

St. Johns County School District

Mill Creek Elementary School



2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	23%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Mill Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. 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!

2. School Environment

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

Teachers utilize two-way communication with parents to learn about students interests and likes, how they learn best, and begin to build a shared understanding of the learning for the school year. This information is used to engage in friendly conversations of interest that begin to build value in each student. In addition to the parent information provided, teachers spend time listening and observing each student as a learner while collecting data that will strengthen the learning structures in the classroom. Mill Creek focuses on building learning communities in each classroom where each learner is valued and celebrated for their differences and accomplishments. Learners identify what it sounds and looks like to embrace and own their learning in the classroom. Mill Creek embeds learning celebrations as a norm continuously highlighting the learning of students and staff. Celebrations are made public each morning through announcements with specific learning outcomes aligned to the celebration. Students thrived last year with an emphasis on PRIDE learning and behavior expectations. PRIDE - Politeness, Respect, Integrity, Discipline, and Effort celebrates the students for their best effort and as a learner. Students are celebrated with PRIDE golden bucks. Each buck is placed in a hopper and at the end of each week, 15 students receive a Mustang Pride Trophy to display on their desk for the following week. This truly honors the learning and behavior of each child in their own unique way. Mill Creek believes in celebrating small-term goals that lead to the success of long-term goals.

b. 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 positive learning cultures that value the learning needs of individual students is a priority at Mill Creek and ensures expectations are clear and communicated. Through the development of a positive behavior structure, universal norms are continually reinforced through grade level assemblies and classroom structures to provide on-going support in common areas; transitions, lunch, and resource time. These behavior norms are taught and practiced 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. Mustang PRIDE will continue to be a highlight for students to show their best learning and behavior expectations. Additionally, students will work with the Guidance Counselor with a focus on Character Counts highlights the Character Pillar of the month and giving students explicit opportunities to learn and practice these traits with peers. Having PRIDE are character traits that promote overall outstanding character throughout life. Mill Creek LEADS will continue to provide mentors and friends

for our new students throughout the year. This team of student leaders are led by our one of our 5th grade teachers and will work to develop leadership skills throughout the school year.

c. 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 PRIDE learning and behavior expectations celebrate character traits that reach far beyond just a school environment. Politeness, Respect, Integrity, Discipline, and Effort promote an overall emphasis on student character in all settings. Expected behaviors are taught, practiced, reviewed, and celebrated with students throughout the learning environment. Teachers remind students frequently of behavior expectations by recognizing students with visible PRIDE behaviors using non-verbal cues for reinforcement, and following through when redirection is needed. Students will have the opportunity to earn PRIDE bucks each day. Each week, all PRIDE Bucks will be entered into a drawing where 15 students will be awarded the PRIDE Trophy to display on their desk for the next full week. 15 new student names will be drawn each week from a new group of PRIDE bucks earned for the week.

d. 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

The Guidance Counselor will provide lessons directly aligned to Character development, brain-based learning, leadership, social/emotional relationships, and career development. In addition, Mill Creek's Guidance Counselor provides opportunities for students to engage in social groups to meet individual needs of the students. Through feedback provided by parents and teachers, the Guidance Counselor creates groups that convene weekly to meet specific social or emotional situations that students are experiencing in their personal lives. Additionally, all students are engaged in learning structures in the classrooms such as readers/writers and math workshop. These learning structures promote collaborative learning for students and build in specific phrases and lesson that engage students in how to agree and disagree with peers, how to be a good learning partner, how to respond appropriately from peer to peer and student to teacher. Student's growth in working collaboratively, engaging in appropriate learning discourse, justifying their thinking, and engaging in active discussion regarding their learning has made a positive impact, not only on the learning environments but directly on student achievement.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Student data and attendance is recorded via eschool plus. A data system has been created within eschool that has automatic updates to upload assessment data and attendance. The data helps identify students that have a greater risk of academic achievement and give schools an opportunity to intervene early rather than wait for a student to fail.

The data is uploaded into a school's data dashboard and identifies students in each grade level that

have greater than 10% absence, discipline that results in ISS or OSS, failed courses in ELA and/or Math, scored at a level 1 on state assessment in ELA and/or Math, is identified with 2 or more indicators as early warning signs.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	8	4	5	9	9	0	0	0	0	0	0	0	36
One or more suspensions	0	0	2	1	2	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	1	11	16	0	0	0	0	0	0	0	28

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	1	0	2	0	0	0	0	0	0	0	3

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

The Guidance Counselor and attendance team meet monthly to look at students that are indicated in the EWS and those students that have had frequent absences within a month. Should a student have 5 absences a meeting will be scheduled with the student and family and a plan developed to provide success for the student. Additionally the beginning stages of a truancy plan will start. Students will also be assigned a LEAD mentor to meet with regularly to promote positive attendance practices.

Students that show indicators of academic risks, structures, such as All Star time, a universal re-teaching time, have been developed school-wide to identify students immediately, provide specific interventions that are aligned to the direct need of the student, and are monitored on a weekly basis. Students are monitored by the MTSS team in addition to grade level teams that work collaboratively to ensure all students have equal opportunities to a guaranteed and viable curriculum. Should students not respond to the immediate interventions, students are referred to the RTI process and the intensity or frequency of the intervention increases. Students are also given additional time within grade level standards to ensure mastery is achieved. Should a student not respond to an increased level of intervention, the MTSS team meets with families to study the data and develop an action plan for the student.

As a school that believes in a preventative approach, students are not given the opportunity to fail. Remediation is a practice that comes immediate and supports all students throughout the learning environment.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Mill Creek will host learning events throughout the year to foster parent learning and deeper understanding of how students are learning. Parents will engage in direct learning opportunities that replicate the learning experiences that students would engage in during a daily block of instruction. Mill Creek hosts an annual Literacy Week including a family night devoted to Literacy development of children. Parents find the evening fun, informative, and in the last 2 years participation has doubled. In addition, parents are encouraged to volunteer in their child's classroom and to participate in family social events hosted by the school. Teachers are expected to communicate with parents on a bi-weekly basis through email, newsletter, or updated website to develop an awareness and understanding of anticipated student learning outcomes, home practice opportunities, and upcoming events. Communicating assessment timelines and expectations are communicated in a timely manner for parents to be directly involved in the learning of their students.

In addition to the teacher/parent academic relationships, Mill Creek's PTA is extremely active in hosting monthly family events, large scale community events, and more immediate - Helping Hands, a weekly service that provides direct support to the teachers. Grade Levels also hosts monthly publishing parties that encourage parents, friends, and family to learn right alongside their child as they demonstrate their skills as a writer.

2. 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. These partnership have given Mill Creek the opportunity to have updated technology, enhanced literacy classroom libraries, instructional literacy resources for Tier I and Tier II learning materials, and provided updated to the building such as furniture and paint. In addition, partnerships have given students direct access to the businesses throughout the school year to build an understanding of how community partnerships build a united community and support a healthy community. Many of our business partners provide school spirit nights, host our monthly Character Counts celebrations, and serve as active members on our SAC committee.

Beginning in 2016, Mill Creek hosted its first annual Career Fair for students. The support from area business partners was overwhelming as they were eager to invest in the lives of our students. The Career Fair was successful as students dressed for success and business partners shared the business expertise. Students had developed questions prior to show the level of interest and ensure that the businesses that participated were honored and respected. At the end of the day, those that had participated had already inquired about participating in 2017.

In addition to the business partnerships, Mill Creek host multiple opportunities for students to give back to the community led by the Mill Creek Student Council under the leadership of Mrs. Sandra Pearson. Through clothing and food drives, donation challenges, and charity awareness our students and community will engage in supporting the local needs of our community. Mill Creek was named the top earning school for Pennies for Patients in 2016 - 2017, earning over 10,000.00. Each year Mill Creek

increases its giving in multiple ways to the community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Riedl, Amanda	Principal
Watson, Todd	Assistant Principal
Green, Susan	Teacher, K-12
Shearer, Jessica	Teacher, K-12
Hutchinson, andrea	Teacher, Career/Technical
Brocksmith, Kristie	Teacher, K-12
Rosas, Jessica	Psychologist
Orletski, Nicole	Teacher, K-12
Ashley, Jennifer	Teacher, K-12
Quinlan, Noreen	Teacher, K-12
Washington, Jamara	Teacher, K-12
Brackett, Christy	Teacher, K-12
Keeperman, Debra	Teacher, K-12
Howell, Alisa	Teacher, ESE
Bergmann, Abby	Instructional Media
Leonard, Kaitlyn	Teacher, K-12

b. Duties

1. 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 that is communicated through a collaborative culture to build a shared understanding of learning. Through the use of data-based decision-making, evidence is provided that ensures the school-based team is implementing RtI, high quality instructional strategies with fidelity, conducts assessment of RtI skills, ensures implementation of intervention support and documentation, ensures adequate professional development to build capacity of teacher understanding of all Tier learning strategies, 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

2. 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 AimsWeb, iReady, and grade level common formative assessments, along with teacher observation and data from teacher based differentiated instructional activities provide evidence of individual student mastery and progression or improvement still needed to meet grade level standards. Funding and staffing is adjusted to allow for Rtl tutoring, ESE personnel to assist classroom teachers in supporting individual student needs and any additional supplemental materials needed to meet the needs of all learners. Through grade level action research, instructional strategies are identified that have the greatest level of impact on student achievement and become the agreed upon strategies for grade levels.

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 intervention or frequency of intervention 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephanie Godiare	Teacher
Synethia Brown	Teacher
Donna Locke	Teacher
Samantha Gardner	Education Support Employee
Kristina Dooley	Parent
Philip Dugas	Parent
Stephanie Godiare	Teacher
Amanda Riedl	Principal
Jenn Hoffman	Parent
Thanh Bauer	Parent
Allison White	Teacher
Nicole Cubbedge	Education Support Employee
Kelly Mickey	Parent
Kendra Ghazanfari	Parent
Debra Pierre	Parent
Karafa Badjie	Parent
Stephanie Sanalila	Parent
Karena Durr	Parent
Tare Nelson Cheptoo	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

It was recognized that Mill Creek met and exceeded the Literacy, Math goal, and Science goals and would like to continue with these goals with updated action steps that were focused on feedback practices to continue to strengthen student learning.

b. Development of this school improvement plan

At the first SAC meeting for the 17 - 18 school year, feedback was suggested regarding the written goals and how the goals will be developed school-wide to meet individual student needs and continue to increase student learning.

c. Preparation of the school's annual budget and plan

The SAC will have an active role in reviewing and providing feedback towards finalizing the 2017-2018 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.

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

Professional Development through modified lesson studies-\$5,000
 Character Counts Celebrations- \$500

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Riedl, Amanda	Principal
Shely, Denise	Teacher, K-12
Clark, Heather	Teacher, K-12
Godaire, Stephanie	Teacher, K-12
Ramsay, Carolyn	Teacher, K-12
Hutchinson, andrea	Teacher, K-12
Keeperman, Debra	
Hecht, Stephanie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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 participate in lesson studies with a focus on small group instructional structures and strategies, conferring, and forward feedback to guide student learning. In addition, the LLT team will work collaboratively to close the knowing/doing gaps in student learning. Teachers will partner with each other through a cohort learning experience focused on balanced literacy to participate in peer observations that have a direct focus on reflective practice. In addition, the Literacy Cohort Leaders will build a shared working knowledge with a focus on school-wide writing practices to ensure learning gaps in writing begin to close.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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 created Common Formative Assessments to ensure that every student in the grade level has equal access to learning opportunities. The level of rigor will serve as the indicator for student learning outcomes and provide a common understanding of the depth the standard should be taught. 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.

2. 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 by scrutinizing 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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

First year teachers at 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, addressing challenges and serves as a buddy to every day interactions. 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. In addition, the Literacy Coach provides weekly meetings to support the instructional needs of new staff to Mill Creek. This time has given staff an opportunity to connect with the Literacy Coach to form partnerships in teaching and learning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, 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 midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 data reports 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 twice a year 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.

b. Instructional Strategies

1. 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. Assessments are built with a high level of rigor, guaranteeing that all students are given access to rigorous learning opportunities throughout each classroom. 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.

2. 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)

- Core Academic Instruction

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

b. College and Career Readiness

1. 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

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 ELA at the proficient level with a continued focus on forward feedback aligned to individual student learning.
- G2.** Mill Creek will continue to increase the number of student's scoring at the proficiency level in Math.
- G3.** Mill Creek will increase the number of students scoring at proficiency on the SSA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Mill Creek will increase the number of students in ELA at the proficient level with a continued focus on forward feedback aligned to individual student learning. 1a

G096556

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Provide time for staff to work with collaborative team to gain a deeper understanding of identifying reading behaviors and specific strategies to target learning need.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Team collaboration Conferencing notebooks Student Data Binders Teacher Data Notebooks Vertical and horizontal instructional conversations All Star Aimsweb LLI SIPPS Foundations Being A Reader Wilson Reading

Plan to Monitor Progress Toward G1. 8

Progress Monitoring, quick checks, CFA's, AimsWeb, iReady

Person Responsible

Amanda Riedl

Schedule

Quarterly, from 8/15/2017 to 5/23/2018

Evidence of Completion

Increase on all formative and summative assessments.

G2. Mill Creek will continue to increase the number of student's scoring at the proficiency level in Math. 1a

G096557

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Teachers continue to participate in action-research and engage in learning experiences that identify deficiencies in the knowing-doing gap.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MFAS tasks , inquiry based instruction, team collaboration, teacher data notebooks, vertical and horizontal conversations, AimsWeb, DE, and data driven dialog.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Amanda Riedl

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Aimweb, iReady, grade level CFA's, Math Tasks, FSA

G3. Mill Creek will increase the number of students scoring at proficiency on the SSA. 1a

G096558

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	84.0

Targeted Barriers to Achieving the Goal 3

- Alignment of prerequisite learning to access grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Vocabulary Science Interactive Journals Discovery Education Leveled Science Readers

Plan to Monitor Progress Toward G3. 8

During Science Cohort Leadership meetings, teachers will discuss vertical alignment and specific investigations used to support grade level identified focus areas.

Person Responsible

Todd Watson

Schedule

Monthly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Meeting Summaries, DE, Quarterly grade level investigations

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 ELA at the proficient level with a continued focus on forward feedback aligned to individual student learning. **1**

 G096556

G1.B4 Provide time for staff to work with collaborative team to gain a deeper understanding of identifying reading behaviors and specific strategies to target learning need. **2**

 B259771

G1.B4.S1 Provide ongoing professional development to deepen the capacity of teachers in identifying reading behaviors and aligning specific reading strategies to address the immediate needs. **4**

 S275183

Strategy Rationale

Mill Creek has worked to develop a shared understanding of common reading methods aligned to identified student needs. Gaining a deeper level of understanding of how to identify specific reading behaviors will strengthen teacher learning capacity and increase student's access to more complex text and accuracy as a reader.

Action Step 1 **5**

Teachers will work collaboratively during release days to identify conferring strategies and how to record conferring data.

Person Responsible

Amanda Riedl

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

student learning growth on CFA, administration observations on teachers implementing new instructional strategies

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Use of effectiveness of conferring NB

Person Responsible

Amanda Riedl

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

student learning growth on CFA, administration observations on teachers implementing new instructional strategies

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Use of effectiveness of conferring NB

Person Responsible

Amanda Riedl

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

classroom observation, conferring NB

G2. Mill Creek will continue to increase the number of student's scoring at the proficiency level in Math. **1**

 G096557

G2.B1 Teachers continue to participate in action-research and engage in learning experiences that identify deficiencies in the knowing-doing gap. **2**

 B259772

G2.B1.S1 Classroom teachers identify student learning outcomes and matching formative assessment; align math tasks to monitor ongoing student learning; meet collaboratively to discuss data both qualitatively and quantitatively, and plan for differentiated instruction. **4**

 S275184

Strategy Rationale

Mill Creek's students' proficiency level continues to increase due to the increased learning of teachers and identifying specific math strategies aligned to learning behaviors.

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

Amanda Riedl

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

student work samples, student achievement, teacher data analysis of classroom assessments and daily 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

Amanda Riedl

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

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

Amanda Riedl

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

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

G3. Mill Creek will increase the number of students scoring at proficiency on the SSA. 1

G096558

G3.B1 Alignment of prerequisite learning to access grade level standards. 2

B259774

G3.B1.S2 Science Cohort Leadership Team will work vertically to identify a school-wide approach to specific learning domains. Grade levels will work vertically to identify the instructional demands. Goals will be monitored by the Science Cohort Team through grade level end of quarter performance task. 4

S275186

Strategy Rationale

Science proficiency on state assessments showed growth from targeted areas of emphasis which will be continued and deepened through the leadership of the Science Cohort.

Action Step 1 5

Grade levels will identify one investigation per quarter that will align to the prerequisites identified vertically to close knowledge gaps.

Person Responsible

Todd Watson

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Meeting summaries, lesson plans, scope and sequence, grade level focused investigation tasks

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

Administration will attend and monitor monthly Science Cohort Leadership meetings. Student interactive science journals will be monitored. Grade Level investigations monitored to ensure fidelity of standards.

Person Responsible

Todd Watson

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Meeting Summaries and student interactive science journals

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

DE data, student interactive journals, and grade level common performance tasks will monitor the scientific process skills

Person Responsible

Todd Watson

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

DE, classroom observational data, student interactive journals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M397631	Progress Monitoring, quick checks, CFA's, AimsWeb, iReady	Riedl, Amanda	8/15/2017	Increase on all formative and summative assessments.	5/23/2018 quarterly
G2.MA1 M397634	lesson plans, task implementation, student samples, teacher data collection forms	Riedl, Amanda	8/23/2017	Aimweb, iReady, grade level CFA's, Math Tasks, FSA	5/23/2018 biweekly
G3.MA1 M397645	During Science Cohort Leadership meetings, teachers will discuss vertical alignment and specific...	Watson, Todd	8/23/2017	Meeting Summaries, DE, Quarterly grade level investigations	5/23/2018 monthly
G1.B4.S1.MA1 M397629	Use of effectiveness of conferring NB	Riedl, Amanda	8/23/2017	classroom observation, conferring NB	5/23/2018 weekly
G1.B4.S1.MA1 M397630	Use of effectiveness of conferring NB	Riedl, Amanda	8/23/2017	student learning growth on CFA, administration observations on teachers implementing new instructional strategies	5/23/2018 weekly
G1.B4.S1.A1 A369380	Teachers will work collaboratively during release days to identify conferring strategies and how to...	Riedl, Amanda	8/23/2017	student learning growth on CFA, administration observations on teachers implementing new instructional strategies	5/23/2018 biweekly
G2.B1.S1.MA1 M397632	Student work samples, data analysis identifying patterns and trends and levels of students,...	Riedl, Amanda	8/23/2017	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	5/23/2018 biweekly
G2.B1.S1.MA1 M397633	weekly grade level collaboration meetings; horizontal conversations, lesson design with...	Riedl, Amanda	8/23/2017	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	5/23/2018 biweekly
G2.B1.S1.A1 A369381	Teachers will meet weekly to analyze student work samples, identify gaps in mathematical...	Riedl, Amanda	8/23/2017	student work samples, student achievement, teacher data analysis of classroom assessments and daily tasks, MFAS Rubric levels	5/23/2018 biweekly
G3.B1.S2.MA1 M397635	DE data, student interactive journals, and grade level common performance tasks will monitor the...	Watson, Todd	8/23/2017	DE, classroom observational data, student interactive journals	5/23/2018 biweekly
G3.B1.S2.MA1 M397636	Administration will attend and monitor monthly Science Cohort Leadership meetings. Student...	Watson, Todd	8/23/2017	Meeting Summaries and student interactive science journals	5/23/2018 biweekly
G3.B1.S2.A1 A369382	Grade levels will identify one investigation per quarter that will align to the prerequisites...	Watson, Todd	8/23/2017	Meeting summaries, lesson plans, scope and sequence, grade level focused investigation tasks	5/23/2018 quarterly

V. 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 ELA at the proficient level with a continued focus on forward feedback aligned to individual student learning.

G1.B4 Provide time for staff to work with collaborative team to gain a deeper understanding of identifying reading behaviors and specific strategies to target learning need.

G1.B4.S1 Provide ongoing professional development to deepen the capacity of teachers in identifying reading behaviors and aligning specific reading strategies to address the immediate needs.

PD Opportunity 1

Teachers will work collaboratively during release days to identify conferring strategies and how to record conferring data.

Facilitator

Amanda Riedl, ELA Cohort Team, Grade Level Leaders

Participants

Grade Level Teachers, ESE Teachers

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

G2. Mill Creek will continue to increase the number of student's scoring at the proficiency level in Math.

G2.B1 Teachers continue to participate in action-research and engage in learning experiences that identify deficiencies in the knowing-doing gap.

G2.B1.S1 Classroom teachers identify student learning outcomes and matching formative assessment; align math tasks to monitor ongoing student learning; 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

Amanda Riedl, Math Cohort Leaders

Participants

Classroom Teachers - K - 5 and ESE Teachers

Schedule

Biweekly, from 8/23/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Teachers will work collaboratively during release days to identify conferring strategies and how to record conferring data.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Mill Creek Elementary School	School Improvement Funds		\$5,000.00
			<i>Notes: Notes</i>			
2	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.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Mill Creek Elementary School	School Improvement Funds		\$3,000.00
3	G3.B1.S2.A1	Grade levels will identify one investigation per quarter that will align to the prerequisites identified vertically to close knowledge gaps.				\$0.00
					Total:	\$8,000.00