

St. Johns County School District

Mill Creek Academy



2016-17 Schoolwide Improvement Plan

Mill Creek Academy

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)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	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 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Mill Creek Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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 provide feedback forms to parents at the beginning of each school year to identify 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. 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 fosters an environment of making learning celebrations highlighted throughout the school. Celebrations are made public each morning through announcements with specific learning outcomes aligned to the celebration. This year students will focus on showing PRIDE - Politeness, Respect, Integrity, Discipline, and Effort throughout all learning environments. Students will be celebrated with PRIDE bucks giving them the opportunity to be chosen as PRIDE students of the week! In addition to PRIDE bucks, 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. 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. Having PRIDE are character traits that promote overall outstanding character throughout life. In addition, Mill Creek has implemented a LEADS program to provide mentors and friends 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 and have begun working with the middle school to help build leaders that will promote positive transitions for all students.

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.

Counselors will provide 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 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. Groups are created to provide support in family and friend relationships that promote positive well-being and build self-worth. 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.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP 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 be provided with direct learning opportunities that engage them in mock learning experiences that students would engage in during a daily block of instruction. In both Literacy and Math, parents will be encouraged to be a learner and engage in real situations that provide on-going learning into the world of the student. 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.

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.

C. Effective Leadership

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

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
Rosas, Jessica	Psychologist
Watson, Todd	Assistant Principal
Hemingway, Colleen	Instructional Coach

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, Discovery Education, and grade level common formative assessments, along with teacher observation and data from teacher based differentiated instructional activities allow us the data to determine individual student mastery and progression or improvement still needed to meet grade level standards. Funding and staffing is adjusted to allow for RtI 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 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
Kristin Arnold	Teacher
Synethia Brown	Teacher
Donna Locke	Teacher
Jamara Washington	Teacher
Samantha Gardner	Education Support Employee
Robin Lightsey	Parent
Dana Goodson	Parent
Kristina Dooley	Parent
Philip Dugas	Parent
Stephanie Godiare	Teacher
Amanda Riedl	Principal
Jessica Kendall	Teacher
Brenda Legaspi	Parent
Carlos Farina	Teacher
Taj Murphy Sr.	Parent
Autumn Gill	Parent
Gisella Underword	Parent
Jenn Hoffman	Parent
Thanh Bauer	Parent
Avita Beatty	Parent
Allison White	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

During the first SAC meeting of the 2016 - 2017 school year, members actively engage in reviewing and evaluating goal progress for last year's SIP. It was recognized that Mill Creek met and exceeded the Literacy and Math goal 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 final SAC meeting for the 2015 - 2016 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. At the first SAC meeting for the 16 - 17 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.

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 2016 - 2017 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
Hemingway, Colleen	Instructional Coach

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 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 with a focus on school-wide writing practices to ensure learning gaps in writing begin to decline.

D. Public and Collaborative Teaching

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

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. 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 principals 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 be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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, World of Science) 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 section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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

 = 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.
- 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 by focusing on the high yield strategy of forward feedback. 1a

G083102

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Providing time to build the capacity of the staff to have meaningful conferences with explicit goals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Team collaboration
Conferring notebooks
Student Data Binders
Teacher Data Notebooks
Vertical and horizontal instructional conversations
All Star Aimsweb
LLI
SIPPS
Reading Coach

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Todd Watson

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

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**

 G083103

Targets Supported **1b**

Indicator	Annual Target
Math Gains	80.0

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.

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 8/10/2016 to 5/17/2017

Evidence of Completion

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

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

G083104

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	75.0

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

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

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

Sarah Farmer

Schedule

Monthly, from 8/22/2016 to 5/31/2017

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 by focusing on the high yield strategy of forward feedback. **1**


 **G083102**

G1.B2 Providing time to build the capacity of the staff to have meaningful conferences with explicit goals.

2

 **B220330**

G1.B2.S1 Provide ongoing job-embedded professional development to build a repertoire of conferring strategies and questions that are aligned to individual reading behaviors. **4**

 **S232572**

Strategy Rationale

Mill Creek has worked to develop a shared understanding of common literacy practices and structures that support individual readers. Gaining a deeper level of understanding of how to identify areas of opportunities for individual students will strengthen teacher learning capacity and increase student's access to more complex text and accuracy as a reader.

Action Step 1 **5**

Team collaboration meetings with administration and colleagues to interact with model lessons and deepening the understanding of specific feedback strategies. Using lesson studies with a focus on conferring and identifying the student reading behaviors and teacher moves will provide models to increase staff learning capacity.

Person Responsible

Colleen Hemingway

Schedule

On 5/17/2017

Evidence of Completion

Conferring notebooks, teachers sharing progress in the conferring process

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Conferring notebooks, Conferring Schedules

Person Responsible

Colleen Hemingway

Schedule

On 5/24/2017

Evidence of Completion

Student learning growth on CFA's, Administration observation of teachers implementing new instructional strategies

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Use and effectiveness of conferring notebooks

Person Responsible

Colleen Hemingway

Schedule

On 5/24/2017

Evidence of Completion

Classroom observations Conferring notebook

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

 G083103

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

 B220333

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

 S232577

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 8/10/2016 to 5/17/2017

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 8/10/2016 to 5/17/2017

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 8/29/2016 to 5/24/2017

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

G083104

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

B220335

G3.B1.S2 Science Cadre Leadership Team will identify a specific learning goal directly aligned to Earth and Space. Grade levels will work vertically to identify the instructional demands. Goals will be monitored through frequent assessments that begin to close the gap of prerequisite learning and grade level end of quarter performance task. 4

S232579

Strategy Rationale

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

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

Sarah Farmer

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

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 Cadre meetings. Student interactive science journals will be monitored. Grade Level investigations monitored to ensure fidelity of standards.

Person Responsible

Sarah Farmer

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

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 assessments will be monitored for use of science academic vocabulary and implementing scientific process skills

Person Responsible

Sarah Farmer

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

DE, classroom observational data, classroom CFA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M301551	lesson plans, task implementation, student samples, teacher data collection forms	Riedl, Amanda	8/10/2016	Aimweb, DE, grade level CFA's, MFAS Tasks, FSA	5/17/2017 biweekly
G1.B2.S1.A1 A297616	Team collaboration meetings with administration and colleagues to interact with model lessons and...	Hemingway, Colleen	8/10/2016	Conferring notebooks, teachers sharing progress in the conferring process	5/17/2017 one-time
G2.B1.S1.MA1 M301550	weekly grade level collaboration meetings; horizontal conversations, lesson design with...	Riedl, Amanda	8/10/2016	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	5/17/2017 biweekly
G2.B1.S1.A1 A297618	Teachers will meet weekly to analyze student work samples, identify gaps in mathematical...	Riedl, Amanda	8/10/2016	student work samples, student achievement, teacher data analysis of classroom assessments and daily tasks, MFAS Rubric levels	5/17/2017 biweekly
G1.B2.S1.MA1 M301540	Use and effectiveness of conferring notebooks	Hemingway, Colleen	8/29/2016	Classroom observations Conferring notebook	5/24/2017 one-time
G1.B2.S1.MA1 M301541	Conferring notebooks, Conferring Schedules	Hemingway, Colleen	8/15/2016	Student learning growth on CFA's, Administration observation of teachers implementing new instructional strategies	5/24/2017 one-time
G2.B1.S1.MA1 M301549	Student work samples, data analysis identifying patterns and trends and levels of students,...	Riedl, Amanda	8/29/2016	student work samples, data analysis sheets, MFAS rubrics, student achievement, lesson plans	5/24/2017 biweekly
G1.MA1 M301548	Progress Monitoring, quick checks, CFA's, AimsWeb, DE	Watson, Todd	8/22/2016	Increase on all formative and summative assessments.	5/31/2017 quarterly
G3.MA1 M301562	During Science Cadre meetings, teachers will discuss vertical alignment and specific investigations...	Farmer, Sarah	8/22/2016	Meeting Summaries, DE, Quarterly grade level investigations	5/31/2017 monthly
G3.B1.S2.MA1 M301552	DE data, student interactive journals, and grade level common assessments will be monitored for use...	Farmer, Sarah	8/22/2016	DE, classroom observational data, classroom CFA	5/31/2017 biweekly
G3.B1.S2.MA1 M301553	Administration will attend and monitor monthly Science Cadre meetings. Student interactive science...	Farmer, Sarah	8/22/2016	Meeting Summaries and student interactive science journals	5/31/2017 biweekly
G3.B1.S2.A1 A297619	Grade levels will identify one investigation per quarter that will align to the prerequisites...	Farmer, Sarah	8/22/2016	Meeting summaries, lesson plans, scope and sequence, grade level focused investigation tasks	5/31/2017 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 by focusing on the high yield strategy of forward feedback.

G1.B2 Providing time to build the capacity of the staff to have meaningful conferences with explicit goals.

G1.B2.S1 Provide ongoing job-embedded professional development to build a repertoire of conferring strategies and questions that are aligned to individual reading behaviors.

PD Opportunity 1

Team collaboration meetings with administration and colleagues to interact with model lessons and deepening the understanding of specific feedback strategies. Using lesson studies with a focus on conferring and identifying the student reading behaviors and teacher moves will provide models to increase staff learning capacity.

Facilitator

Administration, ILC, Literacy Cohort, Teacher Leaders

Participants

Administration, Building Leadership Team, Instructional Literacy Coach, Teacher Leaders

Schedule

On 5/17/2017

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

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 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

Amanda Riedl, Math Cohort Leaders

Participants

Classroom Teachers - K - 5 and ESE Teachers

Schedule

Biweekly, from 8/10/2016 to 5/17/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Team collaboration meetings with administration and colleagues to interact with model lessons and deepening the understanding of specific feedback strategies. Using lesson studies with a focus on conferring and identifying the student reading behaviors and teacher moves will provide models to increase staff learning capacity.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0341 - Mill Creek Academy			\$5,000.00
			Notes: Notes			
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	2016-17
			District-Wide	School Improvement Funds		\$3,000.00
			Notes: continue literacy development			
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