

Mill Creek Elementary School

3750 INTERNATIONAL GOLF PKWY, St Augustine, FL 32092

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	24%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	21%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary 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 10/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
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. 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 collecting data to that will strengthen the learning structures in the classroom. In addition, Mill Creek's culture fosters a community in which students are celebrated for their differences and accomplishments. Celebrations are made public each morning through announcements with specific learning outcomes aligned to the celebration. Celebrations are displayed on the "Fleet of Excellence" wall that greets friends, families, and visitors as they enter the building. Throughout the year, teachers send students to the office when they have reached a goal, taken a risk, or persevered as a learner. This truly honors the learning of each child in their own unique way. The goal is for all students have a picture of success 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 positive learning cultures that values 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 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 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 school-wide champion behavior 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 CHAMPion behaviors. Teachers remind students frequently of behavior expectations by recognizing students that are conducting themselves as “champions,” using non-verbal cues for reinforcement, and following through when redirection is needed. Champion cheers are given as positive reinforcement throughout the day to students throughout the environment for recognition of positive behavior. Champion 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

This year, Counselors have become part of the teaching day by providing lessons directly aligned to Character development, brain-based learning, leadership, social/emotional relationships, and career development. In addition, Mill Creek’s guidance counselors provide 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.

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 learning events throughout the year to foster parent learning and deeper understanding of how students are learning. These events will be held at a variety of times throughout the year to engage parents in a variety of learning experiences. 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 weekly program called Helping Hands that provides direct support to the teachers. Mill Creek also hosts monthly writing publishing parties 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 that continue 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 publicly displays the multiple opportunities the students have given back to the community. Through clothing and food drives, donation challenges, and charity awareness our students and community will engage in supporting the local needs of our community.

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:

Name	Title
Riedl, Amanda	Principal
Conroy, Michelle	Assistant Principal
McArthur, Sheree	Instructional Coach
Rosas, Jessica	Psychologist
Watson, Todd	Assistant Principal

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 Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl 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 MobyMax Reading and 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 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.

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:

Name	Stakeholder Group
Kristin Arnold	Teacher
Synethia Brown	Teacher
Donna Locke	Teacher
Jamara Washington	Teacher
Samantha Gardner	Education Support Employee
Tina Larson	Education Support Employee
Avita Beatty	Parent
Nerissa Hartford	Parent
Rueben Velezquez	Parent
Robin Lightsey	Parent
Dana Goodson	Parent
Rema Shaban	Parent
Emily Anderson	Parent
Kristina Dooley	Parent
Karen Mahan	Parent
Tina Nagel	Parent
Philip Dugas	Parent
Matt Seaman	Parent
Terri Overman	Business/Community
Allison White	Teacher
Stephanie Godiare	Teacher
Alex Krupski	Teacher
Amanda Riedl	Principal

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 2015 - 2016 school year, members will actively engage in reviewing and evaluating goal progress for last year's SIP.

Development of this school improvement plan

At the final SAC meeting for the 2014 - 2015 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 Science. At the first SAC meeting for the 15 - 16 school year, feedback was suggested regarding the written goals and how they align to the work that will take place this year to meet individual student needs and continue to increase student learning.

Preparation of the school's annual budget and plan

The SAC will have an active role in reviewing and providing feedback towards finalizing the 2015 - 2016 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

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

Name	Title
Riedl, Amanda	Principal
Conroy, Michelle	Assistant Principal
McArthur, Sheree	Instructional Coach
Orletski, Nicole	Teacher, K-12
Shely, Denise	Teacher, K-12

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. 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 of Balanced Literacy with monthly meetings focused on embedding high-yield strategies.

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 created 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 principals 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 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.

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, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) 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 PLCs 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, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary 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 elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, 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 for 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.

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.

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 ELA at the proficient level by focusing on the high yield strategy of forward feedback through weekly collaboration of identifying the areas of opportunity for each student.
- G2.** Mill Creek will increase the student's level of proficiency in the domain of Operations and Algebraic Thinking.
- G3.** Mill Creek will increase the number of students scoring at proficiency by embedding a focus on the scientific method through inquiry based investigations and experiments.

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 ELA at the proficient level by focusing on the high yield strategy of forward feedback through weekly collaboration of identifying the areas of opportunity for each student. 1a

G068987

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

Todd Watson

Schedule

Quarterly, from 9/8/2015 to 5/20/2016

Evidence of Completion

Increase on all formative and summative assessments.

G2. Mill Creek will increase the student's level of proficiency in the domain of Operations and Algebraic Thinking. 1a

G068988

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	80.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Teachers depth of understanding on the vertical alignment of math standards and the prerequisite skills needed to close identified gaps.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Michelle Conroy

Schedule

Biweekly, from 9/15/2015 to 5/17/2016

Evidence of Completion

MobyMax, DE, grade level CFA's, MFAS Tasks, FSA

G3. Mill Creek will increase the number of students scoring at proficiency by embedding a focus on the scientific method through inquiry based investigations and experiments. 1a

G068989

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

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

- Alignment of prerequisite learning to access grade level standards.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Amanda Riedl

Schedule

Monthly, from 9/10/2015 to 5/27/2016

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 ELA at the proficient level by focusing on the high yield strategy of forward feedback through weekly collaboration of identifying the areas of opportunity for each student. **1**

 G068987

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

 B179301

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

 S190638

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 9/15/2015 to 5/17/2016

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 9/15/2015 to 5/17/2016

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 9/15/2015 to 9/15/2016


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 student's level of proficiency in the domain of Operations and Algebraic Thinking. **1**

 G068988

G2.B1 Teachers depth of understanding on the vertical alignment of math standards and the prerequisite skills needed to close identified gaps. **2**

 B179303

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

 S190640

Strategy Rationale

Mill Creek's students' proficiency level in OA continues to decline as students progress through grade levels.

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

Biweekly, from 9/15/2015 to 5/17/2016

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

Biweekly, from 9/15/2015 to 5/17/2016

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

Biweekly, from 9/15/2015 to 5/17/2016

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 by embedding a focus on the scientific method through inquiry based investigations and experiments. 1

 G068989

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

 B179305

G3.B1.S2 Science Cadre leadership team will identify two specific learning goals directly aligned to the Nature of Science to build a vertical approach that directly addresses the instructional demands at each grade level. Goals will be monitored through frequent assessments that begin to close the gap of prerequisite learning. 4

 S190642

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 using interactive science notebooking with a focus on the scientific process skills.

Person Responsible

Amanda Riedl

Schedule

Monthly, from 9/15/2015 to 5/17/2016

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 9/14/2015 to 5/16/2016

Evidence of Completion

Meeting Summaries, student interactive science journals, and DE data(A, B, C)

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

DE data, student interactive journals, and grade level common assessments will be monitored for use of science academic vocabulary and implementing scientific process skills

Person Responsible

Amanda Riedl

Schedule

Weekly, from 9/10/2015 to 5/20/2016

Evidence of Completion

DE, classroom observational data, classroom CFA

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	9/15/2015	Increased student proficiency	5/17/2016 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	9/15/2015	student work samples, student achievement, teacher data analysis reports of MFAS tasks, MFAS Rubric levels	5/17/2016 biweekly
G3.B1.S2.A1	Science Cadre will meet monthly to discuss alignment of science content knowledge, academic vocabulary, and hands on investigations using interactive science notebooking with a focus on the scientific process skills.	Riedl, Amanda	9/15/2015	Meeting summaries, lesson plans, aligned academic vocabulary scope and sequence	5/17/2016 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	Watson, Todd	9/8/2015	Increase on all formative and summative assessments.	5/20/2016 quarterly
G1.B3.S1.MA1	Conferring notebooks, conferences, student writer's notebook,	Riedl, Amanda	9/15/2015	Increased student achievement on on-demand writing, responses in student-centered coaching, increase in proficiency from pre/post writing performance task,	9/15/2016 weekly
G1.B3.S1.MA1	Student achievement, pre/post assessment data, conferring notebooks/ conferring notes, student exemplars, student reflection logs	Riedl, Amanda	9/15/2015	Anecdotal notes, student data binders, conferring notebooks, student proficiency	5/17/2016 weekly
G2.MA1	lesson plans, task implementation, student samples, teacher data collection forms	Conroy, Michelle	9/15/2015	MobyMax, DE, grade level CFA's, MFAS Tasks, FSA	5/17/2016 biweekly
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	9/15/2015	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	5/17/2016 biweekly
G2.B1.S1.MA1	weekly grade level collaboration meetings; horizontal conversations, lesson design with differentiation identifying	Conroy, Michelle	9/15/2015	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	5/17/2016 biweekly
G3.MA1	During Science Cadre meetings, teachers will discuss vertical alignment and specific investigations used to support grade level identified focus areas.	Riedl, Amanda	9/10/2015	Meeting Summaries, DE, FCAT 2.0	5/27/2016 monthly
G3.B1.S2.MA1	DE data, student interactive journals, and grade level common assessments will be monitored for use of science academic vocabulary and implementing scientific process skills	Riedl, Amanda	9/10/2015	DE, classroom observational data, classroom CFA	5/20/2016 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	9/14/2015	Meeting Summaries, student interactive science journals, and DE data(A, B, C)	5/16/2016 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 ELA at the proficient level by focusing on the high yield strategy of forward 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 9/15/2015 to 5/17/2016

G2. Mill Creek will increase the student's level of proficiency in the domain of Operations and Algebraic Thinking.

G2.B1 Teachers depth of understanding on the vertical alignment of math standards and the prerequisite skills needed to close identified gaps.

G2.B1.S1 Classroom teachers identify student learning outcomes and matching formative assessment; align to MFAS 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

Michelle Robinson, Amanda Riedl

Participants

Classroom Teachers - K - 5

Schedule

Biweekly, from 9/15/2015 to 5/17/2016

Budget						
Budget Data						
1	G1.B3.S1.A1	Conferences, conferring notebooks, progress monitoring				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$3,000.00
				<i>Notes: Funds for continued literacy development provided by grant partnership from the Education Foundation and Davidson Cares.</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	2015-16
			District-Wide	School Improvement Funds		\$3,000.00
				<i>Notes: continue literacy development</i>		

Budget Data

3	G3.B1.S2.A1	Science Cadre will meet monthly to discuss alignment of science content knowledge, academic vocabulary, and hands on investigations using interactive science notebooking with a focus on the scientific process skills.	\$0.00
Total:			\$6,000.00