree McArthur

#### **Participants**

K - 5 Teachers

#### **Schedule**

Weekly, from 9/8/2014 to 6/4/2015

**G2.** Mill Creek will increase the percentage of gains of students identified in the lowest quartile in Mathematics by implementing a continuous improvement cycle of data analysis and reflective teaching, using differentiated instructional strategies to meet the needs of individual learners.

**G2.B1** Teachers depth of understanding and how to identify gaps in foundational math skills and differentiating instruction to meet individual student learning needs.

**G2.B1.S1** Classroom teachers implementing MFAS tasks, meet collaboratively to discuss data both qualitatively and quantitatively, and plan for differentiated instruction.

### **PD Opportunity 1**

Teachers will meet weekly to analyze student work samples, identify gaps in mathematical understanding, and plan for differentiated instruction to meet the needs of individual learners.

#### **Facilitator**

Michelle Robinson, Amanda Riedl

#### **Participants**

Classroom Teachers - K - 5

#### **Schedule**

Weekly, from 9/10/2014 to 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Mill Creek will increase the number of students in writing at the proficient level by focusing on the high yield strategy of feedback through weekly collaboration of identifying the areas of opportunity for each student.	3,000
<b>Goal 2:</b> Mill Creek will increase the percentage of gains of students identified in the lowest quartile in Mathematics by implementing a continuous improvement cycle of data analysis and reflective teaching, using differentiated instructional strategies to meet the needs of individual learners.	3,000
<b>Grand Total</b>	<b>6,000</b>

**Goal 1: Mill Creek will increase the number of students in writing at the proficient level by focusing on the high yield strategy of feedback through weekly collaboration of identifying the areas of opportunity for each student.**

Description	Source	Total
<b>B3.S1.A1</b> - Funds for continued literacy development provided by grant partnership from the Education Foundation and Davidson Cares.	School Improvement Funds	3,000
<b>Total Goal 1</b>		<b>3,000</b>

**Goal 2: Mill Creek will increase the percentage of gains of students identified in the lowest quartile in Mathematics by implementing a continuous improvement cycle of data analysis and reflective teaching, using differentiated instructional strategies to meet the needs of individual learners.**

Description	Source	Total
<b>B1.S1.A1</b> - continue literacy development	School Improvement Funds	3,000
<b>Total Goal 2</b>		<b>3,000</b>